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IO2 - Continuing Professional Development Training Course on Peace Education

to foster equality, diversity and inclusion and further prevent
from violence and bullying in early childhood.



Contributors

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List of Acronyms

CPD Continuing Professional Development

PE Peace Education

ECEC Early Childhood Education and Care

1.- INTRODUCTION

“Establishing lasting peace is the work of education; all politics can do is keep us out of war”.
Maria Montessori

Traditionally, teachers have been trained to consider themselves as persons who impart



content. In this view *‘the teacher knows everything and the students know nothing’* (Freire, 1970, p 73)ⁱ and teaching is seen as the act of **‘filling an empty pot.’** A teacher-centered approach that assumes that teachers have all the knowledge while learners have none can have important consequences. Rather than being critical and independent thinkers, the learner is submissive and reliant on a teacher to tell them what to think and what to know.

Peace education is the opposite of the

teacher centered-approach. This approach is learner-centered and is driven by active learning and combines critical thinking, reflection, self-awareness, ethics and meaningful action. Rather than the filling of an empty pot, in this approach, teaching is seen as enabling flowers to grow

Teachers are a key component of any education system, and quality teaching is a pre-requisite for success (World Bank 2012). While the economy is important, we should not underestimate both the need for and **the role of education and teachers in promoting peace**, building social cohesion and promoting nation-building and national identity inside and outside the classroom (Novelli 2016)ⁱⁱ. In the recent endorsement of the education **Sustainable Development Goals**, this need is recognized:

(4.)⁷ By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, **promotion of a culture of peace and non-violence**, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

The introduction in the programs of the different educational systems of all the teaching levels and modalities, formal and not formal, of **educational actions related to peace**, human rights and the civic formation **has a fundamental importance**. However, the majority of those educational systems lacks a program directed to form in its students features of personality inclined towards a behavior and a culture of peace.

This is extensive to the teacher training schools, which have to assume these contents in their pedagogical practice by means of the methodological preparation of something for which they were not trained during their educational formation.

In this sense peace education requires of an educator that possesses an appropriate preparation to develop those contents and that in turn has formed, or has as part of his convictions, questions that are indispensable to be able to create in his students a favorable projection towards peace.

This way, these facilitators must have psychological, social, cultural and personal characteristics that have a significance for this work, because if he possesses an aggressive personality, or s/he doesn't believe what s/he is supposed to teach, or s/he thinks that it is useless to change the prevailing conditions of violence s/he will be able to do very little to give the children concepts and actions related with the topic.

Among those psychological, social and cultural conditions referred to peace we have:

- To demonstrate interest to know his/her own reality and to be committed with the search of alternatives for the construction of a peace culture.
- To recognize and value the wealth of other cultures and to incorporate elements from them to his/her professional actions.
- To contribute to the establishment of constructive social relationships to foster the development of values for a peace culture.
- **To assume her/his role as a professional and agent of peace through the respect for others and the recognition of the rights of people.**
- To believe in pacifism and non-violence as forms of solution of conflicts.

To assume a pacifist behavior is defined in this case as the defense, construction and maintenance of peace and a fair social order that respects human rights and solves the conflicts by peaceful and not violent means. In turn non-violence is understood as the renouncement to kill and damage other human beings by means of the thought, word and action, which implies an integral respect for life, nature and the freedom of the others.

In the **Vocational education and training (VET)** of these facilitators for peace it would be necessary to introduce contents that favored the acquisition of values and aptitudes, such as solidarity, creativity, civic responsibility, the capacity to solve conflicts by non-violent methods and critical sense.

Vocational education and training (VET) can contribute in multiple ways to peace education, and in this sense, one must consider the possibility of introducing in the programs of studies, knowledge, values and aptitudes related to peace, human rights, justice, democratic practice, professional ethics, civics and social responsibility. They must also work to have the students become aware of the interdependence of the States in a more and more global society. In this respect it is necessary to quote what UNESCOⁱⁱⁱ refers for the centers of superior education:

"It is necessary to underline that higher education is not a simple educational level. In this peculiar period characterized by the presence of a culture of war, it should be the main promoter in our societies of moral and intellectual solidarity of mankind and of a culture of peace built on the base of sustainable human development, inspired by justice, fairness, freedom, democracy and full respect for human rights."

All this must have an effect on the formation of educators and the educational personnel that intervene in the education of the young children, and emphasize that although it is important that the formation of a peace culture considers the internal factors in its conception of what is peace, it cannot be summed up to these factors, but rather it is also necessary to act about the external factors that are, in definitive, the main determinant of a state of peace in the current world.

It must also consider, in its daily pedagogic practice in the early childhood center, the promotion of activities that develop forms of action and performance in the children, and that gradually they must transform them into internal components of their personality in formation.

Everything could be summarized in a traditional popular adage:

"If you want peace, don't prepare war..."

If you want peace, prepares peace..."

If you want peace, educate yourself and educates for peace"

Educational agents are facilitators of experiences and relationships that facilitate a progressive social maturity for the child. Children, through their experiences, select, choose and endorse a value system that will help them develop a moral conscience and acquire the individual commitment to organize their behavior by putting them into practice. We have to offer a guide of conduct to the boy or the girl from his early childhood promoting the internal maturity necessary to acquire an autonomous conscience.

The **main purpose of this training manual** is to introduce the training participants (Ps) to the fundamentals of Peace Education- its basic knowledge base as well as the skills and values that need to be cultivated to foster equality, diversity and inclusion and further prevent from violence and bullying in early childhood.

In as much as this is only an introductory manual, it will not be able to deeply on the various aspects related to the field. Rather, the thrust and specific objective of this manual would be to introduce the following:

- **a holistic understanding of peace and violence (bullying),**
- **the prevention of bullying based on peace education from early years,**
- **the role of the practitioners (teachers),**
- **and the learning materials to be implemented in the classroom.**

Only by empowering teachers we can achieve a better world. Our aim is to create habits in the children that determine any performance in the future, a transfer of values that remains in the long term that extends during all their lives.

NOTE: The Continuing Professional Development (CPD) Training Course on Peace Education to foster equality, diversity and inclusion and further prevent from violence and bullying in early childhood has been based on two relevant documents elaborated by the Project Partners with the assessment of external experts. These two sources are:

- **Transnational Curriculum for the further training of ECEC teachers.** "PEEC Peace Education competence framework for early childhood education teachers" report has been developed after the compilation of 4 National Reports from DE, ES, LT and Croatia. It is aimed at providing specific suggestions, recommendations, and guidelines for the development of a transversal curriculum focusing on peace education as a means to foster equality, diversity and inclusion and further prevent from violence and bullying in early childhood education.

The PEEC Curriculum (Competence Framework and Units of Learning Outcomes) for ECEC teachers continuing professional development in peace education to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education has been developed based on the results of the research study on competencies development need. It mirrors its main conclusions and recommendations for the development of the PEEC Curriculum **organized into SIX (6) units of learning outcomes, corresponding to 5,5 ECVET points.**

Two version of this Curriculum are available:

Short version: http://peec-online.eu/wp-content/uploads/2020/06/PEEC_O1_Prop_Curriculum_SHORT_EN.pdf

Long version: http://peec-online.eu/wp-content/uploads/2020/06/PEEC_O1_Prop_Curriculum_SHORT_EN.pdf

- **Guidelines for implementation of Peace education in early childhood education:** Toolkit for ECEC teachers to implement peace education as a means to foster equality, diversity and inclusion and further prevent from violence and bullying in their daily work with 3-6 children. Available at http://peec-online.eu/wp-content/uploads/PEEC_Guidelines.pdf

2.- THIS COURSE: THE “TRAINING MANUAL”

This Training Manual “Introduction to peace education as a means to prevent violence in Early Childhood education” is designed to be used as a full and continuous training course of several days (depending on number of sessions per day) or it can be used section by section and/or Topic by topic. It depends on the time that participants have to attend the face-to-face training (or on-line).

We suggest to the user of this Manual to make adaptations on the content and methods based on the needs and cultural and/or country context of the participants. The design is meant to serve as a basic introductory manual and related topic needing more depth and breadth can best be served by a follow-up seminar workshop or training, for example on sociometric techniques and/or facilitators and their selfcare.

The training goes through three stages:

- Ice-breakers exercises. The first stage builds the climate for the training and consists of a getting-to-know activity and creating group guidelines cooperatively. Activities appropriate as "ice-breaker exercises" will help participants introduce themselves to one another. Your role as a focus group facilitator is very important. Your ability to make everyone comfortable, encourage everyone to speak up, enforce a respectful tone, and manage the pace will determine the quality of the discussion and therefore, the information you (as facilitator) and they (as participants and learners) gather.
- The second stage inquiries into the rational, content and process of peace education. It allows the participants to learn about key peace themes and issues themselves, in preparation for their adaptation of these to the level of the learners they are involved with.
- Finally, the third stage discusses the qualities of teachers who instruct peace education as peace educators must internalize the concepts they are teaching to their students. Teachers who instruct peace education should, firstly, be at peace with himself/ herself and the society. Other personal qualities a teachers who instruct peace education should have were being respectful, understanding, patient, tolerant, forgiving, equalitarian, self-confident, fair, cooperative, innovator, and solution oriented, integrative, empathetic, and unprejudiced^{iv}.

Each unit consists of the following parts:

- Number and title of the Session(s)
- Objectives
- Materials Needed (handouts)

The evaluation/assessment comes at the end of the whole training although this can also be done at various points during the program, if deemed needed by the facilitators/trainers or the participants themselves.

For our experience when testing this CPD, we do not recommend workshops longer than 2:30 if it is on-line and 4 if it is face-to-face. 3-4 days of seminars would be recommended.

3.- NOTES FOR THE FACILITATOR(S)

Preparation is the key to a good workshop, and it also helps you to be more confident. An agenda, or workshop plan, is a good way to make sure you're adequately prepared, and that you are being sensible about what you can cover in the time you have. It's always tempting to try to cram in too much, so be realistic about how much time you give to activities.

The role of the facilitator is to plan and lead activities and instruction in order to help the group do their best thinking together. Facilitation is an art, not a science. Depending on the goal of the workshop, the audience, and the dynamic, you will have to adjust your facilitation style. However, there are 6 principles^v that always stand true:

Always be listening. Aim to be constantly listening with an open, yet discerning mind, as participants share their ideas or thoughts. Then, if needed, guide them towards a better expression that others in the workshop can understand and build on.

Create an inviting space. Use your role as facilitator to invite all participants to contribute. Ensure that diverse opinions are being heard, not just contributions from eager or dominant participants. Look for body language or expressions that might indicate that someone wants to speak and invite that person to participate with prompts like "Does anyone else have something to add?", "Did you have an idea?", or "You look like you may have something to add."

Welcome improvisation. Don't get too stuck or comfortable doing things a certain way, but rather be ready to see what works and adapt on the go.

Be authentic to you and your knowledge. However, there is no one personality type that makes for the best facilitator. Each facilitator has her own style, from reserved to bubbly to stern and straightforward. Your job as a facilitator is to be an expert in the process, not in the content. If you don't know something related to the content of the workshop, don't be afraid to say so.

Avoid giving advice. As a facilitator, your goal is to be as objective as possible. Keep any advice oriented around the process, not around the content, and use phrases like "at this point in the process I usually recommend..." or "it could be helpful to..."

Embrace constructive conflict. If conflict arises in a workshop, embrace it! As a facilitator, it is better to work through conflict rather than avoid it. Constructive conflict resolution can be synergistic and lead to major breakthroughs, team trust, and positive forward movement.

Tips for Facilitating Focus Groups:

- **Multilingual groups...** Dividing participants into language-specific small groups accomplishes several goals. First, conversation flows more easily without having to wait for a translation. Second, it strengthens trust among participants. People better understand each other's nuances and inflections when they share a common language.
- **At the beginning of the workshop/day...**Preparing the room: Arrive an hour early with your assistant to set up the room. This allows time to deal with unexpected room scheduling, and to set up materials and refreshments. Test your technical equipment to be sure it works. Open the session with a fun, non-threatening, open-ended question; this will enable

everyone to develop a comfort level with speaking in front of the group and sharing their ideas.

If the meeting will take place on-line (**webinar**), be sure that you have a good internet connection and the open the session at least 30 minutes on advance. Some applications offer the possibility of the waiting room. The Waiting Room feature allows the host to control when a participant joins the meeting.

- **During the workshop/day:** Pay attention to non-verbal signals—someone might be sending a cue that she/he is uncomfortable or might have something to say. Ask open-ended questions, one at a time. Probe when a response is unclear. Ask, “Can you say more about...” instead of “Why do you think...” The latter may make participants feel they need to defend their point of view.
Balance participation by asking, “Who else has something to say?” or “I would like to hear from...”
- **At the end of the workshop/day...** End the discussion by summarizing the main points. If there is time, invite participants to reflect on the main ideas, and ask if they have any additional thoughts to share. How do I feel about the day? And thank the group for participating.
- **Breaks:** If your workshop is longer than two hours then it's a good idea to schedule in a break every two to three hours. Coffee or any refreshment usually is highly appreciated for participants.
- **How to engage participants:** Sli.do (or similar) is an easy-to-use Q&A and polling app that will turn your silent listeners into engaged participants. Give everyone a chance to ask their questions, whether they're on mute or too shy to speak up. People can ask anonymously and vote for the questions they like, bringing the most important topics to light. You can also have Live polls, Quizzes, Rating, Word Clouds... Turn your one-way presentations into engaging conversations with live polls, word clouds or surveys. **Ask what people think or how they feel and get their feedback in real time.**

4.- ORGANIZATION IN TRAINING SESSIONS

We are proposing this course organized in 12 sessions. We are also including, as annex, the example of the PEEC CPD course that was validated during May 2021.

Unit 1 WHY PEACE EDUCATION IN EARLY CHILDHOOD (Introduction)

- 1.Session 1: Introduction
- 2.Session 2: Why peace education from early years

Unit 2 PARTICIPATION IN ECEC

- 3.Session 3: Education, Peace Education, Convention on the Rights of the Child and Sustainable Development Goals (SDGs)
- 4.Session 4: Peace Education Methodology

U3 INTERDEPENDENCE IN ECEC

- 5.Session 5: Towards a Holistic Understanding of Peace and Violence

U4 DIVERSITY IN ECEC

- 6.Session 6: Types of Bullying and violence
- 7.Session 7: Sociometric techniques: early detection of bullying

U5 LIVING PEACE

- 8.Session 8: Essential skills and values for Peace Education
- 9.Session 9: Facilitators and their self-care

U6 BUILDING PEACE

- 10.Session 10: Learning/training materials for the classroom
- 11. Session 11: How was your experience?

ENDING SESSION

- 12.Session 11: Will you...
- Closing and Assessment

Annex 1: Handouts

UNIT 1: WHY PEACE EDUCATION IN EARLY CHILDHOOD

- Number of Sessions: 2.
Introducing peace education in early childhood
why peace education from early years.
- Objectives:
Have more comprehensive understanding of the meaning of peace
Have an awareness of the importance of early childhood education
Understand why peace education must start from early years
- Materials Needed (handouts): 1, 2 and 3.

SESSION 1: INTRODUCTION

UNESCO defines, in short, peace education as **“a set of valued, attitudes, models of behaviors and ways of life that reject violence and prevent conflicts by tackling their roots causes to solve problems through dialogue and negotiation among individuals, groups and nations”**. In particular it is considered that in order for this culture to take form and became true in different contexts, we need to guarantee different levels of integrated intervention, that support action, in the implementation and in the sustainability of the development in question.

“Peace is more than the absence of war, it is living together with our differences – of sex, race, language, religion or culture – while furthering universal respect for justice and human rights on which such coexistence depends.”

During the PEEC training course, you will have the chance to develop your competences as a trainer and facilitator. You will work on the following competences that are essential in the peace education and human rights education (**handout # 1**):

- CREATING educational spaces;
- DESIGNING educational programmes;
- IMPLEMENTING educational activities;
- FACILITATING individual and group learning processes;
- LEARNING TO LEARN for your own;
- EXPLORING methodologies of peace education;
- CO-OPERATE with others;
- BEING INVOLVED as a peacebuilder;

Open dialog: The experience of peace education and bullying prevention of the participants:

- What type of activities and/or methodologies do you use to educate peace and bullying prevention in your classroom?
- What is bullying?
- What are the different types of bullying?
- How common is bullying?
- Does age make a difference?
- Are there differences in the bullying experiences of girls and boys?
- Are some children more likely to be bullied than others?
- Are some children more likely to bully than others?
- How popular are victims and bullies?
- What do pupils do when they are bullied?
- Who do children tell when they are being bullied?
- Why don't children tell?
- Does bullying cause problems in later years?
- Where does bullying take place?
- What does it feel like to be bullied?
- Does bullying cause health problems?
- Is there a link between childhood bullying behaviour and anti-social behaviour in later years?
- What is the role of peers in bullying?
- What are the feelings of bystanders?
- Is bullying usually carried out by an individual or group?
- Is there a difference between the personal characteristics of the individual and the group bully?
- How are different groups, such as ethnic minorities, asylum seekers and disabled pupils, affected by bullying?
- Are there differences between regions (rural/urban – city/suburbs)?
- Are there differences between types of schools?

SESSION 2: WHY PEACE EDUCATION FROM EARLY YEARS

Using UNESCO information, **Early childhood is the period from birth to eight years old.** Early childhood care and education (ECCE), as defined by UNESCO, is the “**holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.**” We know early experiences shape young learners’ minds, attitudes and often behaviors. We can say that During this stage, children are highly influenced by the environment and the people that surround them.

UNESCO’s approach is reinforced in the Education 2030 agenda and in particular in target 4.2 of Sustainable Development Goal 4 which aims to ‘**By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.**’

In this way ECCE is **one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes (handout # 2).**

- Research by Nobel Prize-winning economist James Heckman showed that **every \$1 invested in quality early childhood programs can yield returns between \$4 and \$16.**
- A 2014 report by Former President Obama’s Council of Economic Advisers found that **“expanding early learning initiatives would provide benefits to society of roughly \$8.60 for every \$1 spent, about half of which comes from increased earnings for children when they grow up.”**

Today we know that when children are born, they have the potential to develop in many different ways. It can be said that the development of individuals is a function of their biological and neurological states at birth, but later the medium becomes fundamental in their subsequent evolution. This is not to say that the action of the medium can make or break individuals completely. Rather in the moment of birth there is an entire range of possibilities and the action of the exterior medium, within the limits imposed by the biological and neurological situation of individuals, can amplify or limit development.

As **Jean Piaget** pointed out, ***an insufficient or absent stimulation can affect the normal predetermined sequence of psychological development.***

Lev Vygotsky, one of the leading researchers of early childhood development, pointed out that ***since this action is carried out during the moment of the formation of these structures, a much more significant effect is produced on the processes and qualities that depend on these structures and on the development itself.***

However, in early childhood this stimulation acquires greater importance and meaning because it is carried out on foundational biological, physiological, and psychological formations, and not on already formed structures, as happens at other stages of life.

LESSONS LEARNT FROM NEUROSCIENCES:

The years from birth to age 5 constitute the most expansive period of brain development and learning.

- 95% of brain growth takes place before the age of six.
- During the years from birth to age 5, children develop the foundational capacities that will set the stage, either fragile or sturdy, for all later learning and functioning.
- Young children need nurturing care and stimulating environments and experiences in order to achieve normal brain growth and to support the explosion of development—cognitive, social/ emotional, and physical—that occurs during this time.
- Children who experience abusive or neglectful care are at risk of not experiencing healthy brain development and of failing to acquire necessary skills and abilities.
- Language acquisition, self-regulation, and social competence are among the critical school-readiness skills that children should develop between birth and age 5.

Key-Question: WHY IN EARLY CHILDHOOD AND NOT LATER...

Key- Answer: IN EARLY CHILDHOOD THIS STIMULATION ACQUIRES GREATER IMPORTANCE AND MEANING BECAUSE IT IS CARRIED OUT ON FOUNDATIONAL BIOLOGICAL, PHYSIOLOGICAL,

AND PSYCHOLOGICAL FORMATIONS, AND NOT ON ALREADY FORMED STRUCTURES, AS HAPPENS AT OTHER STAGES OF LIFE. (handout # 3)

U2: PARTICIPATION IN ECEC

- Number of Sessions: 2.
Education, peace education, convention on the rights of the child and sustainable development goals (SDGS)
Peace education methodology
- Objectives:
Have a more comprehensive understanding of the SDGS
Have an awareness of the relation between education and peace
Be able to know and use different peace education methodologies
- Materials Needed (handouts): 4, 5 and 6.

SESSION 3: EDUCATION, PEACE EDUCATION, CONVENTION ON THE RIGHTS OF THE CHILD AND SUSTAINABLE DEVELOPMENT GOALS (SDGS)

1-Invite participants to recall their own experiences and ideas about how education has to be. Then s/he asks the participants: **what we must understand today as childhood education**

2-Draw a web chart on the board and asks the participants to write their ideas on the web chart (Sli.do <https://www.sli.do/> and/or similar)

3.- Show **handout # 4** and explain:

If we read article 29 of the Convention on the Rights of the Child approved by the General Assembly of the United Nations on November 20, 1989, we will basically find what we must understand today as childhood education:

States Parties agree that the education of the child shall be directed to:

- (a) The development of the **child's personality**, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) **The preparation of the child for responsible life in a free society, in the spirit of understanding, PEACE, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;**
- (e) The development of respect for the natural environment.

This is not exactly a definition, but rather what ' education of the child shall be directed to.' It outlines and defines perfectly what we must understand today by education. Today education is defined as what is offered to children for their integral

development NOT ONLY in COGNITIVE aspects, but also psychical and spiritual aspects through experiences of pedagogical and recreational socialization. This definition is perfectly valid regardless of the age of the child. It is a valid definition from the moment of birth. **The methodologies to be utilized could vary, but the essence of the concept will remain constant lifelong.** It must be, according to section (d), an education directed to 'The preparation of the child for responsible life in a free society, in the spirit of understanding, peace...

It seems clear that the concept of education must be understood as promotion of the faculties that nature gives children and not as a mere transmission of concepts. Today our actions must be directed toward children learning to be themselves (**learning to be**), learning to understand, in social aspects (**learning to live together**) as well as merely cognitive (**learning knowledge**, and **learning to do**): DELORS REPORT 1996.

4.- (Optional) To know more about the pillar “Learning to live together” (Delors Report 1996): Under the leadership of Jacques Delors, former President of the European Commission and former French Minister of Economy and Finance, Learning: The Treasure Within emphasized the importance of a humanistic approach to education and established “the four pillars” of education, namely: learning to be, learning to know, learning to do, and learning to live together. <https://unesdoc.unesco.org/ark:/48223/pf0000109590>

5.- Reflection: Do you change your idea of education? Education nowadays is according to the article 29 of the Convention on the Rights of the Child? What should be change? Is peace education part of the curriculum? Are we educating children for responsible life in a free society, in the spirit of understanding, PEACE, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin? Why?

6.- If we are going to educate a child to live inside a specific society, first of all we will have to reflect on the kind of society in which that child is going to develop and its rules, guide lines and values. The **Sustainable Development Goals (SDGs)** are a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere. The 17 Goals were adopted by all UN Member States in 2015, as part of the 2030 Agenda for Sustainable Development.

<https://www.un.org/sustainabledevelopment/>

SESSION 4: PEACE EDUCATION METHODOLOGY

Active learning is a method of engaging children in the learning process as active participants. It is a student-centered approach to teaching and learning, beginning with students and involving them in meaningful activities which support their learning. In the active learning environment, the teacher adopts the role of the facilitator, encouraging children/students to participate and share their views and opinions and supporting them to take responsibility for their own learning. Being “student-centered, collaborative, participative, and self-reflective”¹, active learning motivates children “in doing things and thinking about the things they are doing”².

¹ Waniek & Nae, 2017

² Bonwell & Eison, 1991

In active learning:

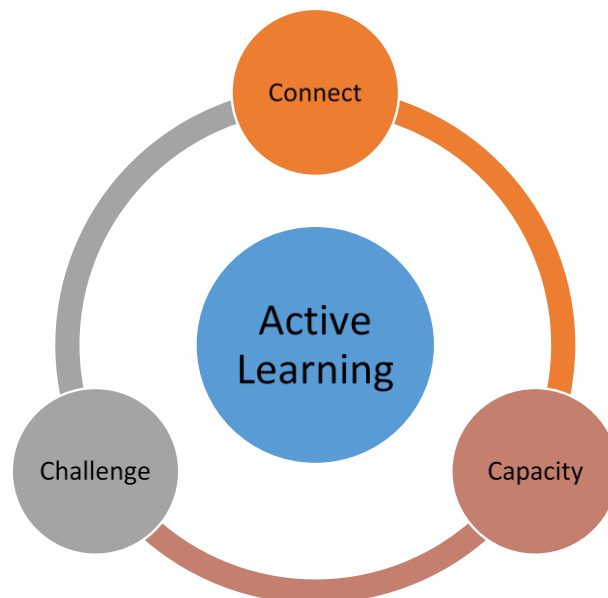
- Children are involved in more ways than listening.
- Less emphasis is placed on transmitting information and more on developing children's skills.
- Children are involved in higher-order thinking (analysis, synthesis, evaluation).
- Children are engaged in activities (e.g. reading, discussing, writing).
- Greater emphasis is placed on children's exploration of their own attitudes and values.³

Facilitator should keep in mind the 3 C's model and the correct balance of these three components that will boost children's engagement in learning process (**handout # 5**):

Connection: learning material has a link with reality, hopes, everyday situations, values and expectations...of the learner

Challenge: activity which represents the challenge for the learner

Capacity: the challenge is balanced with the capacity of the individual learner or the group to implement the task.



Recommended materials for PE and BP are those directly related to everyday life problems and situations, everyday objects, ethical dilemmas and ethical values. Depending on methodology you will be using, materials could be hands on: stories, photographs, comic books, art crafts, as well as audio-visual files, PowerPoint presentations, Canva, online videos.

Suggested Methodologies (**handout # 6**):

- Role play/Drama /Demonstration
- Dialogue/Debate
- Group work
- Discussion circles

³ Bonwell & Eison, 1991

- Reflective questioning. Socratic Dialog. Comparing & Contrasting.
- Storytelling
- Self-awareness activities
- KWL (Know, Want to Know, Learned) strategy
- Methodology of Mindfulness
- Project based Learning in early childhood
- Visual Thinking Strategies (VTS) is a teaching method that improves critical thinking skills through teacher-facilitated discussions of visual images.
- Observing.

These strategies are related to teaching children to live in peace while they are exploring the world.

UNIT 3: INTERDEPENDENCE IN ECEC

- Number of Sessions: 1.
Towards a holistic understanding of peace and violence
- Objectives:
Have a more comprehensive understanding of the meaning of peace and a culture of peace
Have an awareness of the various forms of violence
- Materials Needed (handouts): 7, 8, 9, 10 and 11.
Print Docnº6 to distribute among participants: http://waece.org/contenido/noticias/wp-content/uploads/2021/02/116797eng_UNESCO.pdf
(Adapted from UNESCO sources, 114; UNESCO sources; Vol.:114; 1999)

SESSION 5: TOWARDS A HOLISTIC UNDERSTANDING OF PEACE AND VIOLENCE

Johan Galtung, the father of peace studies often refers to the distinction between 'negative peace' and 'positive peace' (e.g. Galtung 1996). Negative peace refers to the absence of violence. When, for example, a ceasefire is enacted, a negative peace will ensue. It is negative because something undesirable stopped happening (e.g. the violence stopped, the oppression ended). Positive peace is filled with positive content such as restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflict.

Peace does not mean the total absence of any conflict. It means the absence of violence in all forms and the unfolding of conflict in a constructive way. Peace therefore exists where people are interacting non-violently and are managing their conflict positively – with respectful attention to the legitimate needs and interest of all concerned.

Invite the Ps to recall their own experiences and to think of the moments when they felt peaceful. Then s/he asks the participants: What are the ideas, conditions and situations that you associate with peace?

Draw a web chart on the board and asks the Ps to write their ideas on the web chart.

Point out that the ideas, conditions and situations they have contributed can be categorized into two major ideas: “negative peace” and “positive peace”. Explain that “negative peace”, as defined by Galtung (2000), is the absence of war or direct or physical violence, whereas positive peace is a long-term process aimed at achieving the absence of indirect or structural violence. Positive peace is filled with positive content such as restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflict. That is, well-being and just relationships in the various spheres of life. Use **Handout # 7** to illustrate.

Note the various levels of peace beginning from the personal to the global, and to peace between humans and the earth and beyond. Use **handout # 8** “Levels of peace”. Go back to the ideas that the participants have mentioned earlier and ask: Which of these ideas speak of personal peace? Of interpersonal peace? And so on.

Ask: what is your understanding of violence? The World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”. Explain as **Handout # 9** indicates, the ideas of negative and positive peace correspond to certain forms of violence. Present the forms of violence: direct/physical, structural, sociocultural/ psychological and ecological.

Use inspirational quotes located in **handout # 10**. More quotes are available at pages 27-31 <https://www.gcedclearinghouse.org/sites/default/files/resources/%5BENG%5D%20UNESCO%27s%20programme%20of%20action.pdf>

Explain that UNESCO has proclaimed a “Declaration on a culture of peace” (**Handout # 11**). In brief, this declaration states essentially that a culture of peace is a set of beliefs, values, attitudes, and modes of life that is based on respect for life, human dignity and fundamental freedoms; peaceful settlement of conflicts, and adherence to principles of democracy, tolerance, cooperation, cultural diversity, etc. Show the transparency/slide or Handout 6, which is a poster from UNESCO. Print and give a copy to all participants http://waece.org/contenido/noticias/wp-content/uploads/2021/02/116797eng_UNESCO.pdf

Ask the Participants to draw their peace symbol based on the foregoing discussion. This can be done in small groups or in triads. Invite group representatives to explain their symbol. Have these posted within the training room afterwards.

Additional resources:

<https://www.galtung-institut.de/wp-content/uploads/2014/11/Mini-Theory-of-Peace.pdf>
<https://www.jstor.org/stable/422690?seq=1>
http://www.activeforpeace.org/no/fred/Positive_Negative_Peace.pdf

Colen McCarthy once said, ***“If we don’t teach our children peace, someone else will teach them violence.”***

VIDEO “Bullying - Have you already been in such situation? - Beat Bullying”.

Source: Council of Europe. <https://youtu.be/e5sB7mndfrQ>

- Large-scale surveys AROUND THE WORLD reports 6 to 27% percent of children have been bullied.
- Across EUROPE approximately 40% of children and young people experience being bullied in school.
- 13% of 11-year-old and 12% of thirteen year old report being bullied at least twice a month.
- 78% of those replying to a Council of Europe survey said they'd encountered online hate speech.
- Both bullies and the victims are more likely TO UNDERACHIEVE AT SCHOOL.
- Research links bullying with drug abuse, criminal convictions and harsh physical discipline of children who are in turn more likely to become bullies.
- Victims suffer problems like DEPRESSION sometimes much later in life.
- Victims may be more likely to have SUICIDAL THOUGHTS or attempt suicide.

UNIT 4: DIVERSITY IN ECECE

- Number of Sessions: 2.
 - Types of bullying and violence
 - Sociometric techniques: early detection of bullying
- Objectives:
 - Have a more comprehensive understanding of bullying
 - To be able to identify different types of bullying
 - Have a more comprehensive understanding of sociometric techniques
- Materials Needed (handouts): 12 and 13.

SESSION 6: TYPES OF BULLYING AND VIOLENCE

Researchers who study bullying have discovered that there is much more to bullying than meets the eye. For instance, many people once believed that bullying only consisted of physical bullying and name-calling. (Handout # 12)

1. Physical bullying
2. Verbal bullying
3. Social - Relation
4. Cyberbullying
5. Sexual bullying
6. Prejudicial Bullying

Bullying is mostly associated with physical violence and aggression as it is the most obvious form of bullying and easiest to identify. But there are others, more subtle types of bullying that are harder to detect as they usually take place far from public sight. Here are the most common types of bullying:

Physical bullying includes:

- Hitting/kicking/slapping/pinching
- Spitting
- Tripping/pushing/shoving
- Taking or breaking someone's things
- Making rude gestures

Physical bullies are usually bigger, stronger and more aggressive than their targets.

Verbal bullying includes:

- Teasing
- Name-calling
- Taunting
- Threatening to cause harm

Verbal bullies tend to use statements, names and words in order to hurt and humiliate their target. The hurtful statements are usually based on a person's look, behaviour or act.

It is more difficult to detect as it usually occurs when there are no adults around. Mostly it is left on: "his word against mine" and in many cases it doesn't get investigated enough by the adults. But verbal bullying shouldn't be taken lightly as it can leave deep emotional scars and insecurities to a child that is being targeted.

Social - Relation bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public
- Ignoring, excluding and intimidating.

This type of bullying mostly occurs in teen years (but it can happen in earlier years) and it is often called Social, Relation or even Emotional bullying. It includes social manipulation in order to hurt one's social status and separate or ostracize that individual from the group. Usually, the bullies uplift their own social status by degrading others.

Cyberbullying includes:

- Abusive or hurtful texts, emails or posts, images or videos
- Deliberately excluding others online
- Making online threats
- Intimidating others online or using their log-in.

This type of bullying happens with the use of the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person.

It is more common in teen years but it can happen in earlier childhood as more and more children are starting to use technology from an early age.

Cyberbullying gives the opportunity for the bullies to stay anonymous – hidden behind false names and accounts. This can create a sense of safety and power and very often detachment from situations and others people's feelings. It also can happen anytime, not just during school, as online bullying doesn't require physical presence and it can be performed from home as well.

Sexual bullying includes:

- Grabbing, pinching or touching another person in a sexual manner
- Brushing up against someone else or touching their clothes in a sexual manner
- Making a sexual gesture to another person
- Making a sexual joke or comment about someone else
- Spreading rumours that are sexually explicit
- Calling another person sexually explicit names
- Posting sexual videos, pictures or comments on social media accounts
- Taking part in slut-shaming
- Sending text messages or emails to another person that are sexually explicit in nature
- Forcing another person to send sexual pictures or videos of themselves to someone else
- Sending sexually explicit pictures and videos sent by a significant other to other people

This type of bullying is more common in teen years and it mostly affects young girls but the boys are not an exception at all. In some cases, sexual bullying can lead to sexual assault. This type of bullying can be very difficult to detect as it happens far from adults and doesn't leave visible marks. The victims often feel ashamed and embarrassed which is the reason they don't tell anyone about it.

Prejudicial Bullying:

Can include the wide range of various types of bullying mentioned above.

It is based on prejudice towards people because of a particular aspect of their identity – for example their sexual orientation, gender identity, disability, race and religion or belief. In this case bullies often target people that are in any way different from them.

SESSION 7: SOCIOMETRIC TECHNIQUES: EARLY DETECTION OF BULLYING

Sociometric techniques allow evaluating the interpersonal relationships that take place in a group. Sociometric techniques allow evaluating the interpersonal relationships that take place in a group. In the case of children, these techniques can also be applied, with their corresponding adjustments. In the investigations these techniques have a wide application, since with them the real characteristics of the system of relationships that exist within the children's group can be evaluated.

Within the group of five to six years, the last course of the infant stage, the real relationships that exist between children can be differentiated. The empirical experience has led us to the

conclusion that, with some frequency, when asking the teacher of the group his criteria about what relationships are like in the group, and what are the characteristics of the children's group, it is surprising that often either the teacher is unaware of it, or else they have the wrong criteria of how the interrelationships move in their group; that is, which children are accepted, which are rejected, etc.

In this way, if the system of interrelationships among the children of the group of the last year of the infant stage is analyzed, the following stands out (**Handout # 13**):

- **Stars:** are those children who are chosen by the largest number of members of the group, and who stand out easily for their unique behavior, which makes them distinguishable and significant.
- **Couples:** two members of the group who choose each other.
- **Pineapples or groups:** three, four or more members who choose each other.
- **Isolated or islands:** Children who are not chosen by anyone.
- **Rejected:** Those with whom the others do not want to relate.

The existence of what we could call the “**gray eminence**” can also be determined in some groups, thus naming the member who can influence the group not directly, but through the esteem or friendship that the “star” professes (first place in choice of sociometric structure).

The application of the sociometric method provides valuable information on the dynamics of groups and as a diagnosis of their relationship system. The determination of the aforementioned categories allows us to establish the interrelationships between the different members of the groups (acceptances or rejections), as well as making it possible to discriminate the intensity of preferences, the degree of popularity, the authority, as well as the isolation of the different members of the group in a sociometric sense. On the other hand, it is an instrument that makes it possible to analyze the relationships (tensions, rejections, acceptances, among others) existing in the group, including relations of rivalry and antipathy, based on reciprocal rejections between some children and others.

The sociogram as a classic technique in adults raises the questionnaire requirement for deepening or deeper diagnosis of the relationship system in the group of adults in question, and can be applied in writing and collectively. However, to apply it to children of five or six years, the technique must be adapted to the particularities of the age and, generally, it is based on questions asked to the children individually, at the moment that the teachers consider appropriate. From the answers, the network of interrelationships will be formed, which can even be done graphically.

To do this, the adult meets a boy or a girl in any other place where privacy and tranquility conditions are met and starts a conversation.

The types of questions most used at these ages are:

- Who do you prefer to play with?
- Who are your best friends?
- Who would you not like to play with?
- Who would you like to go out with or take a walk with?

Also related to preferences, but referred to actions with objects:

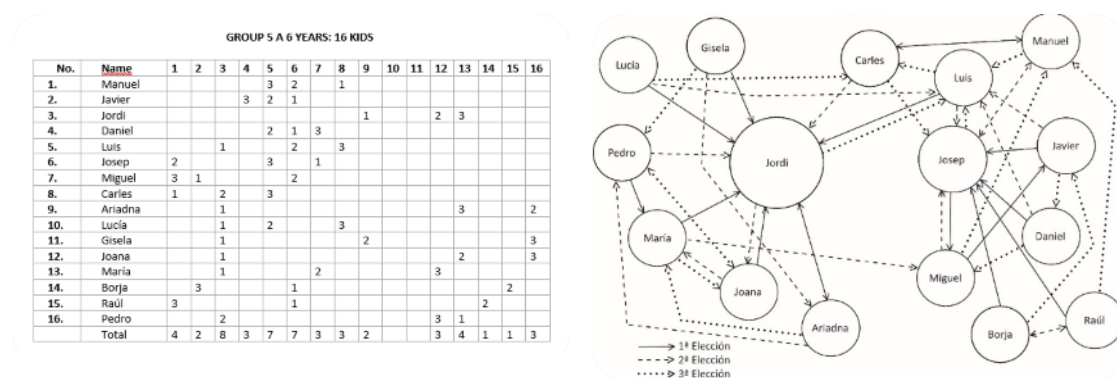
- What is your favorite toy?
- Who would you give it to?
- Who would you like to play and share with?

In general, the relationships between each other can be revealed with the help of "selection in action." That is, individually, each child is given three objects and they are asked which one they like the most, which less and which least; Afterwards, it is proposed to distribute them "in secret" among each of the children in the group to whom you want to give them away, placing them in the personal lockers or shelves of each one.

Even in these tests, to ensure that each individual fully recognizes group members at the time their opinion is sought, photographs of each of the group members can be placed, and it is requested that, in addition to their word, point to the selection in question in the photos.

Of course, facilitators can create variations that make the activity entertaining, but always maintaining a basic principle: the free choice of children, taking care not to induce any response. And, of course, in the greatest privacy and without any interference by other children.

With the data obtained in the sociogram, a double-entry table or sociometric matrix is prepared. In it, the names of the children in the group are placed in the vertical column and in the horizontal line, the names of the chosen or selected depending on the questions that were asked.



Signs a Child Is Being Bullied^{vi}

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

Signs a Child is Bullying Others. Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Why don't kids ask for help?

Statistics from the 2018 Indicators of School Crime and Safety show that only 20% of school bullying incidents were reported. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
- Kids may fear backlash from the kid who bullied them.
- Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing this support.

UNIT 5: LIVING PEACE

- Number of Sessions: 2.
Essential skills and values for peace education
Facilitators and their self-care
- Objectives:
Have a better knowledge about the attributes of an effective peace educator of a peace educator
To be able to have the ability to care for one-self
- Materials Needed (handout): 14.

SESSION 8: ESSENTIAL SKILLS AND VALUES FOR PEACE EDUCATION

Peace educators must internalize the concepts they are teaching to their students. This does not mean that as a teacher, you need to be a "finished product" of perfect peace knowledge, skills, and attitudes. On the contrary, peace education is inherently a process of life-long learning, and we are all students that are perpetually seeking greater knowledge and understanding. It does mean, however, that you should be constantly trying to "practice what you preach," and constantly self-reflecting on the alignment of your teaching and your actions and behavior, and honestly acknowledging your limitations. This is perhaps the most important attribute of a peace educator.

Successful peace educators possess an array of attributes. The following list is not an exhaustive checklist; it is rather a list of attributes that are frequently observed in peace educators. The attributes of an effective peace educator include (Navarro-Castro & Nario-Galace, 2008):

1. The teacher is a responsible global citizen and has a vision for positive change in the future. S/he believes that education is for positive/constructive change.
2. The teacher is motivated by a desire to serve and is actively involved in the community where s/he teaches.
3. The teacher is a life-long learner.
4. The teacher is “both a transmitter and transformer of cultures.” The teacher transmits his/her own culture but is also critical and reflective to be an agent of change and understanding of other cultures.
5. The teacher's relationships with students and faculty must nurture peace via the creation of a community.
6. The teacher must be aware of racism, sexism or any other form of discrimination that may occur in the classroom and both how s/he perpetuates it and how other students perpetuate it.
7. The teacher uses constructive criticism to help his/her students grow.
8. The teacher knows all of the learners as individuals and responds effectively to their differences with a caring attitude.
9. The teacher creates an environment in which the students are free to inquire by creating questions that address issues. The teacher is the poser of questions rather than the answerer.
10. The teacher is constantly reflective about his/her own teaching methodologies.
11. The teacher knows and uses the skills for communication and conflict resolution to build a community.
12. The teacher utilizes cooperative learning.
13. The teacher is able to elicit discussion from the students.
14. The teacher motivates and inspires his/her students.
15. The teacher is joyful and positive; promoting hope.
16. The teacher is passionate and compassionate.
17. The teacher is gentle and fair.
18. The teacher is comfortable using personal stories to connect to the learning.

Questions for Reflection: Compare yourself to the attributes on the list. What are your strengths as a peace educator? What are your potential weaknesses?

SESSION 9: FACILITATORS AND THEIR SELF-CARE

To care for someone, requires the ability to care for one-self as well. Education, especially early childhood education, concerns not only in one's intellectual development, but emotional as well, emphasizing both on educational and nurturing aspects. As being caregivers, teachers and educators are encouraged to focus most of their energy and attention to others and so little on themselves. Being an educator means placing yourself in an intensive environment, an environment where the needs of the others (students) are prioritized over the needs of the educator. Without taking care of yourself, you won't have the energy, will or motivation to help your students properly. (Handout # 14)

25 Tips and hints that will improve educators to “reconnect” with themselves in stressful situations

1. Prepare for your morning the night before, and wake up early enough to be able to start the day slowly. Create a morning routine that engages your mind and makes you feel calm.
2. Rather than engaging with technology immediately, spend time in the morning being in the moment, and thinking about your day.
3. STOP! One of the most helpful actions you can take in the moment of stress is to pause, evaluate your mental state, and pull yourself out of a heightened state of anxiety and back down to a calm, clear-minded base.
4. At the beginning of your day, make a decision to be present in what you’re doing, whether it’s working on a task, eating your lunch, or talking to a coworker. When you find your mind drifting, acknowledge the thoughts you’re having, and refocus your attention on what you’re doing.
5. Stop all the multi-tasking. In today’s high-paced world, many of us pride ourselves on being able to effectively multi-task. The truth, though, is that focusing on one thing at a time increases your efficiency and productivity.
6. Just breathe. Simply focusing on inhaling and exhaling can relax you and can be done anywhere. Breathe in through your nose to the count of three and then release the breath through your mouth to the count of three. Slowing down and taking a minute to just breathe can help put you into a calmer emotional state. Try spending one minute of each hour simply focusing on your breathing and nothing else, and you may be surprised at how much better you feel.
7. Take breaks when you need them. It may seem counterintuitive to take a break in the middle of a busy workday, but detaching from work for a few minutes can improve your concentration.
8. Sometimes, it just takes a moment of tuning into your body, thinking about how you’re feeling, to help you re-center. Don’t hesitate to take a lunch break, though, or go outside for a 15-minute refresher.
9. Practice gratitude and positivity, while acknowledging that there will always be things you cannot change.
10. You know a day at the beach or a hike in the mountains makes you feel grounded, calm, and content. While you may not be able to immerse yourself in natural settings every day, you can stay in touch. Keep a rock in your pocket or in the change compartment of your wallet. Use a beautiful red leaf as a bookmark. Turn a seashell into a paperweight. Then you’ll always have a reminder that there’s a great big beautiful world right outside—a helpful thought whenever your problems are feeling too big.

11. Look for ways to turn frustration into an opportunity to reflect and regroup and stress into an exciting challenge. Sometimes, just being mindful of how you think can make a huge difference in your overall well-being. Here's an easy exercise to help you: at the end of each day, wrote down one positive thing that happened that day and why it made you happy. By doing this, you'll be training your brain to focus on the positive.
12. **Stress can make everything feel urgent**, which makes it hard to decide what to do next. Step out of the swirl by sitting still long enough to take a nice full breath, in and out. Then ask: What do I most need right now?
13. Clouds are nearly always present, yet they are always changing—just like your thoughts. Cloud-watching then can be a great way to develop some objectivity on the nature of your thoughts. Spend five minutes watching the sky—notice what the cloud shapes remind you of, see if you can detect movement or changes in appearance.
14. Using your breath, you can change how you feel. One of the most calming breathing exercises you can do is to breathe in (e.g., to a count of four), hold, and then breathe out for up to twice as long (e.g., to a count of six or eight). You can gently constrict your throat, making a sound like the ocean, which is used in deep relaxation breathing. As you're doing this, especially thanks to those long exhales, you're activating the parasympathetic nervous system, reducing your heart rate and blood pressure.
15. **Don't be your worst enemy**. Often, we are our worst critic. We think that being self-critical will help us be more self-aware and make us work harder, but that's a myth. In fact, according to a good deal of research, self-criticism destroys our resilience. We're less able to learn from our mistakes when we beat ourselves up. Self-critical people tend to have greater anxiety and depression, and an inability to bounce back from struggles.
16. Self-compassion involves understanding that **everyone makes mistakes** and that it's part of being human. And it is the ability to speak to yourself the way you would speak to a friend who just failed, warmly and kindly. When we adopt this attitude, research suggests, we are calmer—we have less feelings of stress as well as lower cortisol levels. We're also more resilient: We're less afraid of failure, and more motivated to improve ourselves.
17. Remind yourself **you're not your thoughts**. Whenever a negative thought occurs in your mind, simply identify it as a "thought" or "feeling" and move on. You're not scorn or regret, and you're not self-doubt or anger. You're separate from your thoughts and they're separate from you, so why dwell on them?
18. Do not underestimate the power of music. **Listen to instrumental** music it's proven to boost your ability to focus, which can raise your quality of mind and help you relax when your thoughts won't stop coming.
19. When you are feeling anxious or stressed, **try naming what you are feeling**. This helps your stress response to calm down. By saying out loud, or to yourself, the negative emotion you are feeling while you are experiencing it, you create a little distance between it and your reaction. It gives your rational thinking mind a chance to take over from the emotional part of your brain. That creates a space in which you can choose how to respond rather than

simply

reacting.

20. **Aromatherapy can reduce the perception of stress, increase contentment, and decrease levels of cortisol, the “stress hormone.”** Lavender aromatherapy has indeed been shown to reduce crying in infants and promote sleep in infants and adults. (Vaziri F, Khosropoor M, Hidari M, Pourahmad S, Morshed Behbahani B, Saki F. The Effect of Aromatherapy by Lavender Oil on Infant Vaccination Pain: A Double Blind Randomized Controlled Trial. J Caring Sci. 2019;8(1):17-21. doi:10.15171/jcs.2019.003)
21. **Move, laugh, and breathe.** Before class, release nervous energy by jumping up and down 15 times in the bathroom. It will make you laugh. Shake your limbs to release nervous tension. Breathe slowly and deeply from the belly with your hands on the back of your hips.
22. **Start the class off with a ritual.** The first couple minutes of a new class can be the most intimidating. Begin the classes with 60 seconds of good news. Students report birthdays, good news in the neighborhood, funny anecdotes... Besides marinating everyone in warm connections, the spotlight is on students, not you.
23. Count chairs. **Counting rhythmically will help keep your adrenaline more regulated.**
24. It's not about you. Avoid interpreting blank student faces as uninterested or angry. Remember to **concentrate on students learning instead of you performing perfectly.**
25. Encourage classroom discussions that **let students be the center of attention.** If they are tired to listen to you, they will probably put more attention in their classmate's stories. Take advantage of those minutes in which the students are the protagonists to reorganize your mind and your emotions

Questions for Reflection: Select one or two and put into to the practice. How do you feel?

UNIT 6: BUILDING PEACE

- Number of Sessions: 2.
Learning/training materials for the classroom: practical examples to be implemented in the classroom
How was your experience? Learning by doing
- Objectives:
Provide practitioners with 25 classroom resources (pedagogical units)
- Materials Needed (handout): 15 and 16.

SESSION 10: LEARNING/TRAINING MATERIALS FOR THE CLASSROOM: PRACTICAL EXAMPLES TO BE IMPLEMENTED IN THE CLASSROOM

A teaching resource can take many different forms and will mean slightly different things to every teacher, parent and child. But the basic definition is simple: ***A teaching resource is a material that is designed to help facilitate learning and knowledge acquisition.***

Our mission in the PEEC project is also to ‘help those who teach’ and we never take our responsibility lightly. That is why our 25 learning materials are children/student oriented, and in these materials, participation becomes the most important condition for active learning. To put it in simpler term: ***“I hear thus I forget, I see thus I remember, I do thus I learn”.***

In our toolkit we used appropriate methodology that places children in the centre of a learning process. However, all of the materials can be modified according to the age, vocabulary and ability of the group.

Education for peace implies the formation of a series of traits, norms, values and behaviors for and with children. This group of psychological qualities regarding personality development are inseparable from any other area of the development and behaviors of children. These qualities are focused on two great aspects of the personality of children – the Self, referring directly to the formation of their character, temperament, and other internal psychological formations – and the Projection of the Self on the environment that surrounds children, that is the family, the local community, and society in general.

Only in pedagogical work is it possible to give emphasis to one aspect or another, allowing them to be differentiated. For the child, the activities are the building blocks of personality and a structure of values for peaceful and respectful relationships over time (**handout # 15**).

SELF VALUE	ME AND OTHERS	CONFLICT RESOLUTION
Patience	Diversity 3-5	Gender equality
Responsibility	Diversity 5-6	Empathy
Honesty	Understanding others	Respect
Freedom	Justice	Courage
Self- esteem	Mutual trust	Safety
Independence	Compassion	Culture diversity
Creativity	Solidarity	Dialog
Self-Control	Friendship	Tolerance
I protect myself	Love for nature	Conflict resolution
	Generosity	

Learning Materials are available at <http://peec-online.eu/>

You can create working groups and distribute the activities among participants. If you give them time to read it carefully, participants can be the one who explain to their colleagues the content of each one. By doing this, you can convert this session in a participative and collaborative interaction.

SESSION 11 : HOW WAS YOUR EXPERIENCE: LEARNING BY DOING.

This part of the CPD is optional. Only in the case that you have suggest participants to use the activities in their classroom, you can have this session.

“One brick is not a wall but a wall is composed by bricks”. PE is the result of the education of values as a wall is the result of a composition of bricks (**handout # 16**).

You can stimulate the dialog by using next questions:

- Are there any missed value?
- Would you have organized these OER (values) in a different way (3 pillars)?
- Are these OER interesting for you?
- Have many of these OER have you used in your classroom?
- Would you like to use it in your classroom?
- Do you think kids would enjoy it?
- Are the OER easy to put in practice?
- Do these OER take more time that you initially expected?
- Are the ages appropriated?
- Is the design attractive?
- Do you miss some category?
- Would you recommend these materials to other practitioners?
- Have you needed help to understand the activities?
- During the implementation of the OER, have you had to do a lot of adaptations?
- Are they innovative?
- How can learning materials be improved?
- Which one you like most. Which one you do not like. Why?

Closing Question: **how can we achieve a peaceful world?**

SESSION 12: WILL YOU... (STANDARD SKILLS THAT TEACHERS OF PEACE EDUCATION SHOULD DEMONSTRATE)

The following is a list of standard skills that teachers of peace education should demonstrate (Adaptation. Original from Carter, 2006). After the CPD, will you... (**handout # 17**)

1. Facilitate student construction of their concepts of peace and positive processes for increasing it, based on their collective experiences and new information.
2. Integrate positive contact with, as well as information about, diverse cultures in the local region and afar to overcome ignorance, misinformation and stereotypes.
3. Use compassionate and equitable communication in dialogic facilitation of classroom management.
4. Train students through modeling of dispositions and skills that develop peace, including the practice of nonviolence before and during conflicts.
5. Create a nurturing “school-home” environment which nourishes and provides a safe place for communication about concerns related to violence.
6. Listen to families’ ideas of how peace can be developed in the classroom and school and then collaborate with them in the facilitation of their suggestions.
7. Use strategies that support peaceful interaction with the self and all people, including restorative practices in post-conflict situations.
8. Cultivate and support the student’s responsibility for their own peaceful-problem solving while you stay aware of, and responsive to, their needs.
9. Show appreciation for all student achievements in, and aspirations for, peace.
10. Attend to and teach ecological care of the physical environment, including sustainable use of its resources.

Sli.do (<https://www.sli.do/>) is highly recommended to collect alive answers anonymously.

CLOSING AND ASSESSMENT

Objectives:

Upon completion of the session, the participants will

1. have evaluated the training workshop, and
2. have expressed his/her “commitment to Peace Education to foster equality, diversity and inclusion and further prevent from violence and bullying in early childhood”.

Materials:

Evaluation questionnaire (see example: http://waece.org/contenido/noticias/wp-content/uploads/2021/05/example_EVALUATION_CPD.pdf)

Colored dove-shaped sheets of paper

A small low table or a mat/piece of cloth with flowers or a plant, preferably with a symbolic object and appropriate tablecloth. (To be prepared by the host team)

Certificates of Participation (see example: http://waece.org/contenido/noticias/wp-content/uploads/2021/05/example_CERTIFICATE.pdf)

Note: Arrange the chairs in a circle if it is possible.

Ask the participants to fill out the evaluation questionnaire. Online survey is also recommended to be fill when they arrive home. For example, survey monkey <https://es.surveymonkey.com/> and/or <https://www.google.es/intl/es/forms/about/>

Invite them to write on the colored dove-shaped sheets of paper their written and afterwards to bring this sheet to the center table as in an offering. Slido word cloud is highly recommended <https://www.sli.do/> too.

Distribute the certificates of participation. A novel way of doing this is to distribute the certificates randomly and to ask each one to hand the certificate s/he got to the person whose name appears in it. The handing of the certificate to the co-participant can be accompanied by a handshake, a hug, or a wish.

HANDOUTS!

Handout 1

COMPETENCES

-  **CREATING** educational spaces;
-  **DESIGNING** educational programmes;
-  **IMPLEMENTING** educational activities;
-  **FACILITATING** individual and group learning processes;
-  **LEARNING TO LEARN** for your own;
-  **EXPLORING** methodologies of peace education;
-  **CO-OPERATE** with others;
-  **BEING INVOLVED** as a peacebuilder;



Handout 2



ECCE IS ONE OF THE BEST INVESTMENTS A COUNTRY CAN MAKE TO PROMOTE HUMAN RESOURCE DEVELOPMENT, GENDER EQUALITY AND SOCIAL COHESION, AND TO REDUCE THE COSTS FOR LATER REMEDIAL PROGRAMS

- Research by Nobel Prize-winning economist **James Heckman** showed that **every \$1 invested in quality early childhood programs can yield returns between \$4 and \$16.**
- A 2014 report by Former **President Obama's Council of Economic Advisers** found that "expanding early learning initiatives would provide benefits to society of roughly **\$8.60 for every \$1 spent**, about half of which comes from increased earnings for children when they grow up."



Handout 3



IN EARLY CHILDHOOD THIS STIMULATION ACQUIRES GREATER IMPORTANCE AND MEANING BECAUSE IT IS CARRIED OUT ON FOUNDATIONAL BIOLOGICAL, PHYSIOLOGICAL, AND PSYCHOLOGICAL FORMATIONS, AND NOT ON ALREADY FORMED STRUCTURES, AS HAPPENS AT OTHER STAGES OF LIFE.



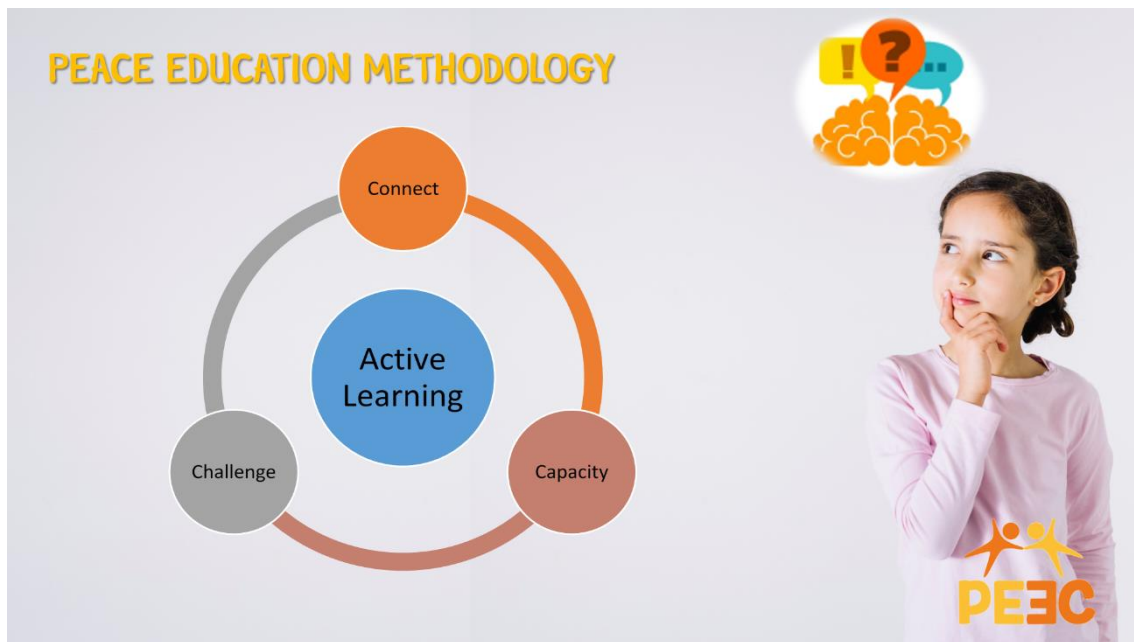
Handout 4

ARTICLE 29: AIMS OF EDUCATION
States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of **respect for human rights** and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for **RESPONSIBLE LIFE IN A FREE SOCIETY**, in the spirit of **UNDERSTANDING, PEACE, TOLERANCE, EQUALITY OF SEXES, AND FRIENDSHIP AMONG ALL PEOPLES**, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.



Handout 5



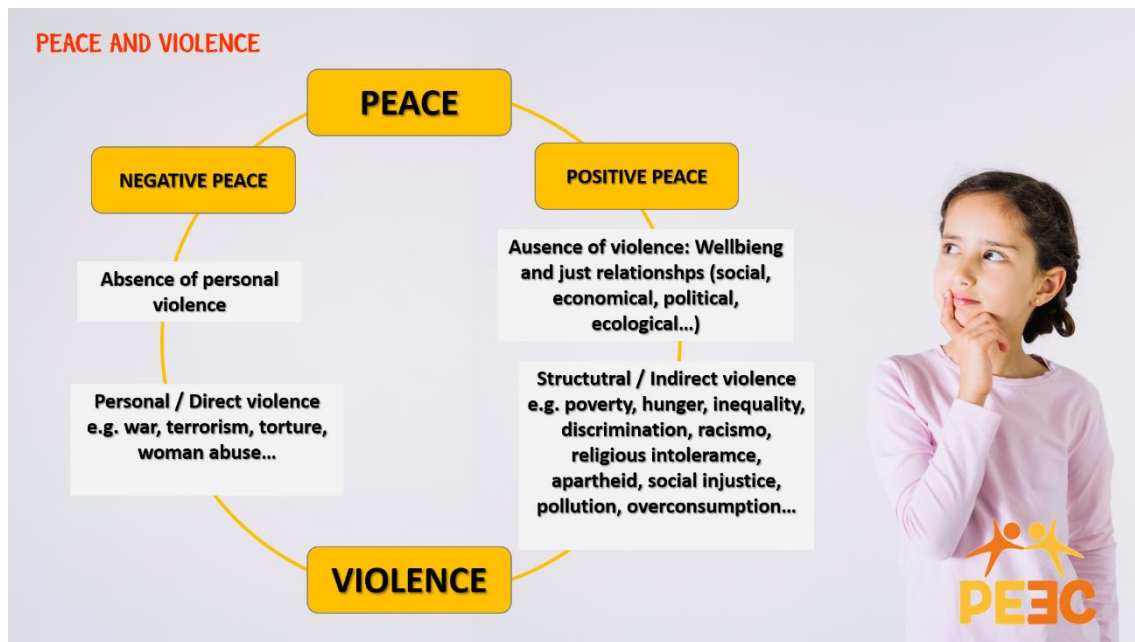
Handout 6

PEACE EDUCATION METHODOLOGY

- Role play/Drama /Demonstration
- Dialogue/Debate
- Group work
- Discussion circles
- Reflective questioning. Socratic Dialog. Comparing & Contrasting
- Storytelling
- Self-awareness activities
- KWL (Know, Want to Know, Learned) strategy
- Methodology of Mindfulness
- Project based Learning in early childhood
- Visual Thinking Strategies (VTS)
- Observing

The right side of the handout features the same photograph of the young girl in the pink shirt, looking thoughtful with her hand on her chin. Above her head is the same graphic of a brain with speech bubbles containing an exclamation mark, a question mark, and an ellipsis. At the bottom right of the image is the PEEC logo, which consists of three stylized figures holding hands above the letters "PEEC".

Handout 7



Handout 8



Handout 9

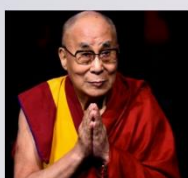
A TYPOLOGY OF VIOLENCE (adapted from the conceptual map formulated by Toh Swee-hin and Virginia Cawagas)

Level Form of violence	Personal	Interpersonal/ Community	National	Global
Direct/Physical	<ul style="list-style-type: none"> • Suicide • Drug abuse 	<ul style="list-style-type: none"> • Domestic violence • Violent Crimes 	<ul style="list-style-type: none"> • Civil war • Violent crimes • Human rights abuses 	<ul style="list-style-type: none"> • Conventional war • Nuclear war • Human rights abuses
Structural/ Economic, Political	<ul style="list-style-type: none"> • Powerlessness 	<ul style="list-style-type: none"> • Local inequalities • Poverty, • Hunger 	<ul style="list-style-type: none"> • National inequalities • Poverty, • Hunger 	<ul style="list-style-type: none"> • Global inequalities • Poverty, • Hunger
Socio-cultural/ Psychological	<ul style="list-style-type: none"> • Alienation • Low selfesteem • Anxiety 	<ul style="list-style-type: none"> • Prejudice/Bias • Cultural domination • Racism • Sexism • Religious intolerance 	<ul style="list-style-type: none"> • Prejudice/Bias • Cultural domination • Racism • Sexism • Religious intolerance 	<ul style="list-style-type: none"> • Prejudice/Bias • Cultural domination • Racism • Sexism • Religious intolerance
Ecological	<ul style="list-style-type: none"> • Overconsumption 	<ul style="list-style-type: none"> • Overconsumption • Pollution 	<ul style="list-style-type: none"> • Overconsumption • Pollution • Chemical and Biological warfare • Nuclear power radiation 	<ul style="list-style-type: none"> • Overconsumption • Pollution • Chemical and Biological warfare • Nuclear power radiation



Handout 10

A TYPOLOGY OF VIOLENCE



Dalai Lama,

"Of course war and the large military establishments are the greatest source of violence in the world. Whether their purpose is defensive or offensive, these vast, powerful organizations exist solely to kill human beings."



Gandhi saw it too...

"Poverty is the worst form of violence."



Galtung said...

"The general formula behind structural violence is inequality, above all in the distribution of power."

"If people are starving when this is objectively avoidable, then violence is committed"

"Structural violence is silent, it does not show — it is essentially static, it is the tranquil waters"



Handout 11

UNESCO'S CULTURE OF PEACE MANIFIESTO

The main points of the MANIFESTO 2000

- RESPECT... ALL LIFE
- REJECT... VIOLENCE
- SHARE... WITH OTHERS
- LISTEN... TO UNDERSTAND
- PRESERVE ...THE PLANET
- REDISCOVER... SOLIDARITY



Handout 12



SOCIOMETRIC TECHNIQUES

- **STARS:** are those children who are chosen by the largest number of members of the group, and who stand out easily for their unique behavior, which makes them distinguishable and significant.
- **COUPLES:** two members of the group who choose each other.
- **PINEAPPLES OR GROUPS:** three, four or more members who choose each other.
- **ISOLATED OR ISLANDS:** Children who are not chosen by anyone.
- **REJECTED:** Those with whom the others do not want to relate.



FACILITATORS AND THEIR SELF-CARE

“We sometimes speak as if caring did not require knowledge, as if caring for someone, for example, were simply a matter of good intentions or warm regard. But in order to care I must understand the other’s needs and I must be able to respond properly to them, and clearly good intentions do not guarantee this. To care for someone, I must know many things.”
—Milton Mayeroff



LEARNING BY DOING: CLASSROOM ACTIVITIES FOR CHILDREN

SELF VALUE Patience Responsibility Honesty Freedom Self- esteem Independence Creativity Self-Control I protect myself	ME AND OTHERS Diversity 3-5 Diversity 5-6 Understanding others Justice Mutual trust Compassion Solidarity Friendship Love for nature Generosity	CONFLICT RESOLUTION Gender equality Empathy Respect Courage Safety Culture diversity Dialog Tolerance Conflict resolution
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<http://peec-online.eu/>



LEARNING BY DOING: CLASSROOM ACTIVITIES FOR CHILDREN

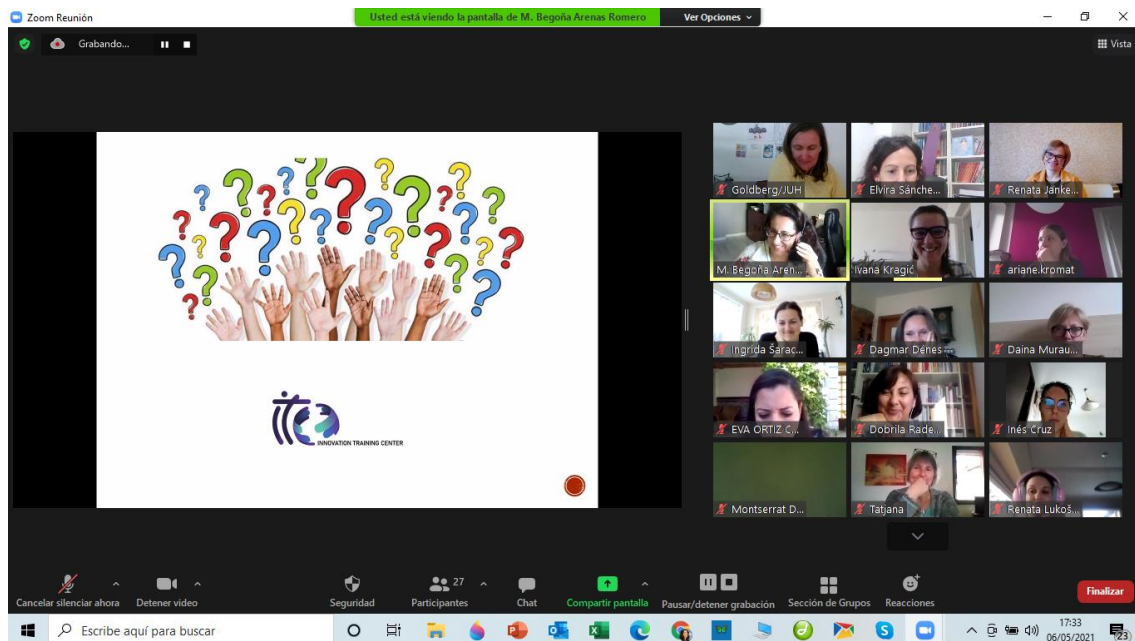


<http://peec-online.eu/>





Annexed n2: Example PEEC- CPD as a means to foster equality, diversity and inclusion and further prevent from violence and bullying in early childhood-.



DAY 1: May 5th 2021. About the project and “some theory”. (2:30h)

- Session 1: Introduction
 - Session 4: **Why peace education from early years.** Session 6: **Types of Bullying and violence (In brief)**
 - Session 5: **Essential skills and values for Peace Education**
 - Session 8: **Facilitators and their self-care**
- STRESS STRUCTURAL VIOLENCE: TEACEHR’S OWN UNCONSCIOUS BEHAVIORAL PATTERNS** by Jolita Jonyniene, STEP-M Programa

DAY 2: May 6th 2021. Introducing Toolkit and Methodologies: The core of the Project. (2:30h)

Proposal of curriculum : PEEC project
 Session 9: **Peace Education Methodology**
 Session 3: **Towards a Holistic Understanding of Peace and Violence (brief)**

DAY 3: May 17th 2021. Peace and Bullying: Prevention from the early intervention. (2:30)

- Session 10: **Learning/training materials for the classroom**
 - Session 11: **How was your experience?**
 - Session 7: **Sociometric techniques: early detection of bullying**
 - Session 12: **Will you...**
- PEACE EDUCATION:THE BIGGER PICTURE** by Anne Kruck from Berghof Foundation
- **Closing and Assessment**

AGENDA/ INVITATION

AGENDA Joint staff training event

[PEEC project](#) Joint staff training event that will take place next 5, 6 and 17th of May online from 17.00 to 19.30 CET.

The training event will the opportunity to debate and exchange ideas about peace education to promote equality, diversity and inclusion in early childhood education Including practical examples to implement in the classroom. This training event will introduce contents and practical activities to favour the acquisition of values and aptitudes, such as solidarity, creativity, civic responsibility, the capacity to solve conflicts by non-violent methods and critical thinking. The idea of including initially 2 days (5 and 6 of may) and then 17th of May is to leave enough time for the participants to test what they have learnt in their classroom and come back with their results and proposals for improvement.



May 5th 2021 (Wednesday). 17:00-19:30 CET

Day 1: About the project and “some theory”. Duration 2:30h (150’)

Central European Time (CET)	Topic
17:00 to 17:30	Introducing Peace Education in Early Childhood to Prevent Bullying (PEEC) Project (30’) Speaker: Elvira Sánchez-Igual Jana Goldberg, Renata Jankevičienė, Begoña Arenas Romero, Ivana Kragić.
17:30 to 18:00	WHO we are and why we are here! (30’) Moderated by Elvira Sánchez-Igual
18:00 to 18:15	Presentation: WHY PEACE EDUCATION FROM EARLY YEARS (15’) Speaker: Elvira Sánchez-Igual
18:15 to 18:30	Coffee Break (15’)
18:30 to 19:00	Presentation: STRESS STRUCTURAL VIOLENCE: teacher’s own unconscious behavioral patterns (30’) Speaker: Jolita Jonynienė Psychologist, STEP-M programa
19:00 to 19:30	Open dialog: CLASSROOM EXPERIENCES on peace education and prevention of bullying of the participants (30’) Moderated by Elvira Sánchez-Igual

May 6th 2021 (Thursday). From 17:00-19:30 CET
Day 2: Introducing Toolkit and methodologies: The core of the project. Duration 2:30 (150')

Central European Time (CET)	Topic
17:00 to 17:05	Welcome! (5') Speaker: Elvira Sánchez-Igual
17:05 to 17:30	Presentation: PROPOSAL OF CURRICULUM: The PEEC Peace Education competence framework for early childhood education teachers (IO1) (25') Moderated by Begoña Arenas. Speakers: Elvira Sánchez-Igual, Jana Goldberg, Renata Jankevičienė, Ivana Kragić.
17:30 to 18:00	Presentation: METHODOLOGY OF PEACE EDUCATION. (30') Speaker Ivana Kragić
18:00 to 18:15	Break (15')
18:15 to 19:15	Presentation: PEEC LEARNING MATERIALS FOR THE CLASSROOM (IO2). (60'). Working groups, country coffee-break and open dialog. Coordinated by: Elvira Sánchez-Igual Working groups moderated by: Spain: Elvira Sánchez-Igual Germany: Jana Goldberg Croatia: Ivana Kragić Lithuania: Renata Jankevičienė Other countries (eng): Begoña Arenas
19:15 to 19:30	Homework for next session! (15') Speaker Elvira Sánchez-Igual

May 17th 2021 (Monday). From 17:00-19:30 CET

Day 3: Peace and Bullying. Prevention from the early intervention. Duration 2:30 (150')

Central European Time (CET)	Topic
17:00 to 17:05	Welcome! (5') Speaker: Elvira Sánchez-Igual
17:05 to 18:15	HOW WAS YOUR EXPERIENCE INSIDE THE CLASSROOM? (70') Practical examples to implement PEEC learning Materials in the classroom. Proposals for improvement. Working groups, <i>country coffee-break</i> and open dialog. Working groups moderated by: Spain: Elvira Sánchez-Igual Germany: Jana Goldberg Croatia: Ivana Kragić Lithuania: Renata Jankevičienė Other countries: Begoña Arenas (10" for presenting common results)
18:15 to 18:30	Break (15')
18:30 to 18:50	Presentation: SOCIOMETRIC TECHNIQUES FOR BULLYING PREVENTION. (20') Speaker: Renata Jankevičienė
18:50 to 19:10	Presentation: PEACE EDUCATION – THE BIGGER PICTURE (20') Anne Kruck from Berghof Foundation.
19:10 to 19:20	Conclusions and open dialog. (10') Moderated by Elvira Sánchez-Igual
19:20 to 19:30	Evaluation form, Closing remarks and... we hope to see you soon! (10') Jana Goldberg, Elvira Sánchez Igual, Renata Jankevičienė, Begoña Arenas Romero, Ivana Kragić.

Joint staff training event: Participants List

Peace Education in Early Childhood to Prevent Bullying (PEEC)

5, 6 and 17th of May 2021 online (zoom) from 17.00 to 19.30 CET.

#	NAME	SCHOOL/INSTITUTION	E-MAIL	COUNTRY
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



PEEC

Peace Education in Early Childhood to prevent Bullying

Project number: 2019-1-DE02-KA202-006124

I, Juan Sánchez Muliterno as President of World Association of Early Childhood Educators (AMEI-WAECE), host institution*, hereby certify and declare that

_____ From _____.

has participated at the PEEC **PROJECT JOINT STAFF TRAINING EVENT** that took place 5, 6 and 17th of May online (Zoom Meeting) from 17.00 to 19.30 CET.



Juan Sánchez Muliterno
President of AMEI-WAECE
Madrid, 05/18/2021

*As legal representative of the Partner leader for the development of the Peace education in Early childhood further professional training (PEEC-further professional training) and implementation phase (IO2).

Call 2019 Round 1 KA2 - Cooperation for innovation and the exchange of good practices
KA202 - Strategic Partnerships for vocational education and training
Project number 2019-1-DE02-KA202-006124
Peace Education in Early Childhood to prevent Bullying PEEC



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This plan reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

CERTIFICATE OF ATTENDANCE

ⁱ <https://unesdoc.unesco.org/ark:/48223/pf0000261349>

ⁱⁱ

https://www.researchgate.net/publication/313774904_Teachers_as_agents_of_sustainable_peace_social_cohesion_and_development_Theory_practice_evidence

ⁱⁱⁱ The Art of living in peace: guide to education for a culture of peace. ISBN: 978-92-3-103804-4, 92-3-103804-4 (UNESCO), 2-9600321-1-X (Unipaix)
<https://unesdoc.unesco.org/ark:/48223/pf0000129071>

Image n°1: Annette Jones en Pixabay <https://pixabay.com/es/photos/la-paz-graffiti-arte-callejero-arte-529380/>

Image n°2: Gerd Altmann en Pixabay <https://pixabay.com/es/photos/acoso-escolar-ni%C3%B1o-dedo-sugieren-3089938/>

^{iv} Polat, Soner & Arslan, Yaser & Günçavdı, Gizem. (2016). The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Teachers' Who Attended the Peace Education Programme. Journal of Education and Practice. 7. 36-45.

https://www.researchgate.net/publication/309634517_The_Qualities_of_Teachers_Who_Instruct_Peace_Education_Views_of_Prospective_Teachers'_Who_Attended_the_Peace_Education_Programme

^v <https://www.nngroup.com/articles/workshop-facilitation-101/>

^{vi} <https://www.stopbullying.gov/bullying/warning-signs>