

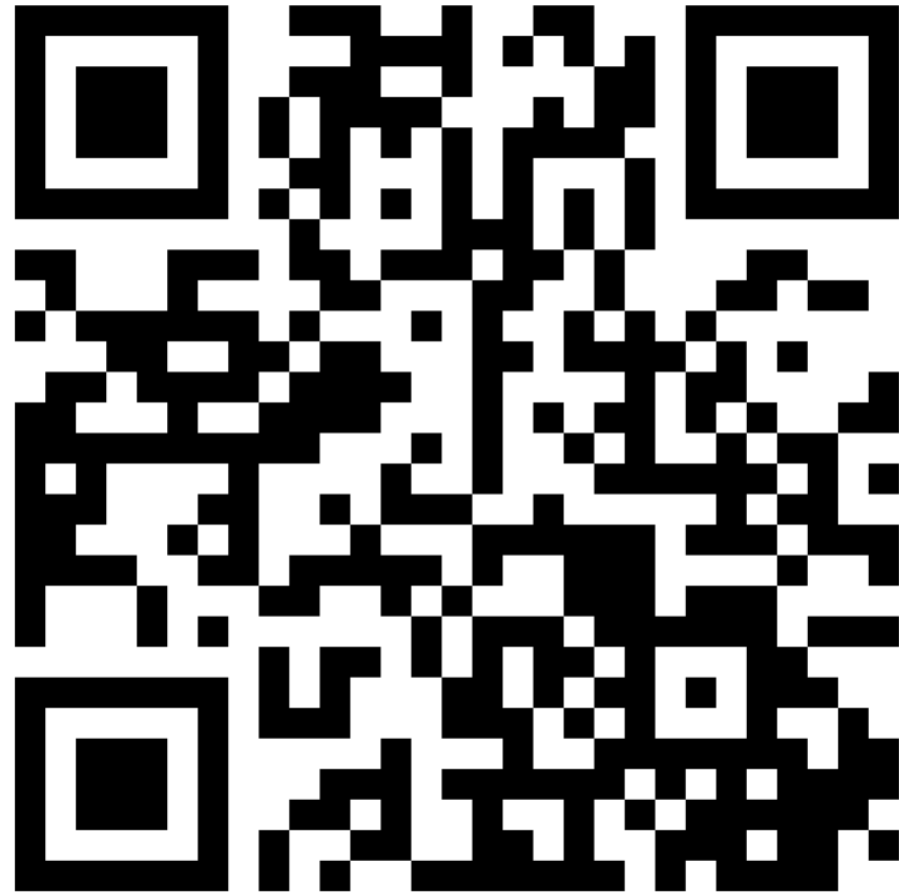
# Peace Education



**Jehan Al-Azzawi & Claire Chalmers**

# Welcome!

*Please complete the Menti!*



# Why do we need peace education?

'Futility' by Jim Whelan – statue unveiled in Birkenhead on the 100<sup>th</sup> anniversary of the poet Wilfred Owen's death. He died in action aged 25. Armistice would be declared a week later.

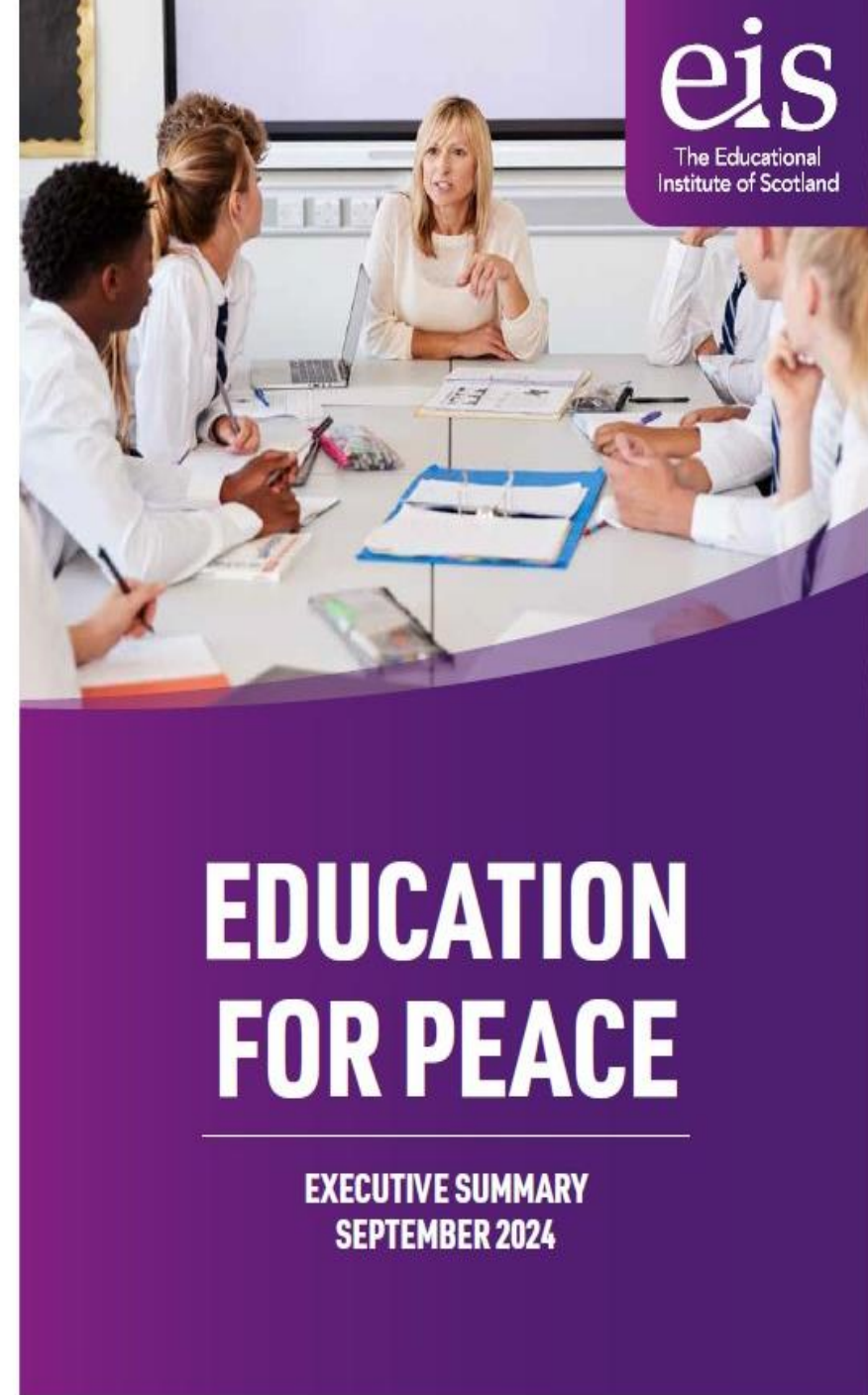


# Methodology and curriculum

Education for Peace seeks to develop skills that enable individuals to discuss, question, make informed decisions and ultimately build more harmonious relationships. Education for Peace is not about indoctrinating young people in unilateral views; neither is it a platform for any individual's values.

Turning to the macro level, regarding armed conflict, young people can tend to see war as a natural phenomenon rather than as the outcome of social processes. Education for Peace deals with knowledge and understanding that helps pupils to make sense of their world. It should help ensure that the process of attitude formation is an informed process.

From: [EduPeace2024WEB.pdf](#)



## 1914 V: The Soldier

If I should die, think only this of me:

That there's some corner of a foreign field  
That is for ever England. There shall be  
In that rich earth a richer dust concealed;  
A dust whom England bore, shaped, made aware,  
Gave, once, her flowers to love, her ways to roam,  
A body of England's, breathing English air,  
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,  
A pulse in the eternal mind, no less  
Gives somewhere back the thoughts by England given;  
Her sights and sounds; dreams happy as her day;  
And laughter, learnt of friends; and gentleness,  
In hearts at peace, under an English heaven.

*Rupert Brooke*

If I must die,      **If I must die**  
you must live      **Refaat Alareer**  
to tell my story  
to sell my things  
to buy a piece of cloth  
and some strings,  
(make it white with a long tail)  
so that a child, somewhere in Gaza  
while looking heaven in the eye  
awaiting his dad who left in a blaze—  
and bid no one farewell  
not even to his flesh  
not even to himself—  
sees the kite, my kite you made, flying up  
above  
and thinks for a moment an angel is there  
bringing back love  
If I must die  
let it bring hope  
let it be a tale

# Education for Peace and Scottish Education

- Social justice as a core professional value.
- Rights based education.
- Learning for Sustainability.
- Sustainable Development Goals.
- What else?



# Making sense of our world - as part of our anti-racist curriculum, children and young people...

7. Will be supported to reflect on positionality, privilege and power, and to unlearn bias, prejudice and divisiveness.
8. Will learn that everyone has a right to be safeguarded from racism and discrimination, and will be empowered to challenge any infringement of this right.
9. Be empowered to bring about new ways of being together in the world by valuing and promoting empathy, solidarity and shared humanity that is often disrupted by systemic racism.



# Who's with you?

**“...it is important to realise there is no heroic expert Educator for Peace, just practitioners on a journey who are helping each other along the way. We wish you well, wherever your next step takes you.”**

*Allan Crosbie (EIS President) in the forward to the Education for Peace Executive Summary.*





# What do we need on this journey?

The one thing we don't get is a map...



# Peace Pedagogies



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'Days After Pedagogy (DAP)'

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Early Years example:  
Sensory exploration of the  
concept of peace

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Upper primary/secondary  
example: Comic book  
exploration of conflict

# Days After Pedagogy (DAP): The 6 Principles

1. A commitment to justice and equity
2. Student centred and humanising interactions and spaces
3. Risk-taking
4. Adaptability and flexibility
5. Sociopolitical awareness
6. Vulnerability



# Days After Pedagogy (DAP)

When teachers, curricula, schools work through these principles, they can:

1. Resist silence in the face of oppression
2. Refuse neutrality
3. Reclaim voice and agency for themselves and their students
4. Teach towards transformation



# Visualising Peace - Activity

- 1) What does peace **look like**? Are there any colours or pictures that help you feel peaceful?
- 2) What does peace **sound like**? Loud, quiet? Fast, slow? What sounds are NOT peaceful?
- 3) Do you find any **smells that help you feel peaceful**? Certain foods? Certain places? Someone's home, or the sea shore, or one of your toys?
- 4) If you had to think of a **taste that feels peaceful**, what would it be?
- 5) What kinds of things might you **touch if you want to feel peaceful**?



# Peace Education – Solidarity in action

- What does solidarity look like as we progress Peace Education in Scottish education?
- What challenges do we face as we engage in this work?



# **International perspective**

**Martha Rocio Alfonso and  
Isabel Olaya Cuero**

**FECODE, Colombia**



# Thank you!

Please take away a copy of the QR codes directing you to further teaching resources to support your Peace Education classroom practice.