University of Sarajevo

The Faculty of Philosophy

Department of English Language and Literature

MASTER'S THESIS in
English Language Teaching Methodology

PEACE PEDAGOGY IN EFL CLASSROOM: DESIGNING TASK-BASED AND PROJECT-BASED ACTIVITIES, LESSONS AND UNITS

(Mirovna pedagogija u nastavi engleskog jezika kao stranog jezika: Priprema aktivnosti, lekcija i nastavnih cjelina zasnovanih na zadacima i projektnom učenju)

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I. ABSTRACT

The main goal of this paper was to examine whether the process of designing activities, lessons and teaching units in English language teaching, based on tasks and project learning, and centred around peace pedagogy, is possible through adapting topics and changing approaches in foreign language teaching. In addition, the objectives included theoretical research of peace pedagogy, project-based and task-based learning, and research of the necessary steps for adequate planning, preparation, selection and adaptation of peace pedagogy topics in English language teaching. The goal of the project was also to identify the elements of peace pedagogy topics in the curriculum at the Department of English, Faculty of Philosophy, University of Sarajevo.

The theoretical part describes and discusses some of the key points related to peace education, offering a historical background on peace education and its development over the last 100 years, as well as the scope of peace education, with particular implications to peace education in foreign language classrooms. Peace pedagogy enters all spheres of the process of education and implementation of various skills and as such plays an important role in the formation of individuals and societies of tomorrow. The significance of peace education in connection to foreign language teaching is determined by the level of improvement of the quality of interpersonal relations and the skills the students could use to peacefully resolve conflicts. Additionally, the theoretical focus of the paper is on Project-based (PBL) and Task-based Learning (TBL) with detailed theoretical discussions and design processes of both.

The final conclusion of this paper is that the topics of peace pedagogy in the English language curriculum and teaching can be implemented in English classes by adapting teachers' methods and approaches to be more aligned with the principles of peace learning.

KEYWORDS: *peace pedagogy, teacher education, task-based learning, project-based learning, English language teaching*

II. SAŽETAK

Osnovni cilj u ovom radu bio je ispitati da li je proces dizajniranja aktivnosti, lekcija i nastavnih cjelina u nastavi engleskog jezika baziranih na zadacima i projektnom učenju sa uporištem u mirovnoj pedagogiji moguć kroz prilagođvanje tema i promjenu pristupa u nastavi stranog jezika. Uz to ciljevi su uključivali teorijsko istraživanje mirovne pedagogije, projektne nastave i učenja zasnovanog na zadacima, te istraživanje neophodnih koraka za adekvatno planiranje, pripremu, odabir i prilagodjavanje tema mirovne pedagogije nastavi engleksog jezika, kao i prisutnost teme mirovne pedagogije u NPP-u nastavničkog smjera na Odsjeku za anglistiku Filozofskog Fakluteta Univerziteta u Sarajevu.

Teorijski dio opisuje i razmatra neke od ključnih tačaka koje se odnose na mirovno obrazovanje, nudeći historijsku pozadinu o mirovnom obrazovanju i njegovom razvoju u posljednjih 100 godina, kao i opseg mirovnog obrazovanja, s posebnim implikacijama na mirovno obrazovanje na stranom jeziku. Pedagogija mira ulazi u sve sfere procesa obrazovanja i implementacije različitih vještina i kao takva igra važnu ulogu u formiranju pojedinaca i društava sutrašnjice. Značaj mirovnog obrazovanja u vezi sa nastavom stranih jezika određen je stepenom unapređenja kvaliteta međuljudskih odnosa i vještinama koje bi učenici mogli koristiti za mirno rješavanje sukoba. Pored toga, teorijski fokus rada je na učenju zasnovanom na projektu (PBL) i učenju zasnovanom na zadatku (TBL) sa detaljnim teorijskim raspravama.

Konačni zaključak ovog rada je da se teme mirovne pedagogije u kurikulumu i nastavi engleskog jezika mogu implementirati na časovima engleskog jezika prilagođavanjem nastavničkih metoda i pristupa kako bi bili što više usklađeni sa principima mirovnog učenja.

KLJUČNE RIJEČI: *mirovna pedagogija, obrazovanje nastavnika, učenje zasnovano na zadacima, učenje zasnovano na projektima, nastava engleskog jezika*

"If we are to reach real peace in this world, we shall have to begin with the children."

— Mahatma Gandhi

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1. INTRODUCTION

In Bosnia and Herzegovina, the curriculum for English as a foreign language is based on modern principles of learning and teaching foreign languages, organized in three domains: *Communication language competence, Intercultural language competence* and *Independence in language acquisition* (Ministarstvo za odgoj i obrazovanje Kantona Sarajevo, 2021). These domains are the starting point of educational outcomes and are formulated in accordance with the student's developmental characteristics. Learning and teaching English encourages and ensures the development of communication and intercultural competence.

Peace education began in Bosnia and Herzegovina in 1995, immediately after the end of the war. The main goal of peace education was breaking numerous cultural barriers from each of the ethnic groups and their traditions. The process of promoting interaction and dialogue, in contrast to the standard tool of lecturing, was challenging and uncomfortable. In order for peace education to be effective, a complete societal transformation is needed. This process is still in progress. By doing the research and implementing the topics of peace education through various activities, lessons and units in the EFL classroom, as well as other subjects, this process can be carried out.

Peace education can be interpreted as "the process of teaching people about the threats of violence and strategies for peace" regardless of whether this education occurs inside or outside a study hall. With this definition, peace education's set of experiences is seemingly just about as old as mankind's set of experiences. Peace education in its advanced structure stems basically from specific composed customs and formal tutoring (Harris, 2008).

Peace education researcher Ian Harris depicts its development starting in 19th century Europe with numerous scholarly endeavours to find out about fierce clashes in ideologies, advancing in communist political ideas, and ideas spreading to the United States and elsewhere before World War I. Researchers started to consider war and began attempting to teach the general population about its perils

Peace education is an indefinable idea. Even though peace has consistently been and keeps on being the object of an endless journey in practically all networks and gatherings, the preparation of each new age focuses on disruptive issues of in-group/out-group separation, inter-group struggle, and progressing groundwork for safeguard and battle against unquestionable differences and opinions (Harris, 2008). Peace education enables teachings that support and advance peacefulness and social equity.

According to Reardon's *Comprehensive Peace Education: Educating for Global Responsibility,* the relation between peace education and young learners is significant:

> Peace education is significant for everybody, especially for kids who are as yet to define their character and the qualities they hold. At the point when we instruct youngsters to be peaceful, we are permitting them to be positive good examples for adults around them. At the point when this occurs, the effect makes a gradually expanding influence in their networks, and the magnificence of the social idea of peace education is uncovered. The possibility of an expanding influence is the driving energy behind teaching conflict resolution abilities to young learners through peace education (Reardon, 1988).

Peace education promotes an understanding of peace and social justice issues, ranging from interpersonal to international. It also includes efforts to prevent bullying in schools, stops civil wars, unmasks prejudices and prevent genocide.

1.1. Thesis Outline

This paper consists of four major chapters.

The first theoretical chapter, titled *Understanding Peace Education*, describes and discusses some of the key points related to peace education. The chapter offers historical background on peace education and its development over the last 100 years, as well as the scope of peace education, with particular implications to peace education in foreign language classrooms.

Peace pedagogy enters all spheres of the process of education and implementation of various skills and as such plays an important role in the formation of individuals and societies of tomorrow. Peace studies turned into a more genuine scholastic subject not long after World War II, and the danger of atomic conflict all through the Cold War urged numerous researchers to give their investigations to making supportable peace.

From the 1980s specifically, peace education has developed in numerous ways. The significance of peace education connected to foreign language teaching is seen by the level of the improvement in worldwide relations, education, joint examination, and coordinated effort in numerous spaces (Harris, 2008).

The following chapter, titled *Project-based and Task-based Learning* describes the framework of PBL and TBL, respectively. This chapter also includes a detailed definition of PBL and TBL and offers the design process of both. Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning (Krauss, 2013).

Learners pursue knowledge by posing inquiries that have piqued their natural curiosity. The genesis of a project is an inquiry. Students develop a question and are guided through research under the teacher's supervision. PBL can bee seen as the starting point of the educational program, especially when it comes to language education. The process of learning a language contains all the elements of PBL - reading, writing, understanding and presentation. All of this serves as the base for language acquisition and better understanding of different cultures, as well as the doorway for numerous life-long learning experiences.

Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in lessons (Ellis, 2003).

Despite the lesson having its structure, not all students learn the same nor have the capacity to excel at the same pace in any given activities. Students have their preferences and these preferences help them in learning a new language or a new skill. It is up to the teacher to recognize which activities are preferred and use them in their teaching process. TBL is great for group learning, and as such it requires the right implementation to be used in a classroom full of individuals with respecting their preferences. Students should be able to work together and praise each other during the language learning process, in order to attain a certain level of language knowledge.

The third analysis chapter, titled *Peace Pedagogy Implementation* illustrates the presence of the topic of peace pedagogy in the curriculum of the Teacher Education Program at the Department of English, Faculty of Philosophy, University of Sarajevo, as well as in the current curriculum in elementary school and high school and comments on the curricular integration of Peace Education.

The last chapter, the research chapter of the paper, titled *Activities, Lessons and Units* looks at selected activities, units and lessons from the books: *Peace Education Handbook for Educators* and *Peace Lessons Around the World* and the web-page *Facing History and Ourselves.* This chapter outlines three parts of the research: curriculum analysis, illustrated examples of activities, modules and lessons and display of the adaptation of the activities,

modules and lessons from the above-mentioned sources, that are then used to design four such lessons (two for elementary school, and two for high school).

2. UNDERSTANDING PEACE EDUCATION

According to the Berghof *Handbook for Conflict Transformation* (2019), peace education is a process of acquiring values and knowledge, and developing attitudes, skills, and patterns of behaviour that enable peace with oneself, others, and the natural environment.

Peace education is the most important technique for promoting a culture of peace (Castro & Galace, 2008). Peace education pedagogy is more than just learning about peace and war; it is a process. It is a process that necessitates a basic understanding of peace and war, as well as the ability to live peacefully as citizens in a democratic society.

In terms of pedagogical material for peace education, the content can take the shape of knowledge and skills that raise daily occurrences in the classroom and enable students to become agents of peace in their lives (McLeod & Reynolds, 2010). Peace pedagogy enters all spheres of the process of education and implementation of various skills and as such plays an important role in the formation of individuals and societies of tomorrow.

In the context of a foreign language, peace pedagogy offers insight into cultural differences, insists on constructive communication that transcends conflicts based on diversity itself, and focuses on mutual understanding and respect - especially what is different from the known cultural environment and accompanying patterns of behaviour.

2.1. Peace Educators and Peace

The historical backdrop of peace education has different roots and has created different examples of peace education programs. Each example of the peace education program can be viewed as a component of a bigger development toward the making of a more tranquil world.

Throughout the planet, educators have drawn upon the work and examination of global activists, researchers, and each other for thoughts. Simultaneously, these peace educators' work keeps on motivating further work and study concerning additional opportunities for peace education (Harris, 2008).

For more than 50 years, educators have been implementing peace education programs in schools and local area settings advancing the upsides of planetary stewardship, worldwide citizenship, and human relations. Language education has a profound impact on students, as it helps them question and formulate their opinions regarding themselves and others. Their perspectives and understanding shift as they acquire more knowledge through peace education as well as language education. The direct result of this is human awareness and

understanding for the different struggles and challenges of individuals, certain group of people and even whole nations.

Usually, the theme about peace and world peace lies within the political framework, but that process is rather unpredictable and ego-driven. The best place to start the awareness for peace is in the classroom with young learners - an immense task for educators.

2.2. Understanding Peace and Violence

Early common attitudes regarding the matter of peace demonstrate that peace was characterized as just the shortfall of war or direct brutality. (Dobrosielski, 1987).

The easiest and most inescapable comprehension of peace was that of the shortfall of death and obliteration because of war and physical/direct brutality, an agreement that was utilized as the underlying take-off point in peace research (Thee, 1982).

Starting with the last part of the 1960s, a different view began to arise. Consideration began to move from direct to indirect or primary violence, i.e., manners by which individuals experience the ill effects of brutality incorporated into society through its social, political, and monetary frameworks. Individuals are the best asset for fostering a culture of peace since it is through them that peaceful connections and structures are formed. As a result, training people to become peace specialists is essential to the mission of peacebuilding.

The term "peacebuilding" generally refers to the time-consuming task of constructing silent networks. One can immediately see how peace education is both a necessary peacebuilding mechanism and a successful technique of preventing violent confrontations (Navarro-Castro & Nario-Galace, 2019).

Peace education can be seen as a starting point in changing one's own perspective by cultivating mindfulness and comprehension. By changing each and every individual perspective, the societal perspective can be changed, thus forging societal activities that will enable people to live, relate and exchange ideas while respecting each other.

Navarro-Castro and Nario-Galace depict the cognitive-affective-active process of peace education. Peace education should start with young learners, teaching them about conflicts, the reasons behind the conflicts and their alternatives. Through education by dialogue, consideration of different points of view and being able to put one self in other shoes, students learn compassion. Peace education teaches students also to consider our choices and their consequences. In doing so, students become more self-aware. The learning interaction used in peace education attempts to address students intellectual, emotional, and dynamic aspects of their persona.

The following figure depicts the cognitive-affective-active cycle in a realistic structure (Navarro-Castro & Nario-Galace, 2019).
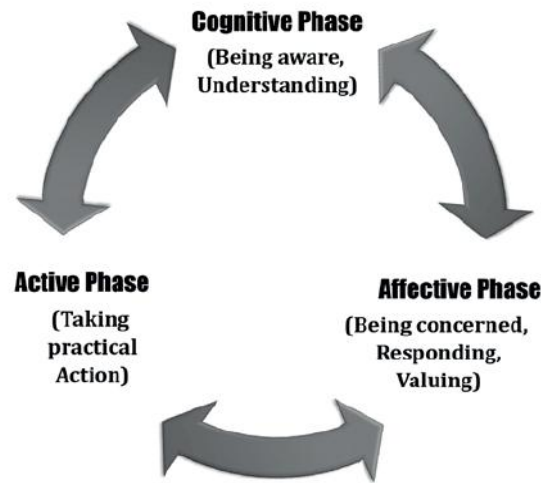

Figure 1. The Peaceable Teaching-Learning Process (Navarro-Castro & Nario-Galace, 2019)

2.3. Scope of Peace Education

Peace education is focused with assisting learners in developing an awareness of the processes and abilities required for gaining understanding, tolerance, and good will in today's environment. Peace education draws together various pedagogical traditions, educational philosophies, and worldwide efforts aimed at advancing human development via learning. Peace education provides an opportunity to boost kids' overall well-being, advocate for their justice and equitable treatment of youngsters, and develop individual and societal responsibility for both educators and learners (Navarro-Castro & Nario-Galace, 2019).

In terms of substance and interaction, peace education is comprehensive and all-encompassing. We can imagine it as a tree with many branches. Peace education encompasses a wide range of themes and systems that have evolved in various parts of the world. It reflects the evolution of reformist education and social movements in the last fifty years. These "educations" work together to create a culture of peace (Navarro-Castro & Nario-Galace, 2019).

Among the various forms or facets of peace education practice are Disarmament Education, Human Rights Education, Global Education, Multicultural Education, and Education for International Understanding, Interfaith Education, Gender-fair/Non-a-sexist

Education, Conflict Resolution Education, Development Education and Environmental Education.

2.4. Peace Education in Bosnia and Herzegovina

According to Clarke-Habibi's (2018b) educating for peace in countries emerging from deadly conflict is a huge issue.

The goal is to persuade opposing parties to transcend the physical, social, and psychological divisions caused by violence, and to gradually build trust and collaboration in order to take the necessary steps toward constructing a shared, just, and peaceful future (Clarke-Habibi, 2018b).

Clarke-Habibi depicts the complex educational system of Bosnia and Herzegovina, which is interwoven with ethic and political agendas:

> Peace education has developed a variety of methods, models, curricula, and pedagogies during the last 50 years in Bosnia and Herzegovina and features a complex and well-documented post-war educational system that is divided along ethnic lines in a variety of ways. The country's partition resulted in a fragmented educational system consisted of 13 Ministries of Education. It also left many schools in this formerly multi-ethnic country with mostly mono-ethnic populations and little chance for inter-ethnic engagement. Furthermore, the politicization of mutually intelligible language varieties along ethnic lines resulted in the spread of three distinct ethnically centered curricula, which fueled further divisiveness. This ethno-politicization of educational services has posed significant challenges to post-war inter-ethnic peacebuilding and reconciliation (Clarke-Habibi, 2018b).

The Education for Peace (EFP) program[1] used a whole-school approach to investigate peace concepts and pedagogies across the K-12 curriculum, as well as to practice peace ideals and skills in all areas of primary and secondary school life. All teachers and school employees received inclusive training and workshops. Exploration of the causes and dynamics of conflict and violence; peace concepts, principles, and practices; strategies for psycho-social recovery; nonviolent conflict resolution and community-based decision-

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[1] Implemented over the period of 2000–2012, the EFP programme in Bosnia and Herzegovina aimed broadly to lay the foundations for rebuilding social cohesion among the country's war-torn population by fostering a 'culture of peace' and a 'culture of healing' within and between schools representing the country's three main ethno-national groups: Bosniaks (predominantly Muslims), Croats (predominantly Catholics) and Serbs (predominantly Orthodox Christians). (Clarke-Habibi, 2018b, p. 4)

making; and approaches to peace-based education were among the topics covered in the training (Clarke-Habibi, 2018b).

Clarke-Habibi also comments on today's situation in Bosnia and Herzegovina:

> Nowadays Bosnia and Herzegovina has very little physical scar due to war and movement, but tensions indicated in the opening are largely recovered. The children today are all post-war generations without a firsthand memory of the 'brotherhood and unity' of Yugoslavia before the war (Clarke-Habibi, 2018a).

Peace-activism has gone through two phases of development in Bosnia and Herzegovina - an economic transition from war to peace paralleled by a transition from a socialist to market economy, which has led to the establishment of two discourses in the non-governmental sector (Balázs, 2008).

Peace education is a moral need in light of the destruction of life and prosperity caused by all forms of violence. In Bosnia and Herzegovina, violence, especially after the war in the 1990's has become an everyday norm - mostly through political agendas and discourse. This is again reflected in the educational system as it is drudgingly challenging to implement elements of peace education in the curriculum. Nevertheless, teachers and educators are those who make up the front line in these situations, as they should be able to tread carefully amongst all the political agendas. They are the ones who bear the enormous responsibility of making a better tomorrow and a better world for their students - who will carry the torch of peace once they are out and about in the world.

2.5. Peace Education in Foreign Language Classroom

In foreign language classes, the course substance will normally be in the objective language, which implies that students will acquire information in a language other than their own. This, by itself, might be said to make a worldwide awareness because foreign language courses are expected to have a worldwide soul signifying that viciousness "is disintegrative, while peacefulness is integrative force" (Nagler, 2004).

Foreign language learning can be difficult for learners as they do not have the familiarity which comes naturally with their respective first language(L1). Students should be able to engage in learning activities that are familiar to them and that they acquired with their L1 language, whilst learning a new language. This is not always the case, as each language

has it own sets of rules sand expression, as for everyday occurrences, as well as for peace education topics.

The fundamental basic point in foreign language teaching should be to initiate peace, fellowship, and comprehension among people and countries. In principle and practice, the course content in foreign language teaching is adaptable and generally reasonable "to educate people for a better understanding of others, in other words, to lay foundation stones in the building of a peaceful world, preparing people for a global world" (Mirici, 2008).

According to McInnes and Wells (1994), peace education may likewise be seen as "an interaction, the interdisciplinary idea of which furnishes language educators with an expansive scope of potential points tending to social, ecological, and monetary issues". Fundamental to this interaction is the language of peacefulness. Learning the language of peacefulness requires us to recognize the relationship between different opinions, and how this influences comprehension of the world.

Language learning		Peace education
dialogue	↔	(multi)cultural dialogue
writing and verbal exchange of ideas	↔	promoting understanding of differences
active listening	↔	non-violence
conversation	↔	creating knowledge
good language learning	↔	cooperative/interactive learning
content/context		
Table 1: The relation between language learning and peace education (Reardon, 1988)		

The table above showcases the relation between language learning and peace education. For language educators, incorporating these ideas into classwork can be challenging.

According to Reardon:

> Large numbers of teachers depend on instructor-focused ways to deal with information acquirement and analysis. Over and over again, we believe it's simpler to utilize standard course readings, materials and examinations, even though the

materials may not be pertinent to students' lives and hold no
interest for them (Reardon, 1988).

Language learning and peace education are connected through dialogue, writing, listening and   learning. Teachers should be capable to determine the context of peace education topics in order to be able to carefully and successfully implement those topics in the language learning process. To acquire the required goals in that process, teacher should be allowed to know and use various learning methods. The next chapter is about two of those methods: project-based learning (PBL) and task-based learning.

3. PROJECT-BASED AND TASK-BASED LEARNING

Peace education requires the application of proper learning methods. Task-based learning represents simpler and more unique methods in the language acquiring process. Tasks can be combined into larger and more complex methods - projects, giving way for Project-Based learning (PBL). PBL allows for more hands-on learning, thus guaranteeing more engagement from the students in the learning process. This chapter talks about PBL and TBL.

3.1. Project-Based Learning (PBL)

Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning (Krauss, 2013).

PBL results in a deeper understanding of a topic, further learning, higher level reading, and increased motivation to learn. PBL is an important method for developing independent thinkers and learners. Children tackle real-world problems by creating inquiries, planning their learning, organizing their research, and employing a variety of learning tools. PBL is divided into various stages. Each phase must be completed as soon as possible.

Learning responsibility, independence, and discipline are three outcomes of PBL. Students' organizational plan, which they created for themselves, helps them and allows them to stay focused and on-task. As children gain proficiency in the PBL technique, they learn to self-monitor their progress by creating a daily agenda. Students report on whether or not they have met their daily goals at the end of each work session. To succeed, students must make optimal use of their work time while being focused and on-task (Krauss, 2013).

When students work collaboratively, there is an expectation that each child will contribute to the project equally. The group dynamic creates an interdependent team in which students must each do their part, and as a result, a natural consequence exists for those students who do not demonstrate accountability - others may no longer want to be paired with students who do not do their fair share. Therefore, peer pressure contributes to the accomplishment of ongoing group tasks throughout the learning process and the culmination of a successful final product (Laur, 2013).

3.1.1. Designing a Project

Designing a project is not like planning a lesson; it is more like planning a unit. Some people consider projects as curriculum units updated for the 21st century. A project, sort of

a unit, lasts for a minimum of every week, usually two or more, not just daily or two. A project has several learning goals, not only one or two sorts of a typical lesson. Although a lesson follows certain steps that include a beginning, a middle, and an end, a project moves through what is more like phases than steps, resulting in a culminating activity - usually a presentation and evidence of what has been learned (Buck Institute for Education, 2014).

Compared to planning a lesson, planning a project takes longer and more thought of how all the parts connect.

When designing a project, it should be kept in mind that project-based learning isn't identical to "doing a project " (Buck Institute for Education, 2014).

Figure 2. Project Path (Buck Institute for Education, 2014)
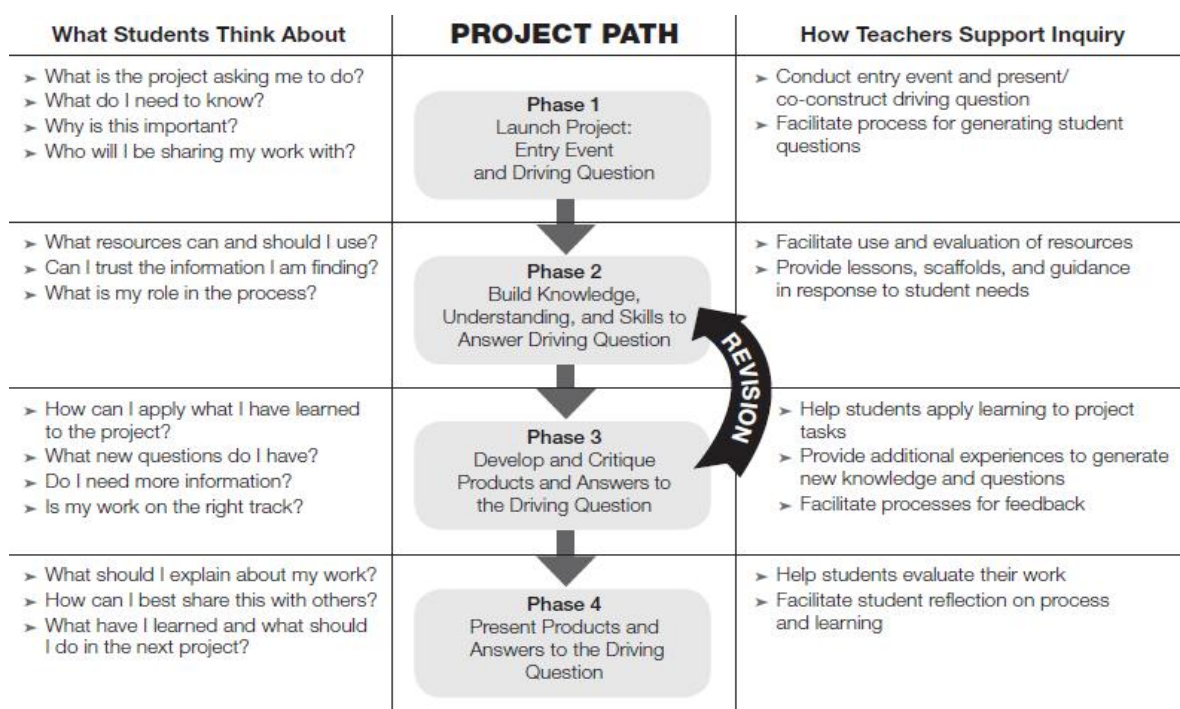
PBL does not require students to take part in a task for an hour or a day, it involves dynamic support for a more extended period to construct important items or discover a response to a complex inquiry. Implementing Project-Based learning in the classroom can be done through six major building blocks of a project (see Figure. 3) (Buck Institute for Education, 2014).
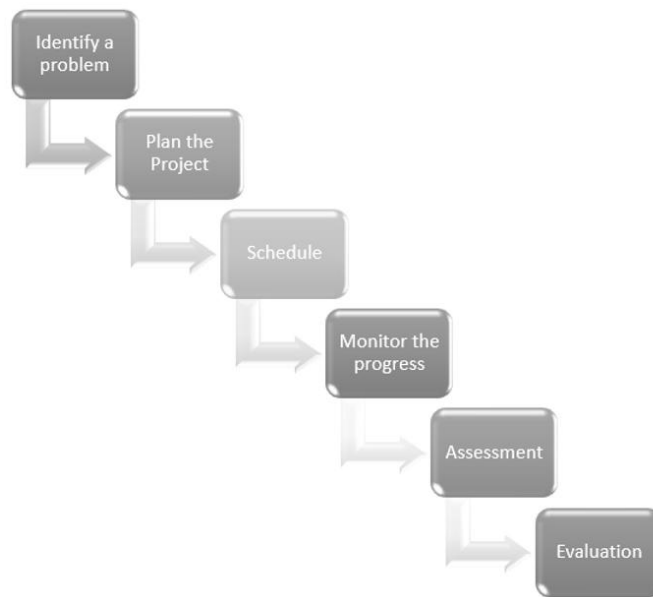
Figure 3. Implementing Project-Based Learning in the Classroom (Buck Institute for Education, 2014)

3.1.2. Example of a Project

The following is an example of a project taken from the handbook *Cultural Heritage and Cultural Diversity Lessons - A Handbook for Teachers* (2012). The PBL theme of the example is *Diversity, Stereotypes & Prejudice.*

In the context of English language teaching, students should be able to:

- read, understand and analyze literary and informative texts on the theme of *Diversity, Stereotypes & Prejudice*,

- write texts about the theme of *Diversity, Stereotypes & Prejudice* for different purposes and audiences,

- talk and listen to understand and convey information based on the theme of *Diversity, Stereotypes & Prejudice* in different situations for different purposes in a constructive and critical dialogue,

- express positive attitudes and demonstrate skills for effective intercultural communication.

Identification of a Problem	Identifying and/or defying the project theme. (For example: *Diversity, Stereotypes & Prejudice*)
Project Planning	Planing the project and defying learning goals, as well as the outline of the project. The example project is based on project-based and inquiry guided learning. *Learning goals of the given example*: ● Students will be introduced to the concepts of cultural diversity

	and diversity within the classroom in order to lessen various prejudices and stereotypes that are generalized in our society in order to enhance their overall learning experience and gain insight on ICC
	● The students will be able to demonstrate their knowledge on prejudices, stereotypes and exemplify their ideas through talking, speaking, writing about topics based on their personal experiences or findings stemming from their research
Schedule	Determining the project duration as well as the time and classes of its implementation. Students ought to be given a set date or period in which they needed to introduce their work. Set the timetable by working cooperatively with students. (For example: *three weeks)*
Monitor the Progress	Educators should constantly monitor the work and progress of students. The teacher in PBL is a facilitator who tries to help pupils benefit from learning interactions. (For example: *revising knowledge, summarizing, class-to-class reflections*)
Assessment	Assessment of student learning outcomes and interests. Teachers can use a defined format to record progress and learning results of students. (For example: *peer evaluation, self-reflection*)
Evaluate the Experience	Reflection helps teachers afterwards to improve their instructional skills. Teachers are also prepared to consolidate changes in their educational practices. (For example: *self-reflection, self-evaluation, project reflection*)

Table 2. Example of Implementing Project-Based Learning in the Classroom
(through six major building blocks of a project)

3.2. Task-Based Learning (TBL)

Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in lessons (Ellis, 2003). Sometimes called 'Task-Based Language Teaching', TBL activities help students tackle a task that includes a real-world utilization of language, instead of the completion of basic language inquiries concerning sentence structure or jargon (Ellis, 2003).

During task-based learning, students address undertakings that are important and intriguing to them. To settle the assignment, they need to utilize the objectives of the

language they are trying out and how to speak with their companions. They utilize credible language as opposed to responding to punctuation or jargon inquiries concerning the language.

TBL is particularly helpful for group learning. Working together with others and getting certain on a certain level with the language inside a group is a critical advance in language learning. Likewise, getting positive input from companions and instructors expands certainty and inspiration to learn and to speak with others.

3.2.1.   What is a task

TBL uses a lesson structure that incorporates different activities to solve a task. The task can span the length of an entire lesson or even a PBL task or it can take up several lessons to complete.

Examples of tasks include: creating a presentation; making a video or short movie; writing a piece of text, such as a newsletter article; working out the solution to a practical problem.

3.2.2.   Three main Steps of TBL

The TBL approach is one of many modern ESL teaching methods with the focus on setting a goal for students, which could be a report, a video, or a presentation. Three main steps are required to achieve that goal. According to Ellis (2003), those three steps are: *the pre-task, the task* and *the review (post-task)*. These steps are defined as:

> **The Pre-task**: During this stage, which can take up an entire exercise if necessary, the instructor acquaints the students with the task and encourages them to solve the task. When everybody is engaged, the educator ought to clarify what is generally anticipated for the task solution. Verbal clarifications can be upheld by an example or a model from the educator or by showing past works. The educator would then be able to offer further directions if necessary and offer guidance on the best way to move toward the assignment.
> **The task**: This is the main phase of TBL, where students begin to work on the task, usually in groups or in pairs. The teacher is usually not involved in the work process but rather monitors the students and gives pointers when the students need supportive instructions.
> **The Review (Post-task)**: When students have completed the task and have something to present, the review phase, begins. It is a good idea to have students evaluate each other's work. The teacher's review should only include a commentary on common mistakes. Post-task is an opportunity

for students to reflect and analyse their work to improve their
skills for future assignments. (Ellis, 2003)

3.2.3. Example of a Task

The following is a example of a task, taken from the book *10 Modern Approaches to Teaching Grammar* by Engelbert Thaler. It is intended for the 5ᵗʰ grade.

During the pre-task the teacher shows the students a short science-fiction film and asks them what they think their life will look like in 10 years. Next step is that the teacher asks a question using the going-to future form e.g. "Are you going to do similar things to the ones we just watched in the video?" Students answer but receive no correction.

During the task students work in small groups. They are supposed to talk about their life in 10 years' time. The teacher helps to start the conversation by asking questions like ''*What will be different in ten years' time?; What are you going to work?; What will the world look like in 10 years*?,'' etc. The teacher circulates and listens but does not correct any sentences. The students are than required to prepare a short summary of their discussion to report to the class. They are supposed to take notes and to decide on a spokesperson for each group.

During the post-task the spokesperson presents the report. The rest of the class has to listen carefully because after hearing all the reports they are asked to decide which group foresees the greatest changes. The teacher will now ask students which person will change most, which innovations and problems will be most significant or decisive. To practice the new linguistic feature, students are asked to correct their reports with regard to future forms.

Task name: My life in 10 years' time **Context**: Teacher asks a question using the *going-to* future form. (5ᵗʰ grade) **Source**: Thaler, E. (2012). *10 Modern Approaches to Teaching Grammar Methoden Und Materialien Für Den Englischunterricht (Sek. I Und II)* (pp. 80–81). Paderborn Schöningh.	
The pre-task	● the teacher shows the students a short science-fiction film ● the teacher asks them what they think their life will be look like in 10 years; the teacher asks a question using the going-to future form e.g. "*Are you going to do similar things to the ones we just watched in the video?*" ● students answer but receive no correction.
The task	● students work in small groups and talk about their life in 10 years' time. The teacher helps to start the conversation by asking questions like ''*What will be different in ten years' time?; What are you going to*

	work?; What will the world look like in 10 years?," etc.
	● The teacher circulates and listens but does not correct any sentences.
	● The students are than required to prepare a short summary of their discussion to report to the class; they take notes and to decide on a spokesperson for each group.
The post-task	● the spokesperson presents the report.
	● the rest of the class has to listen carefully and decide which group foresees the greatest changes.
	● the teacher asks students which person will change most, which innovations and problems will be most significant or decisive.

Table 3. *Example of a Task* in Thaler, E. (2012). *10 Modern Approaches to Teaching Grammar Methoden Und Materialien Für Den Englischunterricht (Sek. I Und II)* (pp. 80–81). Paderborn Schöningh.

4. PEACE PEDAGOGY IMPLEMENTATION

Violence is one of the numerous potential reactions to conflict. Peaceful compromise could be sustained and applied productively to deal with issues between people, communities, and countries. Education is an immense element for developing peace, engaging and empowering people.

An educator who is structured to the viewpoint of peace can present freedoms of diverse techniques for reflecting and distinguishing the connection between them. Educators can exploit the segments in an exercise by utilizing fitting techniques, distinguishing encounters worth reflecting and, investigating, whilst building understanding peace-related qualities(Navarro-Castro & Nario-Galace, 2019).

The use of dramatic techniques in foreign language teaching have proven to be successful techniques in creating independent speakers of a foreign language. The classroom is compared to a stage and its parts, whereby the teacher usually plays the main role. The goal of dramatic techniques is to achieve that the students also get a part of the main role with the aim of improving the student's ability to communicate in a foreign language, self-confidence, motivation and more. Dramatic activities can be carried out in pairs or groups, they can perform texts assigned by the teacher from textbooks or some other source, or students can create them themselves with the help of the teacher (Biláková & Kiššová, 2013).

4.1. Peace Pedagogy in the Curriculum

Education is the gateway for peace education. Peace education serves in confronting violence and finding ways to counter violence, whilst upholding diverse and respectful communication. That type of communication should start within our classrooms. Peace education should be a building block in the curriculum, to that degree that it becomes basic.

The presence of peace educational topics within the curriculum and formal education in schools in Bosnia and Herzegovina is minor to non-existent. The peace education is bound to various out-of-the-educational-systems, nongovernmental organizations and foreign teachers and institutions.

4.1.1. Teacher Education Program

The presence of the topic of peace pedagogy in the curriculum of the Teacher Education Program at the Department of English, Faculty of Philosophy, University of Sarajevo is limited to just a handful of courses, namely English Language Education for Preschool Children (*Rano učenje engleskog jezika za predškolski uzrast*), The Methodology of Teaching English as a Foreign Language (*Metodika nastave engleskog jezika*), Communication in Teaching (*Komunikacije u nastavi*), Interculturality in Teaching English as a Foreign Language (*Novine i trendovi u nastavi engleskog jezika*), and through practical classes Pedagogical/Teaching Practice 1 (*Pedagoška praksa 1*) and Pedagogical/Teaching Practice 2 (*Pedagoška praksa 2*) - primarily if the theme of the lecture happens to be peace-oriented.

Amongst all the above-given courses, Interculturality in Teaching English as a Foreign Language is the course which is in its entirety devoted to intercultural communication competencies (ICC) backed up by the Common European Framework of Reference for Languages: Learning, teaching, assessment. Through this course, students get the opportunity to design and implement intercultural topics through creative workshops that simultaneously cover all language skills, but place special emphasis on developing and encouraging Interculturalism. Students will also be able to recognize the basic characteristics of intercultural communication competencies and their application in English language teaching and understand all elements of the intercultural approach in English language teaching in primary and secondary schools and apply adequate methods, procedures, strategies and activities that encourage intercultural sensitivity and develop intercultural competence in English language teaching.

4.1.2. Elementary School and High School

According to the curriculum provided by the Ministry of Education of Sarajevo Canton (Ministarstvo za odgoj i obrazovanje Kantona Sarajevo, 2021), developing awareness of one's own identity, one's own and other cultures, traditions and customs is one of the key competencies in English language teaching.

Students obtain an understanding of their own culture and customs, build personal identity within their bilingualism, and gain a favorable attitude toward the cultures and traditions of other countries through developing intercultural competences, especially through

writing. Such an approach helps to produce a person who accepts differences and reflects on long-held preconceptions.

The contents becomes more complex in older classes and is linked to the subjects Psychology (analysis of human behavior and habits), Democracy / Sociology / Philosophy (society, laws, critical thinking via ethical and moral dilemmas), and the Community class themes (identity, personal development, family, interpersonal relationships, phenomena in society and contribution to the community). Starting from the 7th grade, Intercultural Competence becomes one of the opportunities for educational activities and development of key competencies. Through Intercultural Competence the constructive expression of one's views and doubts, the development of empathy, the critical thinking of one's culture, oneself, others and others, and the advancement of nonviolent communication and the solution of conflicts and misunderstandings are extremely important, especially in learning and teaching English (Ministarstvo za odgoj i obrazovanje Kantona Sarajevo, 2021).

4.1.3.   Curricular Integration of Peace Education

In Bosnia and Herzegovina, peace education and peace topics could be best integrated starting with the 6th grade. This point in education of young learner is the starting point of more complex education themes and new various subjects in their education.

The main obstacle in integrating peace education into the curriculum is the administrative part that is entwined with political agendas, which are mostly of ethnic nature and post-war discourse. These obstacles could best be resolved by integrating peace education that is based on respecting and including all ethnic narratives. Unfortunately, the political climate in Bosnia and Herzegovina is profoundly immature and shows no interest in improving the educational system of its country. This requisite of having political agendas be the ones to include peace education into the curriculum and peace education being the starting point of necessary, healthy and required conversations amongst opposing sides in order to improve the country's educational system and living standard in general, creates a vicious cycle of back and forth discourse that does not lead anywhere.

Despite such a complex political situation, which is reflected through education, the teachers still have some influence on the teaching process and their students. The teacher can use various methods and learning tools to help improve the knowledge of the students and their overall skills in terms of learning and how to be present in the outside world overall. However, to have a major impact on the lives and skills of their students, teachers should posses a vast amount of experience and a great deal of improvisation, in order to quickly

adapt in every possible situation without disrupting the administrative part of the teaching process but managing to maintain the learning process. This is different from teacher to teacher - no teacher is the same in terms of presence and the teaching process, nor do they have the same skill set.

In order to be a successful teacher, the teacher should be able to ''connect'' with the students through their own personal examples, whilst maintaining clear boundaries and rules for the teaching process. This again requires years of personal development for the teacher and being able to navigate the immense regulation in terms of political, administrative and educational aspects of the already complex teaching process.

5. RESEARCH PROJECT: DESIGNING TASK-BASED AND PROJECT-BASED ACTIVITIES, LESSONS AND UNITS

This chapter contains the research project of this paper. The project centers around the presence of Peace Pedagogy topics in EFL classroom in Bosnia and Herzegovina, with the main goal of designing task-based and project-based activities, lessons and units within the already existing curriculum.

This chapter also builds on the theory of the two previous chapters, mainly in the terms of implementing TBL and PBL in the curriculum of elementary and high schools.

5.1. Research Goals and Objectives

The first aim of this research was to do a qualitative analysis of the presence of topics from peace and intercultural education and the presence of competencies that encourage the development of peace and intercultural values in the existing curriculum for elementary schools (grades 1st - 9th) and high schools[2] (grades 1st - 4th) of Canton Sarajevo, Bosnia and Herzegovina.

The main aims of this research were to:

1. illustrate some selected examples of activities, modules and lessons using books and web-pages that deal with peace education themes;

2. determine whether the illustrated examples of activities, modules and lessons could be incorporated into foreign language teaching by finding a space within the existing curriculum where themes of peace educations can be integrated, and determining what those themes are;

3. to design lessons by using the above-mentioned illustration.

5.2. Hypothesis

The hypotheses of the research was:

✧ books and web-pages that deal with peace education themes are a good starting point for research of peace education topics;

✧ the illustrated examples of activities, modules and lessons can be incorporated into foreign language teaching by finding a space within the existing curriculum;

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[2] Gymnasium model curriculum

♢ the process of designing activities, lessons and teaching units in English language teaching relaying on tasks and project learning rooted in peace pedagogy is possible through adapting topics and changing the approach in foreign language teaching.

5.3. Research Methodology

The research methodology used in this paper was qualitative analysis through theoretical literature analysis, document analysis, and examples of good practice

The study conducted for the purpose of this paper was aimed to investigate, analyse and illustrate some examples of activities, modules and lessons within the existing curriculum where themes of peace educations can be integrated, and determining what those themes are.

5.3.1. Research Instruments

The research was done through analysing selected activities, units and lessons from the books: Peace Education Handbook for Educators and Peace Lessons Around the World, and the web-page: Facing History and Ourselves. These selected activities, units and lessons were adapted and illustrated through project learning and activities through assignments using the author's own designed illustration in form of a table. The table contains the following elements: type of learning engagement, title of the learning engagement, source of the learning engagement, illustration of the learning engagement (description, learning objectives, materials and step-by-step instruction), commentary (overall commentary on the topic that the activity/lesson/unit is dealing with) and TBL and/or PBL recommendations. The adaptation was then used to design lessons (two for elementary school, and two for high school).

5.3.2. Research Limitations

One of the limitation of the research was the fact that only a handful of activities/lessons/units from the two books (Peace Education Handbook for Educators and Peace Lessons Around the World) and the web-page Facing History and Ourselves were used. Nevertheless, these sources can be seen as a starting point for designing task-based and project-based activities, lessons and units.

The main limitation of this study is the lack of conducting the research in a real-world classroom and testing certain activities.

5.4. The Research Project Analysis

The research project analysis consists of three parts: curriculum analysis, illustrated examples of activities, modules and lessons and display of the adaptation of the activities, modules and lessons from the sources from the second part used to then design PBL/TBL lessons - four such lessons were designed (two for elementary school, and two for high school).

5.4.1. Curriculum Analysis

The first part of the project represents the curriculum analysis - a qualitative analysis of the existing curriculum for elementary school (grades 1st - 9th) and high school (grades 1st - 4th; gymnasium model) of Canton Sarajevo, Bosnia and Herzegovina.

The analysis is made up of two major parts:

- skills/learning outcomes, with accent on intercultural contexts - displays the receptive and productive skills infused with learning outcomes, which become gradually complex with every added grade;
- topics - topics that can be used to process key content in the given grade, these to become gradually complex with every added grade.

The peace education topics that can be taught in these grades are intercultural understanding, communication skills, conflict resolution techniques, democracy, coexistence and gender equality in the 1st grade, adding environmental responsibility, human rights awareness and tolerance of diversity in the 3rd grade to the before-mentioned list, nonviolence in the 4th grade and finally anti-nuclearism in the 6th grade, which completes the list and stays constant till the end of high school.

5.4.1.1. Elementary School

1st grade		
Skills/learning outcomes (accent on intercultural contexts)	**Receptive**	**Listening and Listening Comprehension Content** • Critically reflecting on patterns of communication in everyday intercultural contexts.
		Reading and Comprehension of Content /
	Productive	**Speech and Oral Communication** • Application of speech critically reflecting on the forms of communication in different intercultural contexts.

		● Applying the rules and norms of understanding respecting other cultures.
		Writing and Written Communication /
Topics		In the 1st grade, topics such as: Family, My Body, School, Food, Animal World, Clothing, Leisure and Entertainment can be used to process key content.

		2nd grade
Skills/learning outcomes (accent on intercultural contexts)	*Receptive*	**Listening and Listening Comprehension Content** ● Critically reflecting on patterns of communication in everyday intercultural contexts.
		Reading and Comprehension of Content /
	Productive	**Speech and Oral Communication** ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures.
		Writing and Written Communication /
Topics		In the 2nd grade, topics such as: Family and Home, My Body and Face, School, Food, Animal World, Clothing, Leisure and Entertainment can be used to process key content.

		3rd grade
Skills/learning outcomes (accent on intercultural contexts)	*Receptive*	**Listening and Listening Comprehension Content** ● Critically reflecting on patterns of communication in everyday intercultural contexts.
		Reading and Comprehension of Content ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Listing the basic features of one's own country based on simple sentences. ● Research in linguistics and foreign language culture.
	Productive	**Speech and Oral Communication** ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures.
		Writing and Written Communication /
Topics		In the 3rd grade, topics such as: Greetings, Me and my family, Home, School, My immediate environment, Toys, My body and morning activities, Food, Animals and pets, Clothing, Weather, Leisure and My

		homeland can be used to process key content.
		**4ᵗʰ grade**
Skills/learning outcomes (accent on intercultural contexts)	**Receptive**	**Listening and Listening Comprehension Content** ● Analysing the role of media and information and communication technologies within interculturality. ● Critically reflecting on patterns of communication in everyday intercultural contexts.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Listing the basic features of one's own country based on simple sentences read. ● Research in linguistics and foreign language culture.
	Productive	**Speech and Oral Communication** ● Analysing the role of media and information and communication technologies within interculturality. ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures.
		Writing and Written Communication ● Developing linguistic literacy in the context of multilingualism and multiculturalism. ● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other cultures. ● Writing simple sentences about your own culture by answering questions.
Topics		In the 4ᵗʰ grade, topics such as: Greetings, Me and my family, School, Home, My immediate surroundings, My body, Food, Animals, Everyday life, Leisure, Occupations and places in the city, Weather, Weather conditions and clothes and My homeland can be used to process key content.

		5th grade
Skills/learning outcomes (accent on intercultural contexts)	Receptive	**Listening and Listening Comprehension Content** ● Analysing the role of media and information and communication technologies within interculturality. ● Critically reflecting on patterns of communication in everyday intercultural contexts. ● Recognizing the basic facts and cultural characteristics of English-speaking countries while listening to a short text.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies in the context of interculturality. ● Answer simple questions about the features and cultural sights of your own country based on the short content read. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Identification of the basic value of friendship, respecting the other/different based on the read shorter content. ● Research in linguistics and foreign language culture.
	Productive	**Speech and Oral Communication** ● Analysing the role of media and information and communication technologies in the context of interculturality. ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures. ● Identification of basic facts and cultural characteristics of English-speaking countries in a real or digital environment.
		Writing and Written Communication ● Developing language literacy within multilingualism and multiculturalism. ● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other

		cultures.
		● Writing simple sentences about one's own culture, religious and national holidays (New Year, Christmas, Eid, Hanukkah, Independence Day, Statehood Day) according to the model and guidelines of teachers.
Topics		In the 5th grade, topics such as: Greetings, Me and my family, School, Home, My immediate surroundings, My body, Food, Animals, Everyday life, Leisure, Occupations and places in the city, Weather, Weather conditions and clothes and My homeland can be used to process key content.

6th grade

Skills/learning outcomes (accent on intercultural contexts)	Receptive	**Listening and Listening Comprehension Content** ● Analysing the role of media and information and communication technologies within interculturality. ● Critically reflecting on patterns of communication in everyday intercultural contexts.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Answers questions about the characteristics, customs and cultural sights of one's own country and English-speaking countries based on the short text read. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Identifying the values of friendship, respecting the other / different based on the read short content. ● Research in linguistics and foreign language culture.
	Productive	**Speech and Oral Communication** ● Analysing the role of media and information and communication technologies in context and interculturality. ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures. ● Identification of key facts and cultural characteristics of English-speaking countries in a real or digital environment. ● Imitating the basic patterns of polite behavior by accepting differences between oneself and others.

		Writing and Written Communication ● Developing language literacy within multilingualism and multiculturalism. ● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other cultures. ● Writing short contents/texts using basic facts and characteristics of one's own culture and the culture of English-speaking countries based on the guidelines of teachers.
Topics		In the 6th grade, topics such as: Education, Sports and Health, Nature and Ecology, Science and Technology, Arts, Leisure and Entertainment, Culture, Traditions and Customs of Other Nations and My homeland can be used to process key content.
7th grade		
Skills/learning outcomes (accent on intercultural contexts)	**Receptive**	**Listening and Listening Comprehension Content** ● Analysing the role of media and information and communication technologies within interculturality. ● Connecting the basic facts and characteristics of the culture of English-speaking countries and their own culture when listening to a short text. ● Critically reflecting on patterns of communication in everyday intercultural contexts. ● Identifying concrete examples of positive ways of dealing with members of other cultures in different listening contexts in everyday life. ● Using basic patterns of communication in simulated intercultural encounters during or after listening recognition the connection of language and culture. ● Using teacher explanations, reacting openly and curiously to foreign and incomprehensible content while listening.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Recognizing examples of respect for one's own and other

		cultures, developing a positive attitude toward humanistic values. ● Research in linguistics and foreign language culture. ● Stating the values of friendship, respecting the other/different based on the short text read.
	Productive	**Speech and Oral Communication** ● Analysing the role of media and information and communication technologies in context and interculturality. ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures. ● Identification of key facts and cultural characteristics of English-speaking countries in a real or digital environment. ● Imitating the key patterns of polite behavior by accepting differences between oneself and others.
		Writing and Written Communication ● Developing language literacy within multilingualism and multiculturalism. ● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other cultures. ● Writing short contents/texts using basic facts and characteristics of one's own culture and the culture of English-speaking countries based on the guidelines of teachers.
Topics		In the 7th grade, topics such as: Family and society (home, family relations, friendship), Education (education system in B&H), Sport and health (human body, healthy diet and healthy lifestyle, sports), Nature and ecology (endangered animal species and environmental protection), Science and technology (digital tools), Arts (music, fashion, film and literature), Media culture (social networks and virtual world), Leisure and entertainment (hobbies and interests, travel), Culture, traditions and customs of other nations (cultures and customs of the countries of the world, holidays), My homeland (culture, customs, holidays) can be

		used to process key content.
		8th grade
Skills/learning outcomes (accent on intercultural contexts)	Receptive	**Listening and Listening Comprehension Content** ● Analysing the role of media and information and communication technologies within interculturality. ● Critically reflecting on patterns of communication in everyday intercultural contexts. ● Using concrete examples of positive ways of treating members of other cultures in different listening contexts in everyday life. ● Using patterns of communication in simulated intercultural encounters during or after listening recognizing the connection between language and culture. ● Using teacher explanations, reacting to foreign and incomprehensible content while listening.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Comparing similarities and differences about characteristics, customs and cultural landmarks of their own country and English-speaking countries based on the read text of medium length. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Interpreting the values of friendship, respecting the other/different based on the read text of medium length. ● Recognizing examples of respect for one's own and other cultures, developing a positive attitude towards humanistic and social values.
	Productive	**Speech and Oral Communication** ● Analysing the role of media and information and communication technologies in context and interculturality. ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures. ● Connecting the key facts and cultural characteristics of English-speaking countries in a real or digital

		environment. • Demonstrating the key patterns of polite behavior by accepting differences between oneself and others.
		Writing and Written Communication • Developing language literacy within multilingualism and multiculturalism. • Writing about the role of media and information and communication technologies within multilingualism and multiculturalism. • Writing medium length contents/texts using basic facts and characteristics one's own culture and the culture of English-speaking countries based on the guidelines of teachers. • Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other cultures.
Topics		In the 8ᵗʰ grade, topics such as: Family and society (relationships within the family, friendship, youth problems, acceptable and unacceptable behavior), Education (education system in B&H, education systems in the UK and USA), Sports and health (human body, healthy diet and lifestyle, diseases, types sports), Nature and ecology (endangered animal species and environmental protection, climate change), Science and technology (inventions and famous domestic and world scientists), Art (music, fashion, film and literature, fine arts), Media culture (digital media, social networks), Leisure and entertainment (hobbies and interests, travel, shopping), Culture, traditions and customs of other nations (cultures and customs of countries, holidays and legends) and My homeland (culture, customs, holidays, celebrities) can be used to process key content.
9ᵗʰ grade		
Skills/learning outcomes (accent on intercultural contexts)	**Receptive**	**Listening and Listening Comprehension Content** • Analysing the role of media and information and communication technologies within interculturality. • Critically reflecting on patterns of communication in everyday intercultural contexts. • Using concrete examples of positive ways of treating members of other cultures in different listening contexts in everyday life. • Using patterns of communication in simulated intercultural encounters during or after listening

		recognizing the connection between language and culture.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Analysing the values of friendship, respecting the other/different based on the read text of medium length. ● Creating one's own attitude towards one's own and other cultures based on a medium-length text read. ● Discussion about similarities and differences about characteristics, customs and cultural landmarks of their own country and English-speaking countries based on the read text of medium length. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture.
	Productive	**Speech and Oral Communication** ● Analysing the role of media and information and communication technologies in context and interculturality. ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying basic cultural similarities/differences in a relevant conversation in a relevant context. ● Applying the key patterns of polite behavior by accepting differences between oneself and others. ● Applying the rules and norms of understanding respecting other cultures.
		Writing and Written Communication ● Developing language literacy within multilingualism and multiculturalism. ● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing different contents/texts using basic facts and characteristics of one's own culture and the culture of English-speaking countries based on the guidelines of teachers. ● Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other cultures.

Topics	In the 9th grade, topics such as: Family and society (family relations and generation gap, friendship, problems of young people in the modern world and growing up), Education (education system in B&H, comparison of education systems), Sports and health (human body, healthy diet and lifestyle, diseases of the modern age, sports), Nature and ecology (endangered animal species and environmental protection, climate change), Science and technology (branches of science, inventions and famous domestic and world scientists), Art (music, fashion, film and literature, fine arts), Media culture (print and digital media, social networks), Leisure and entertainment (hobbies and interests, travel, shopping), Culture, traditions and customs of other nations (cultures and customs of countries, historical figures, holidays and legends), My homeland (culture, customs, celebrities, holidays and legends) can be used to process key content.

Table 4. Curriculum analysis elementary school (1st - 9th grade)

5.4.1.1.1.   Summary

The curriculum for the elementary school starts dealing with interculturality from the 1st grade on, namely with critically reflecting on patterns of communication in everyday intercultural contexts and the application of those patterns. In the 4th grade the most important interculturality skills are introduced: analysing the role of media and information and communication technologies within interculturality, as well as writing about and reflecting on them. Together with developing linguistic literacy in the context of multilingualism and multiculturalism, these skills become the building foundation for the skills in the following grades.

Topics discussed in the 1st grade are Family, My Body, School, Food, Animal World, Clothing, Leisure and Entertainment with basic elements, which become gradually complex throught the following grades. Form the 6th grade, themes like Education, Sports and Health, Nature and Ecology, Science and Technology, Arts, Culture, Traditions and Customs of Other Nations and My homeland are introduced and these themes are expanded with abstract and reflective writing and discussions.

5.4.1.2. High School

1st grade High school		
Skills/learning outcomes	epti	Listening and Listening Comprehension Content ● Analysing intercultural experiences in a familiar context

(accent on intercultural contexts)		and the basic characteristics of the culture of English-speaking countries / other cultures and their own culture. ● Analysing the message of the listened text about the other and different in the media, using information and communication technology. ● Analysing the role of media and information and communication technologies within interculturality. ● Critical thinking about patterns of communication in everyday intercultural contexts. ● Recognizing prejudices and stereotypes towards others in their own and other cultures in the context of listening.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Analysing the role of media and information and communication technologies and their impact on society or different age groups of people. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Expressing a critical opinion about one's own and other cultures and identities based on the read text. ● Expressing cultural awareness through reading texts about one's own country and English-speaking countries.
	Productive	**Speech and Oral Communication** ● Analysing the role of media and information and communication technologies in context and interculturality. ● Applying speech by thinking critically about patterns of communication in different intercultural contexts. ● Applying the rules and norms of understanding respecting other cultures. ● Explaining the basic and specific characteristics of different cultures and traditions in interaction with others, avoiding stereotypes. ● Interpreting intercultural differences using basic positive norms of behavior in conversation with members of other cultures in different everyday contexts and digital environment.
		Writing and Written Communication ● Applying concrete examples of positive ways of behaving

		towards members of other cultures in different everyday contexts and digital environments. ● Developing language literacy within multilingualism and multiculturalism. ● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other cultures.
Topics	In the 1ˢᵗ grade of high school, topics such as: Family and society (e.g. personal and other identities, friendship, family, social and intercultural relations, etc.), Education (e.g. subjects, educational systems, learning, etc.), Sport and health (e.g. human body, food and healthy nutrition, sports, etc.), Nature and ecology (e.g. wildlife, climate change, etc.), Science and technology (e.g. science, inventions, scientists, etc.), Art (e.g. music, fine arts, fashion, film, literature, etc.), Media culture (e.g. media, social networks, etc.), Leisure and entertainment (e.g. interests, travels, etc.), Culture, traditions and customs of other peoples (e.g. cultures of countries of the world, lifestyle, historical figures, etc.), My homeland (e.g. culture, customs, traditions and lifestyles, historical figures, holidays etc.) can be used to process key content.	
2ⁿᵈ grade High school		
Skills/learning outcomes (accent on intercultural contexts)	Receptive	**Listening and Listening Comprehension Content** ● Analysing intercultural experiences in a familiar context and the basic characteristics of the culture of English-speaking countries / other cultures and their own culture. ● Analysing the message of the listened text about the other and different in the media, using information and communication technology. ● Analysing the role of media and information and communication technologies within interculturality. ● Critical thinking about patterns of communication in everyday intercultural contexts.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Analysing the role of media and information and communication technologies and their impact on society or different age groups of people.

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<tr>
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<td>
● Exploring the language, culture and democratic values of English-speaking countries and their own culture.
● Expressing cultural awareness through reading texts about one's own country and English-speaking countries.
● Recognizing examples of respect for one's own and other cultures and democratic values.
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Speech and Oral Communication
● Analysing the role of media and information and communication technologies in context and interculturality.
● Applying speech by thinking critically about patterns of communication in different intercultural contexts.
● Applying the rules and norms of understanding respecting other cultures.
● Interpreting intercultural differences using complex norms of behavior in conversation with members of other cultures in different everyday contexts and digital environment.
● Interpreting the basic and specific characteristics of different cultures.

Writing and Written Communication
● Analysing the connection between language and culture, using more complex patterns of communication when writing a more complex text.
● Developing language literacy within multilingualism and multiculturalism.
● Interpreting about the role of media and information and communication technologies within multilingualism and multiculturalism.
● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism.
● Writing reviews of intercultural experiences, reflecting on the facts and characteristics of one's own and other cultures.
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<tr>
<td>**Topics**</td>
<td colspan="2">In the 2nd grade of high school, topics such as: Family and society (e.g. personal and other identities, friendship, family, social and intercultural relations, etc.), Education (e.g. subjects, education systems, learning and lifelong learning, etc.), Sport and health (e.g. human body, food and</td>
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The word "Productive" appears vertically in the second column spanning the Speech and Oral Communication and Writing and Written Communication sections.

		healthy eating, sports and recreation, mind and mental health, etc.), Nature and ecology (e.g. wildlife; climate change and weather disasters, etc.), Science and technology (e.g. branches of science, inventions, scientists, etc.), Art (e.g. music, art, film, architecture, fashion, literature, etc.), Media culture (e.g. media and the role of the media, social networks, etc.), Leisure and entertainment (e.g. interests, travels, etc.), Culture, traditions and customs of other peoples (e.g. cultures of countries of the world, lifestyle, historical figures, etc.), My homeland (e.g. culture, customs, traditions, lifestyle, historical figures, holidays and celebrations, etc.) can be used to process key content.
**3ʳᵈ grade High school**
Skills/learning outcomes (accent on intercultural contexts)	**Receptive**	**Listening and Listening Comprehension Content** ● Analysing the role of media and information and communication technologies within interculturality. ● Connecting different cultural elements, creating new coherent ones attitudes about one's own and other cultures. ● Critical thinking about patterns of communication in everyday intercultural contexts. ● Examining the complexity of one's own culture and other cultures and their components during and after listening. ● Recognizing prejudices and stereotypes towards others in one's own and other cultures in the context of listening.
		Reading and Comprehension of Content ● Analysing the role of media and information and communication technologies within interculturality. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Exploring the role of mass media and information and communication technology in creating or eliminating stereotypes and prejudices in society, citing real-life examples. ● Expressing cultural awareness through reading texts about one's own country and English-speaking countries. ● Interpreting examples of respect for one's own and other cultures and democratic values.
	Productive	**Speech and Oral Communication** ● Analysing the different characteristics and traditions of other cultures in interaction with others, avoiding stereotypes.

		● Analysing the role of media and information and communication technologies in context and interculturality.
		● Applying speech by thinking critically about patterns of communication in different intercultural contexts.
		● Applying the rules and norms of understanding respecting other cultures.
		● Exploring the role of mass media and information and communication technology in creating or eliminating stereotypes and prejudices in society by presenting real-life examples.
		Writing and Written Communication ● Analysing concrete examples of positive ways of treating members of other cultures in different everyday contexts and digital environment. ● Analysing the connection between language and culture, using more complex patterns of communication when writing longer and a more complex text. ● Developing language literacy within multilingualism and multiculturalism. ● Interpreting about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing about the role of media and information and communication technologies within multilingualism and multiculturalism.
Topics		In the 3rd grade of high school, topics such as: Family and society (e.g. family relationships, gender differences and stereotypes; rights, obligations and responsibility, money and consumerism, globalization, etc.), Education (e.g. career, volunteering work, lifelong learning, etc.), Sport and health (e.g. human body, diseases, nutrition, sports and recreation, mental health, etc.), Nature and ecology (e.g. ethical dilemmas: human impact on climate change or wildlife), Science and technology (e.g. discoveries that have changed world, technology of the future, etc.), Art (e.g. music, art, film, fashion architecture, literature, etc.), Media culture (e.g. media, reliable and unreliable sources, references, etc.), Leisure and entertainment (e.g. hobbies and interests, travel, etc.), Culture, tradition and customs other nations (e.g. cultures and lifestyles of countries of the world, personalities, etc.), My homeland (e.g. culture, customs and lifestyle, personalities, holidays

		and celebrations, education, etc.) can be used to process key content.
		4ᵗʰ grade High school
Skills/learning outcomes (accent on intercultural contexts)	Receptive	**Listening and Listening Comprehension Content** ● Analysing the role of media and information and communication technologies within interculturality. ● Critical thinking about patterns of communication in everyday intercultural contexts. ● Examining the communication patterns of polite behavior in the physical and digital environment during and after listening. ● Examining the influence of intercultural experiences in the listened text on shaping one's own beliefs and attitudes. ● Researching prejudices and stereotypes towards others in one's own and other cultures in the context of listening.
		Reading and Comprehension of Content ● Analysing examples of respect for one's own and other cultures and democratic values. ● Analysing the role of media and information and communication technologies within interculturality. ● Exploring the language, culture and democratic values of English-speaking countries and their own culture. ● Expressing cultural awareness through reading texts about one's own country and English-speaking countries. ● Researching the role of mass media and information and communication technology in creating or eliminating stereotypes and prejudices in society, citing real-life examples.
	Productive	**Speech and Oral Communication** ● Analysing intercultural differences using complex norms of behavior in conversation with members of other cultures in different everyday contexts and digital environment. ● Analysing the different characteristics and traditions of other cultures in interaction with others, avoiding stereotypes. ● Analysing the role of media and information and communication technologies in context and interculturality. ● Applying speech by thinking critically about patterns of communication in different intercultural contexts.

		● Applying the rules and norms of understanding respecting other cultures.
		Writing and Written Communication ● Analysing concrete examples of positive ways of treating members of other cultures in different everyday contexts and digital environment respecting the other and the different. ● Analysing the connection between language and culture, using more complex patterns of communication when writing a complex text. ● Developing language literacy within multilingualism and multiculturalism. ● Interpreting about the role of media and information and communication technologies within multilingualism and multiculturalism. ● Writing a critical review of the role of mass media and information and communication technology in creating or eliminating stereotypes and prejudices in society, citing real-life examples.
Topics		In the 4th grade of high school, topics such as: Family and society (e.g. identity and personal development, family relationships, friendship, intercultural relations, gender differences and stereotypes; money and consumerism, globalization, European Union), Education (career, volunteer work, lifelong learning), Sport and health (human) body, disease, healthy eating, sports and recreation, mind and mental health), Nature and ecology (ethical dilemmas: humans and animals, climate change, recycling), Science and technology (discoveries that changed the world, technology of the future, technology through the ages), Art (music, art, film, architecture, fashion, and literature), Media culture (television, media, social networks, the role of the media, (unreliable) sources and references), Leisure and entertainment (hobbies and interests; travel), Culture, traditions and customs of other nations (cultures of the countries of the world, lifestyle, historical figures) and My homeland (culture, customs, holidays, etc.) can be used to process key content.

Table 5. Curriculum analysis high school (1st - 4th grade)

5.4.1.2.1. Summary

The curriculum for the high school deals with complex elements of interculturality, which involve students own culture(s) and English-speaking cultures. The emphasis is on analysing intercultural experiences based on the given context and medium used for teaching. Students also learn critical thinking about patterns of communication in everyday intercultural contexts and recognizing prejudices and stereotypes towards others in their own and other cultures in the context of listening and how that listening shapes their thinking process about their and other cultures. In terms of speaking, students learn to apply speech by thinking critically about patterns of communication in different intercultural contexts and explore the role of mass media and information and communication technology in creating or eliminating stereotypes and prejudices in society by presenting real-life examples. In terms of writing, students will develop language literacy within multilingualism and multiculturalism and write critical reviews of the role of mass media an.d information and communication technology in creating or eliminating stereotypes and prejudices in society, citing real-life examples.

Topics discussed in the 1st grade of high school rely on the topics from elementary school and they become more complex invoking and involving the students thought process. Some of the newly introduced topics are: learning and lifelong learning, mind and mental health, weather disasters, architecture, media and the role of the media, social networks, gender differences and stereotypes; rights, obligations and responsibility, money and consumerism, globalization, ethical dilemmas: human impact on climate change or wildlife, discoveries that have changed world, technology of the future, reliable and unreliable sources, personal development.

5.4.1.3. Commentary on the curriculum

As already stated in the introduction, peace education began in Bosnia and Herzegovina in 1995 - immediately after the end of the war, with the main goal of breaking numerous cultural barriers from each of the ethnic groups and their traditions. This goal also represents the main obstacle, as neither of the ethnic groups is ready to take the required responsibility and head towards a more accepting and understanding society.

In the curriculum, there are skills and learning outcomes that focus on interculturality, which can be seen as the starting point for peace educational topics and as such, these

outcomes offer the chance for students to learn. Nevertheless, such instances of peace education are mostly left for teachers and educators to be included into the lessons and dealt with. Political agendas and political regulations are holding back the full inclusion of peace education into the curriculum. Such political climate is, again, the result of responsibility or to be precise, the lack of it.

5.4.2. Illustrated examples of Activities, Modules and Lessons

The second part of the project represents the illustrated examples of activities, modules and lessons from the books *Peace Education Handbook for Educators* and *Peace Lessons Around the World* and the web-page *Facing History and Ourselves*.

5.4.2.1. Peace Education Handbook for Educators

The first selected activity deals with conflict resolution. Conflict resolution is a vital skill for children to learn, as it will benefit them both in the classroom and in everyday life.

Type of learning engagement (LE)	Activity
Title of LE	When I am in a conflict situation…
Source of LE	Gavriel Salomon, & Cairns, E. (2015). *Handbook on Peace Education* (p. 24). New York: Psychology Press.
Proposed grade	2nd - 4th grade of High school
Theme in curriculum and learning outcomes	Family and society (identity and personal development) **Learning Outcomes:** ● Researching prejudices and stereotypes towards others in one's own and other cultures in the context of listening. ● Analysing examples of respect for one's own and other cultures and democratic values. ● Analysing intercultural differences using complex norms of behavior in conversation with members of other cultures in different everyday contexts and digital environment. ● Analysing the different characteristics and traditions of other cultures in interaction with others, avoiding stereotypes. ● Applying the rules and norms of understanding respecting other

	cultures. ● Analysing concrete examples of positive ways of treating members of other cultures in different everyday contexts and digital environment respecting the other and the different.
Illustration of LE	**_Description_** A simple practice for recognizing our own behavior and dispute resolution strategies. **_Learning objectives_** Students will be able to: ● reflect on one's own behaviour when in a conflict situation ● become aware of one's feelings when facing conflict ● explore one's own ways of dealing with conflicts **_Materials:_** Dice **_Step-by-step instructions_** 1. State that you will be playing a game to reflect on how we react to and deal with conflict. 2. Participants take turns rolling the dice in each round. In the round, various numbers imply a different method: a)　1, 3 or 4 - Round of talk: Participants are paired up. The teacher chooses a statement from the accompanying list and read it aloud. Participants should respond to the statement and share their responses with their partners. b)　2 or 5 - Round of mime: The teacher reads out a statement. The participants must come up with a gesture or mime to demonstrate how they would finish the phrase. Everyone shows their mime at the same time when you give the signal. c)　6 - Round of sound: The teacher reads out a statement. The participants must come up with a sound to represent how they would finish the statement. Everyone makes their sound when you give the signal. A quick round can also be done, where everyone makes their sound individually if it's too chaotic to do it all at once. 3. After every round ask two or three participants to explain their discussion, gesture or sound.
Commentary	Children will not only use conflict resolution skills in the school, but they will also use these abilities as they mature. They will be able to solve difficulties as adults thanks to the conflict resolution skills they learned in school. Children gain social-emotional skills through observing, practicing, and eventually adopting the behaviors.

	There will always be some form of dispute amongst children. Conflict between children can take many forms, such as fighting over a toy or shoving another student down at recess. Conflict resolution can be used in the classroom to deter children from fighting. When a little issue happens, such as a friend cutting them in line, children can apply what they have been taught about conflict resolution to resolve the situation before it escalates.
Appendix	**Suggested statements** ● When I get angry, I… ● To calm down, I… ● When I see people fighting, I … ● When someone criticizes me, I… ● The worst thing about arguing is…
TBL and/or PBL recommendations	*Role Playing* — Role-playing diverse scenarios is an excellent technique to teach conflict resolution. By playing out difficult scenarios that may necessitate conflict resolution, children have a safe space to work through the issue. The procedure can then be addressed with them, with an emphasis on what they could do better the next time. Role-playing scenarios include resolving conflict with a bully, repairing a friendship after a quarrel, and getting along with a sibling. *Creative Writing* — Encourage children to write or draw a picture to illustrate a story that contains a problem and a solution. This might be done in the form of a short narrative or a script. Allow students to discuss what they would do to resolve the same dilemma if they were to read or share their tale with the class. *Puppet Show* — For children who are too afraid to stand in front of the entire class, this is an excellent exercise. Students collaborate in groups to create a puppet show. They will have fun creating puppets while also learning how to resolve problems peacefully.

Table 6. *Conflict Resolution* in Gavriel Salomon, & Cairns, E. (2015). *Handbook on Peace Education* (p. 24). New York: Psychology Press.

The second selected activity deals with violence. We live in a violent world, and many children are either witnesses or victims of that violence.

Type of learning engagement (LE)	Activity/Lesson

Title of LE	What is violence?
Source of LE	Gavriel Salomon, & Cairns, E. (2015). *Handbook on Peace Education* (p. 33). New York: Psychology Press.
Proposed grade	1st - 4th grade of High school
Theme(s) in curriculum and learning outcomes	■ Family and society (identity and personal development) ■ Culture, traditions and customs of other nations (cultures of the countries of the world) ■ My homeland (culture, customs) **Learning Outcomes:** ● Researching prejudices and stereotypes towards others in one's own and other cultures in the context of listening. ● Analysing examples of respect for one's own and other cultures and democratic values. ● Analysing intercultural differences using complex norms of behavior in conversation with members of other cultures in different everyday contexts and digital environment. ● Analysing the different characteristics and traditions of other cultures in interaction with others, avoiding stereotypes. ● Applying the rules and norms of understanding respecting other cultures.

Illustration of LE	*Description*
	 An activity that uses thought-provoking situations to introduce the idea of violence.
	 Learning objectives
	 Students will be able to:
	    ● explore what violence is and what it means to different people
	    ● reflect on the role of violence in different communities
	    ● share experiences about violence affecting children, young people and their development
	 Materials
	    ● Copies of the situation cards for five groups
	    ● Markers
	    ● Flip-chart paper
	    ● Small cards or post-it notes, paper and coloured pencils
	 Step-by-step instructions
	    1. The teacher explains that the topic will be discussing violence in conflict situations and that participants will need to judge if particular situations are violent or not. Form small groups

	and distribute roughly five to ten situation cards[3] depicting various circumstances to each group. They should go over the cards and decide for themselves whether or not this is a violent situation. 2. After 30 minutes, bring the groups back together. Let every group explain one or two of their situation cards: a) Which was the most difficult case for you? b) What kind of situation is it? Why did you decide that this is violence (or not)? c) Which was the easiest case? d) Is violence always physical or can it have other forms? How does it manifest itself? 3. Come back together and ask the groups to present their keywords and stick them to a wall.
Commentary	Younger children who are exposed to violence may be scared or believe that they and their loved ones are in danger. During this uncertain time, children prefer to mirror their answers after the reactions of the people around them. Most of those people happen to be teachers.Fights at school or in the neighborhood, bullying, child sex abuse, family violence between parents and siblings, gang violence in the community, political violence at protests and rallies, news of wars abroad or the potential for impending war closer to home, hate crimes and racial or sociopolitical unrest, and police violence are all examples of violence that children are likely to witness. As teachers we should be able to help our students by: ● <u>reassuring them</u> (reminding them that they are safe and that the school is a safe environment. Explain that fear is a natural response and that whatever feelings they are feeling are valid. Encourage them to communicate their emotions so that you can put things into a more realistic perspective and assist them in finding the words to explain their emotions), ● <u>being present</u> (ensure that we are prepared and available to speak with them. Respond to their questions in a developmentally appropriate manner, based on what they ask and what they want or need to know at various ages. Allow children to express themselves in a variety of ways,

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[3] See APPENDIX 1: Situation Cards

	and be patient as they attempt to understand and communicate their feelings),
TBL and/or PBL recommendations	*One Word Feeling* — Ask everyone in the group to go around the circle and say one word regarding how they are currently feeling. The practice can be concluded by the group leader expressing something like, "Talking about violence has elicited a wide range of emotions." Next week, we'll look more closely at how to channel those emotions into productive action." *Appreciations* — In a circle, have each person state something they like about another member of the group. That person then expresses their 'appreciation' to someone else. Try to have a tiny object to hand out to the recipient - a pin, a flag, a sheet of paper with the words "thank you," etc. This allows the group to see who has yet to be recognized, ensuring that no one is overlooked.

Table 7. *Violence and Violence Prevention* in Gavriel Salomon, & Cairns, E. (2015). *Handbook on Peace Education* (p. 33). New York: Psychology Press.

The third selected activity deals with the idea of a peaceful society. People in peaceful civilizations make every effort to live in harmony and avoid violence: they avoid aggressive behavior and refuse to fight in wars.

Type of learning engagement (LE)	Activity/Lesson
Title of LE	A Peaceful Society
Source of LE	Gavriel Salomon, & Cairns, E. (2015). *Handbook on Peace Education* (p. 66). New York: Psychology Press.
Proposed grade	6th - 9th grade of Elementary school
Theme in curriculum and learning outcomes	■ Culture, traditions and customs of other nations (cultures and customs of countries) ■ My homeland (culture, customs) **Learning Outcomes:** ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying basic cultural similarities/differences in a relevant conversation in a relevant context. ● Applying the key patterns of polite behavior by accepting differences between oneself and others. ● Applying the rules and norms of understanding respecting other

	cultures. ● Developing language literacy within multilingualism and multiculturalism.
Illustration of LE	***Description*** A debating activity to discuss the elements of a peaceful society. ***Learning objectives*** Students will be able to: ● consider what makes and what doesn't make a peaceful society ● think about whether our own society is peaceful ***Materials*** ● Peaceful society cards[4] ● Flip chart paper and marker pens ***Preparation*** Make a copy of the 'peaceful society' cards and cut them out. In the center of a sheet of flip chart paper, write 'A Peaceful Society,' and place it on the floor or a table in the space. Arrange the cards on the flip chart. ***Step-by-step instructions*** 1. Ask everyone to gather round and read the different cards. 2. Select the card that everyone believes is most important in a peaceful society and place it on the flip chart paper. 3. Everyone in a circle has one minute to describe why their chosen component is important. If you have a large gathering, simply ask a few students to explain. 4. Now inform the group that they must reach an agreement on the 10 most critical factors for establishing a peaceful society. They can choose from all 22 cards, or if you want to make it easier, only the ones they've previously chosen. 5. Moderate the discussion, ensuring that everyone gets an opportunity to speak. Once it appears that the group has reached a resolution, check to see if the decision was indeed unanimous and that everyone agreed on the 10 points.
Commentary	During the last two decades, the world has seen some of the highest rates of violence, affecting a wide range of countries and areas, from the poorest to the wealthiest, and directly hurting the lives, dignity, and well-being of millions of people worldwide. Conflicts frequently result in inequitable resource distribution and vice versa, resulting in

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[4] See APPENDIX 2: Peaceful Society Cards

	inequality. Peace education is a critical pillar for preventing armed conflict and bloodshed, saving lives, and allocating scarce resources to social needs.
	It is not enough to focus just on changes to individual attitudes in peace-building; the social, economic and political context needs to be examined in order to comprehend the source of and transformation of the conflict. Peace education encourages people, while learning how to challenge their authority and create an empathy with others, to accept greater responsibility for their own acts.
TBL and/or PBL recommendations	*Barriers to peace* — An activity in which groups create their own barriers in situations of conflict and how they effect people.

Table 8. *A Peaceful Society* in Gavriel Salomon, & Cairns, E. (2015). *Handbook on Peace Education* (p. 66). New York: Psychology Press.

5.4.2.2. Peace Lessons Around the World

Peace Lessons Around the World represent the contribution of peace educators around the world. These educators are associated with the Global Campaign for Peace Education. The lessons follow fifty proposals and policies, that together could move the world in the direction of a culture of peace, whilst ending the war. Those proposals and policies are a product of *The Hague Agenda for Peace and Justice for the 21st century*.

Type of learning engagement (LE)	Unit
Title of LE	Roots of War / Culture of Peace
Source of LE	Libresco, A. S., Balantic, J., & Hague Appeal For Peace. (2005). *Peace Lessons around the World*, (p. 12). Hague Appeal for Peace.
Proposed grade	4th grade of High school
Theme(s) in curriculum and learning outcomes	■ Family and society (identity and personal development, intercultural relations) ■ Culture, traditions and customs of other nations (cultures of the countries of the world) ■ My homeland (culture, customs) **Learning Outcomes:** ● Researching prejudices and stereotypes towards others in one's own and other cultures in the context of listening.

	- Researching the role of mass media and information and communication technology in creating or eliminating stereotypes and prejudices in society, citing real-life examples. - Analysing examples of respect for one's own and other cultures and democratic values. - Analysing intercultural differences using complex norms of behavior in conversation with members of other cultures in different everyday contexts and digital environment. - Analysing the different characteristics and traditions of other cultures in interaction with others, avoiding stereotypes. - Analysing the role of media and information and communication technologies in context and interculturality. - Applying speech by thinking critically about patterns of communication in different intercultural contexts. - Analysing concrete examples of positive ways of treating members of other cultures in different everyday contexts and digital environment respecting the other and the different. - Developing language literacy within multilingualism and multiculturalism. - Applying the rules and norms of understanding respecting other cultures. - Writing a critical review of the role of mass media and information and communication technology in creating or eliminating stereotypes and prejudices in society, citing real-life examples.
Commentary	Peace education aims at making it possible for students to explore a wide variety of choices, from a war culture and violence to a peace culture. The core causes of conflict are profound, diverse and interrelated systemically. Peace education focuses on the links between the different causes and identifies them as forms of violence. A broad range of traits distinguish popular culture from the prevalence of war culture and violence.
TBL and/or PBL recommendations	*Proposal* — Write together a proposal for the UN outlining the requirements for a peaceful society that countries should accept. Share proposals with class. *Television Violence* — Have students establish an action plan to reduce television violence. (This plan could involve letters, contacts with advertisers, networks, information posters and disclosures.)

Table 9. *Roots of War / Culture of Peace* in Libresco, A. S., Balantic, J., & Hague Appeal

For Peace. (2005). *Peace Lessons around the World*, (p. 12). Hague Appeal for Peace.

5.4.2.3. Facing History and Ourselves

Type of learning engagement (LE)	Lesson
Title of LE	Identity and Individuality: Exploring Art & Literature
Source of LE	Facing History and Ourselves. (n.d.-a). Identity and Individuality: Exploring Art & Literature. Retrieved from Facing History and Ourselves website: https://www.facinghistory.org/resource-library/identity-and-individuality-exploring-art-literature
Proposed grade	8th - 9th grade of Elementary school
Theme in curriculum and learning outcomes	- Culture, traditions and customs of other nations (cultures and customs of countries) - Art (music, fashion, film and literature, fine arts), - My homeland (culture, customs) **Learning Outcomes:** - Application of speech critically reflecting on the forms of communication in different intercultural contexts. - Applying basic cultural similarities/differences in a relevant conversation in a relevant context. - Applying the key patterns of polite behavior by accepting differences between oneself and others. Applying the rules and norms of understanding respecting other cultures. Developing language literacy within multilingualism and multiculturalism. - Writing about the role of media and information and communication technologies within multilingualism and multiculturalism.
Illustration of LE	***Description*** This lesson outline explores the work of Glenn Ligon and Zora Neale Hurston in order to examine complicated questions about their own identity and how they are perceived by others. Readings and resources from Choosing to Participate are used to help students make the

connection between issues of identity and decision making.

Learning Objectives

Students will:

- Build a vocabulary for students to use when focusing on the dilemma of decision-making,
- Analyze how their environment informs the ways in which they interact with the world,
- Analyze examples of art and literature which depict the struggle between individual identity and the larger society.

Activities

1. Start a discussion with several key questions:

- What is identity? How much of who you are is determined at your birth?
- How much of it is something you decide?
- How much of it something that is determined by your experiences with others?

These questions can be used as a warm up exercise.

2. Introduce Glenn Ligon and his work but don't reveal more than basic biographical info.

3. Display or pass out Untitled: Four Etchings

4. Have students use Think-Pair-Share to discuss their interpretations.

5. Transition from Ligon to Jesus Colon. Ligon's images are about the struggle between how somebody sees themselves and the way they are perceived by the outside world.

6. Read the piece aloud to students up to the line that ends with the "divide and rule policy of present-day society."

7. After allowing small groups or individuals some time to develop predictions, reconvene the larger class for a short discussion.

8. Distribute individual copies of the end of the story and read as a group. Have students underline key phrases. Discuss how people felt about the ending. What words and phrases stood out.

9. After having analyzed Ligon's work and Colon's story, students can meet in small groups to draw comparisons between the two artists.

Materials

- Facing History and Ourselves. (2017). Little Things Are Big. Retrieved from Facing History and Ourselves website: https://www.facinghistory.org/holocaust-and-human-

	behavior/chapter-1/little-things-are-big ● Facing History and Ourselves. (n.d.-b). How It Feels to Be Colored Me. Retrieved from Facing History and Ourselves website: https://www.facinghistory.org/resource-library/how-it-feels-be-colored-me ● Facing History and Ourselves. (n.d.-c). Glenn Ligon's Untitled: Four Etchings. Retrieved from Facing History and Ourselves website:https://www.facinghistory.org/resource-library/gallery/ glenn-ligons-untitled-four-etchings
Commentary	Identity refers to one's self, a person or one's individuality: how they are what they are. However, in our attempt to define self-identity, we appear to rely on labels based on sex, race, ethnicity, gender, sexual orientation, ability, socioeconomic class, nationality, and religion, among others, and their intersections.
TBL and/or PBL recommendations	*Identity Development* — Students design a creative PBL project based on human development theory, demonstrating their understanding of each theory through a tale (stories) about their own or others' identity development (who they were, they are, and who they will be). Students can be creative in this area. The project is centered on student learning objectives, which include standards-based material and abilities including critical thinking/problem solving, cooperation, communication, creativity, and project management.

Table 10. *Exploring Art & Literature*; retrieved from Facing History and Ourselves website: https://www.facinghistory.org/resource-library/identity-and-individuality-exploring-art-literature

5.4.2.4. Conclusion

The previous five tables offer an illustration into five selected activities/lessons/units from the books *Peace Education Handbook for Educators* (three examples) and *Peace Lessons Around the World* (one example) and the web-page *Facing History and Ourselves* (one example). These activities/lessons/units deal with peace, violence and conflict resolution. Conflict resolution is a vital skill for children to learn, as we live in a violent world, where children are either witnesses or victims of that violence. Peace education aims at making it possible for students to explore a wide variety of choices, from a war culture and violence to a peace culture. The core causes of conflict are profound, diverse and interrelated systemically. Peace education focuses on the links between the different causes and identifies

them as forms of violence and the idea of a peaceful society. People in peaceful civilizations make every effort to live in harmony and avoid violence: they avoid aggressive behavior and refuse to fight in wars.

5.4.3. Lessons

The third part displays the adaptation of the activities, modules and lessons from the above-mentioned sources used to design lessons - four such lessons were designed (two for elementary school, and two for high school).

5.4.3.1. Elementary School Lessons

Title of the lesson	**What Does Conflict Mean?** (Adapted from the Peacebuilding Toolkit for Educators – Middle School Edition, United States Institute of Peace, https://www.usip.org/public-education/peacebuildingtoolkit-educators)
Lesson elements	**Objectives**: 1. To develop definitions of conflict. 2. To recognize that there are many associations with the term 'conflict.' 3. To explore the positive and negative aspects of conflict. 4. To reflect on conflict's role in our lives. **Materials**: Blackboard or whiteboard, chalk or markers, Positive and Negative Conflict Words worksheet, blank note-cards, pencils, Exit Pass worksheet **Time**: 45 minutes **Procedures** *I. Essential Questions* 1. How can we define conflict? 2. When can conflict be good? *II. Motivation/Introduction (10 minutes)* 1. Explain to students that today you will be talking about

conflict.

2. Tell students that you will read a list of words that have to do with conflict. Share that each statement will begin with "When I say conflict, you think of…" Each time you finish the statement with a new word, they should clap if they think the word has a lot to do with conflict; snap if they think the word has a little to do with conflict; and stay silent if they think it has nothing to do with conflict. Encourage students to look around the room and listen with each word to be aware of their classmates' responses. Note that there are no right or wrong answers for this activity.

3. Have some or all of the following words written on the board. Start each statement round with, "When I say conflict, you think of…" and use the words to finish each sentence. You can leave some of the words out if students do not know their definitions.

war, difference, useful, right, disagreement, everywhere, anger, normal, fight, wrong, selfish, problem-solving, good, violence, learning, important, unfair, help, avoid, people, hopeful

After each statement, note how loud the response was for that word. One way to do so is to circle the words that get many claps, do nothing to the words that got lots of snaps, and put a line through words that got no response.

4. After you finish the activity, explain to students that the words that had the "loudest" response (the circled ones) were the ones that they think have the most to do with conflict, and the words that had the "quietest" response (the ones crossed out) were the words that they think have nothing to do with conflict. Briefly discuss the activity using some or all of the following questions:
• Which words had the "loudest" response? Why do you think we were loudest for these words?
• Which words had the "quietest" response? Why do you think we were quietest for these words?
• Is a fight different than a disagreement? Why do conflicts become violent?
• Do you think conflict is always bad or negative? Can it be

positive or have a good ending?

III. Teacher Directed (10 minutes)

1. Explain that often we only think of conflict as being bad or negative. But sometimes conflict can be positive or have a good ending. Tell students that we are going to explore how conflict can be both negative and positive in our lives.

2. Assign students a partner and pass out the Positive and Negative Conflict Words worksheet. Using the words on the board, students should work with their partner to write down the words they think are good aspects of conflict in the Positive column and words that are negative aspects of conflict in the Negative column. You should do a few first as a class to model the activity.

3. When everyone is done, or after 5 minutes, have one pair of students share where they placed the words. Have the two columns drawn on the board, and write the words in the appropriate column as they are shared. Encourage students to use thumbs up or down to show if they agree or disagree with the placement of each word. Take note of which words get any thumbs down.

4. If there are thumbs down for any words, tell students that you observed thumbs down for that word and ask them to share why they disagreed with the placement. You can do this for a few words.

5. Then, ask:

• When you disagreed about the placement of a word, was that a conflict? Why or why not? Was it a positive or negative conflict? Why?

• Did that conflict help us in our learning? How so?

6. Give students the following definition of conflict:

Conflict is a normal part of everyday life. It happens when people or groups pursue goals that are not compatible with each other or when they want different things

7. Explain that conflict can be handled without violence, and can be changed into something positive. Conflict can be positive because it makes us see something from someone's else perspective, like you saw that there were different perspectives on whether a word is positive or negative. A conflict can also be positive because it gives us an opportunity to learn something or

to solve a problem. Then give an example from your own life (ex: I told my friend some good news that was a secret. I found out that she had shared my secret with someone else, and I was mad at her. We argued about it, and she apologized. I was glad to know that she was sorry and that we could talk about what mad me mad.)

8. Ask:

• Why was this a positive conflict?

IV. Guided Practice (15 minutes)

1. Explain to students that they are going to think of some examples of positive conflict, too.

2. Divide students into groups of two and give each student a blank notecard.

3. Lead students in a Think-Pair-Share:

• Ask students to silently think of one example of a positive conflict and to write it down on their note-cards. They can refer to the words in the positive column to give them some ideas. Ask students to use complete sentences and their best handwriting, as you are going to display this notecard.

• Students then share their examples with their partner.

• Call on a few students to share their examples with the whole class.

4. Collect note-cards so that you can display them.

V. Independent Practice/Exit Pass (10 minutes)

Distribute the Exist Pass worksheet. Ask students to draw an example of a conflict that they have experienced that had a good ending in the box. On the back, they should describe the conflict and how it was positively resolved.

Appendix:

Positive and Negative Conflict Words

Positive Words	Negative Words

Exit Pass

Directions: Draw an example of a conflict that you have experienced that had a good ending. On the back, describe the conflict and how it was positively resolved.

Proposed grade	8th - 9th grade
Theme(s) in curriculum and learning outcomes	■ Culture, traditions and customs of other nations (cultures and customs of countries) ■ My homeland (culture, customs) **Learning Outcomes:** ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying basic cultural similarities/differences in a relevant conversation in a relevant context. ● Applying the key patterns of polite behavior by accepting differences between oneself and others. ● Applying the rules and norms of understanding respecting other cultures.

	• Developing language literacy within multilingualism and multiculturalism.

Title of the lesson	**What Does Peace Mean?** Adapted from the Peacebuilding Toolkit for Educators – Middle School Edition, United States Institute of Peace, https://www.usip.org/public-education/peacebuildingtoolkit-educators

Lesson elements	**Objectives**:
	    1.To develop a common and individual understanding of the meaning of peace
	    2.To consider the importance of defining peace as an individual and as a class
	    3.To identify examples of peace in our own lives
	
	Materials: Blackboard or whiteboard, chalk or markers, blank paper, coloring utensils (optional), pencils, Exit Pass worksheet
	
	Time: 45 minutes
	
	Procedures
	
	I. Essential Questions
	    1. Is there one way to define peace?
	    2. Why is it important to talk about what peace means to each of us?
	    3. Where do we see peace in our own lives?
	
	II. Introduction/Teacher Directed (5 minutes)
	    1. Before the lesson starts, write the word PEACE in the center of the board. Then, distribute a blank piece of paper to each student. Have them write their name in the top left corner.
	    2. Share with students that this class, they will be discussing the meaning the peace. Tell students that they have 30 seconds to write down on their paper some words that make them think of peace.
	    3. After students have silently brainstormed their words, ask for

volunteers to share, and write their words on the board around the word PEACE.

III. Guided Practice (20 minutes)

1. Divide students into groups of 6-8. Tell students that on the blank side of their paper, they are going to draw a picture that shows what they think peace is. They should only use pictures and symbols, no words. They will have one minute to draw. Let students know that they will share their drawings with others who will add to them.

2. Stop them after 1 minute and have them pass the paper to the person next to them.

3. Direct the students to add to what they see on the paper, keeping peace as the theme.

4. Stop them after 30 seconds and have them pass the paper to the person next to them.

5. Direct the students to add to what they see on the paper, keeping peace as the theme.

6. Repeat this process until everyone gets their own drawing back.

IV. Independent Practice/Discussion (15 minutes)

1. Ask:
   • What happened to your picture? Does it still show your thoughts about peace?
   • How did it feel to have others add to your picture? Possible answers might include: feeling unhappy that someone changed their ideas, feeling proud that someone built upon their ideas, feeling anxious about their ideas being changed or about other students seeing their drawing.

2. Direct students to turn their papers over and review their list of words based on their final drawing. They can add new words or take away words from their list.

3. Tell students that by revising their list of words, their lists about peace now reflect what others in their class also think about peace. Ask for volunteers to share any words they added to their list. Write these words on the board around the word PEACE. Add your own words, if you think any important ones are missing.

	4. Share that the words on the board make up your class definition of peace. Note that peace can mean different things to each of us. Lead a conversation using the follow questions: • Why do you think we each might mean different things when we say peace? Elicit answers that involve multiple perspectives and experiences. • Why is it important to talk about what we mean when we say peace? Some answers can include that this helps us recognize peace when we see it, it gives us a sense of what we're working towards when we say we want peace, etc. • Are conflict and peace connected? If so, how? • What are some examples of peace in our classroom and school? In your home or community? In our world? Write these examples on the board/chart paper. 5. Tell students that you are going to create a Peace board in the classroom, where you will hang their words and their drawings. *VI.Closure (5 minutes)* Distribute the Exit Pass worksheet, in which students should select one of the examples of peace in their classroom, school, home or community, and illustrate it. ***Appendix***: ## Exit Pass **Directions:** Draw an example of a conflict that you have experienced that had a good ending. On the back, describe the conflict and how it was positively resolved.
Proposed grade	6th - 7th grade

Theme(s) in curriculum and learning outcomes	■ Culture, traditions and customs of other nations (cultures and customs of countries) ■ My homeland (culture, customs) **Learning Outcomes:** ● Application of speech critically reflecting on the forms of communication in different intercultural contexts. ● Applying basic cultural similarities/differences in a relevant conversation in a relevant context. ● Applying the key patterns of polite behavior by accepting differences between oneself and others. ● Applying the rules and norms of understanding respecting other cultures. ● Developing language literacy within multilingualism and multiculturalism.

Table 12. What Does Peace Mean?; ; adapted from the Peacebuilding Toolkit for Educators – Middle School Edition, United States Institute of Peace, https://www.usip.org/public-education/peacebuildingtoolkit-educators

5.4.3.2. High School Lessons

Title of the lesson	**Defusing School Violence** Adapted from Learning for Justice, https://www.learningforjustice.org/
Lesson elements	**Objectives** At the end of the lesson, students will be able to… ● develop and practice analytic and problem-solving skills ● recognize that students can defuse violence and tension at school ● understand and value other perspectives, especially those that differ from their own, through dialogue **Essential Questions** ● How does hate language affect those who are targeted? ● How can people increase inter-group tolerance and reduce bias attitudes that lead to hate-based violence? ● Enduring Understandings: ■ Hate speech is language that promotes fear and incites violence against vulnerable or singled-out individuals or groups.

- Establishing relationships and increasing communication between individuals or groups can enhance understanding among people.

Materials
- Reading: *Setting the Scene*
- Handout: What Do We Do Now?

<u>Procedure</u>

1. In this lesson,which is a situational-based lesson (example from the United States), students will imagine that they are students at a high school that is polarized by violence between native-born students and foreign-born African immigrant students. Tell students that they are going to listen to an account of what was happening at the school. Then, as a class, we will work together to improve the school's situation. Read Setting the Scene aloud for the students.

2. After listening to the account, have students read and complete the activities on Handout What Do We Do Now? Students should work in small, diverse groups. Choose a representative in each group to report back to the class.

3. When students have completed the activities, sit together as a class. Taking turns, each representative should report its group's top two solutions and explain to the class why they chose those solutions. Keep a class chart that lists the favored options. If there is no clear class consensus on two solutions, ask students to return briefly to their groups. Ask: "Have you changed your minds based on what other groups have presented? Return to the entire class and come to an agreement about the best solutions."

4. Now read aloud what actually happened at the school: 'The students felt some urgency, but they weren't sure what to do. Together with the conflict mediator, they decided that a quick solution would be to talk to their peers and tell them that the violence had to stop. They weren't all that eager to do it, and they weren't confident that it would work. But they could do it right away, and at least it was something. So the 25 leaders left the lunchroom that day, each agreeing to talk to five of their peers and tell them that things had to change.'

"A week later, when students returned from spring break,

something had definitely changed at the school. There were no fights that first day, or that first week. In fact, things stayed pretty calm for the rest of the school year. No one was more surprised than the students themselves. They had felt so helpless to make a difference. But they had: just by talking with other students, they had defused the violence in their school."

5. The students found an immediate way to change the situation at their school. As a class, discuss: Does their actual experience change your thinking? Why or why not?

Appendix

Setting the Scene

Note: The given situation is from a specific historical context from the United States and to be taken as an example for analysis.

Imagine that you attend a high school in a small city. Most of the students at the school—like their parents— have lived in the city their whole lives. Most of them are white. Then one summer, everything changes. A large group of Somali immigrants move to town. The changes shock everyone.

The local native-born population is troubled and confused by the arrival of the immigrants. Jobs are scarce and they don't want more people competing for them. Most of the local population hasn't had any experience with people from other countries. And most of the people who live in this small city are white. The immigrants, on the other hand, are black. Many of the immigrants are also Muslim, and the September 11 attacks are still a recent wound. A lot of people in the city aren't happy about the new arrivals.

Many of the immigrants have already lived in the United States for a few years, mostly in racially diverse bigger cities. They have little or no experience being the only people of color in town. They're surprised that some of the local residents are hostile toward them. Some of the immigrants have their laundry dumped on the floor at the local laundromat. Some have store clerks refuse to take money directly from their hands, insisting that they put the money on the counter instead. And many of them endure racial slurs.

Tensions in the community make their way into the high school. The

new students endure slurs and aggressive actions by the longtime students. Fights break out almost every day.

The situation gets so bad that the school administrators invite an expert in conflict resolution to come to the school. He asks to meet with 25 students. He wants to see students who are leaders of their groups in the high school—and not just the honors students and sports captains. He wants to see not only leaders who make the school a more positive place, but also those who make the school a more negative place. He wants to see the kids who are leaders among longtime locals and those who are leaders among the Somali kids. He wants to get leaders talking.

On the day of the meeting, you are one of 25 reluctant students who enters the lunchroom. You sit on one side of the room with your friends. Students from the other side of the conflict sit on the other side of the room. You're not sure you want to be there.

The mediator asks about what's going on, and you and the other students vent for nearly an hour. You talk about how angry you are, and how you hate coming to school. Some of your peers even head for the door. "I'm not sticking around for this," they say. But the school administrators ask them to stay. "Things aren't going to get any better if you leave," they say.

Then the mediator decides to pair up the students to talk one-to-one. Here's the catch: he pairs each student on your side of the room with someone from the other side of the room. He tells you to sit with your partner and each take a turn answering this question: How did you end up here at this high school? Student pairs will come back to the whole group and share what they've discovered in their conversations.

Tension is high as everyone waits for the first students to speak out. Finally, one pair steps forward: Joe, a native-born white student with a reputation for being tough, and Sophia, a black Somali immigrant student. Joe says, "I had no idea what Sophia went through." And Sophia replies, "I had no idea that Joe cared about what I went through." Once these two speak up, others join in. The story is the same: the local kids have had no idea the kind of bigotry that the new students face every day. The immigrant kids are relieved to be heard and understood. The conversation has begun.

	HANDOUT: DEFUSING SCHOOL VIOLENCE ## What Do We Do Now? After students reported on their one-to-one dialogues, they knew something had to be done. But what? They brainstormed and came up with the following list of possibilities: 1. Getting (or increasing the number of) police at the school 2. Educating teachers about how to break up fights 3. Holding anti-bullying workshops for students 4. Having students talk to their peers and tell them to stop it 5. Having more severe punishments for students who start fights and get into them 6. _____ 7. _____ With your group, see if you can come up with any more possible actions. Add them to the list. Then use the following questions to guide a discussion among group members. 1. Use the following T-chart to identify the benefits and drawbacks of each possible solution. Some questions to help you: • Do you think the solution will be effective? Why or why not? • How long will it take for the solution to be implemented? • Who will need to approve the solution—Students? Parents? Teachers? School administrators? School board members? • Will the solution be expensive to implement? | SOLUTION	BENEFITS	DRAWBACKS
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1 Getting (or increasing the number of) police at the school			
Proposed grade	1st - 2nd grade
Theme(s) in curriculum and learning outcomes	■ Family and society (identity and personal development, intercultural relations) ■ Culture, traditions and customs of other nations (cultures of the countries of the world) **Learning Outcomes:** ● Researching prejudices and stereotypes towards others in one's own and other cultures in the context of listening. ● Analysing the different characteristics and traditions of other cultures in interaction with others, avoiding stereotypes. ● Analysing the role of media and information and communication technologies in context and interculturality. ● Applying speech by thinking critically about patterns of communication in different intercultural contexts. ● Developing language literacy within multilingualism and multiculturalism. ● Applying the rules and norms of understanding respecting other cultures.

Table 13. Defusing School Violence; adapted from Learning for Justice, https://www.learningforjustice.org/

Title of the lesson	**Exploring Young Immigrant Stories** Adapted from Learning for Justice, https://www.learningforjustice.org
Lesson elements	**Objectives** ● Students will understand similarities and differences between themselves and others. ● Students will recognize and value diversity among their peers. ● Students will recognize and value the diverse experience of immigrants and of children from other countries. ● Students will read and understand visual texts. **Essential Questions** ● What can I learn from hearing a personal story? ● How can I learn more about other people? ● How are people similar and different than me? **Materials** ● Computer (optional) ● Internet access ● Copies of the "Kids Around the World" handout ● Crayons, markers and paper (optional) ● Old magazines for collage (optional) **<u>Procedure</u>** *INTRODUCTION* 1. To prepare, create a visible line on the ground with string or tape. Arrange the classroom so there is ample space for every student to stand around the line. Separate students into two lines, facing one another on either side of the line. Students should begin by standing about a foot or two away from the line. Instruct students to complete this activity in silence, but to think about who is standing next to them after each statement. You may want to have a conversation with students ahead of time about classroom norms surrounding conversations. 2. Explain to students that in this activity you will call out a series of statements and that you want them to walk to the line if the statement is true. Use the following statement as a model: "Step to the line if you are a student." Let students know that

they don't have to move if they feel uncomfortable.

3. Then read the other identifiers on this list, using "Step on the line if you…" each time. Pause after each statement and notice who moved and who didn't.

● Statments:

■ Have brown hair

■ Like to play outside

■ Speak another language

■ Have a brother or sister

■ Enjoy listening to music

■ Like strawberry ice cream

■ Like playing sports

■ Have lived in another state

■ Wear glasses

■ Were born outside this country

■ Are an only child

■ Have more than two siblings

■ Are afraid of something

■ Have ever felt left out

■ Struggle in school sometimes

■ ...

4. When all descriptors have been called out, have students discuss the following:

● How did it feel when you stepped to the line?

● Did anything surprise you?

● At any point during the activity did you feel alone or isolated?

● At any point during the activity did you find you had more in common with others than you thought?

● What did you learn about your classmates?

ASSESS PRIOR KNOWLEDGE: WHAT IS IMMIGRATION?

Assess background knowledge by asking students questions around the following:

● What is immigration?

● What do you know about immigration?

● Who is an immigrant?

● Why do people emigrate?

● Who is a refugee?

● How is a refugee different from an immigrant?

Create a classroom anchor chart based on student responses so that students can have a continuous reference for thinking about immigration. Additional questions may be added to make further connections. Teachers can review "10 Myths About Immigration[5]" for your own background knowledge. Determine where additional knowledge can be built. Plan direct experiences such as a guest speaker, a virtual experience or a cultural show and tell.

KIDS AROUND THE WORLD

1. Next, choose a Youtube video[6] of 30 different images of kids from countries all over the world.
2. Have students form small groups and assign one image to each group, or have students watch a video together and choose an image with which they connect. Images may be viewed in a digital format on computers or may be printed out for each group.
3. In their small groups, have each student complete the top portion of the "Kids Around the World" worksheet. Ask students to list the similarities and the differences they see between a child in the photo and themselves.
4. Then, as a whole class, ask students to share what they discovered.
5. Next, ask students to complete the section on the handout entitled "The World I See" with their small group. Encourage students to list what else they see about the children's worlds based on what they see in the images. Encourage students to use context clues to help them answer these questions:
● What is happening in this picture?
● In what location was this picture taken?
● What else do you see in the picture?
6. Return to whole class setting again, and ask for student volunteers to share their group's responses.

Appendix

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[5] Learning for Justice. (2011, January 25). Ten Myths about Immigration. Retrieved from Learning for Justice website: https://www.learningforjustice.org/magazine/spring-2011/ten-myths-about-immigration

[6] Kids Around the World - Youtube. (n.d.). Retrieved from www.youtube.com website: https://www.youtube.com/watch?v=cVqFRz9b8VY

	Kids Around the World The child's name is (if applicable)_____ The child's country is _____ | Similarities	Differences
	| The World I See
Proposed grade	1ˢᵗ grade
Theme(s) in curriculum and learning outcomes	■ Family and society (identity and personal development, intercultural relations) ■ Culture, traditions and customs of other nations (cultures of the countries of the world) **Learning Outcomes:** ● Researching prejudices and stereotypes towards others in one's own and other cultures in the context of listening. ● Analysing the different characteristics and traditions of other cultures in interaction with others, avoiding stereotypes. ● Analysing the role of media and information and communication technologies in context and interculturality. ● Applying speech by thinking critically about patterns of communication in different intercultural contexts. ● Developing language literacy within multilingualism and multiculturalism. ● Applying the rules and norms of understanding respecting other cultures.

Table 14. Exploring Young Immigrant Stories; adapted from Learning for Justice,
https://www.learningforjustice.org/

6. CONCLUSION

In the introduction, it is stated that in the context of a foreign language, peace pedagogy offers insight into cultural differences, insisting on constructive communication that transcends conflicts based on diversity itself. Peace education is a way of social engagement among children and adolescents aimed at promoting peace and preventing violence and social humiliation. Peace education allows for teachings that promote and encourage peace and social fairness. It also fosters sympathy, understanding, and a sense of social reliance, as well as explicit capacities to deal with conflicts peacefully. Peace education aims at making it possible for students to explore a wide variety of choices, from a war culture and violence to a peace culture. It focuses on the links between the different causes and identifies them as forms of violence and the idea of a peaceful society.

Education is a significant part of the long-term plan for establishing peace, value, intercultural understanding, and the local community. In these circumstances, it is critical to refocus education and, as a result, the school instructional program. In Bosnia and Herzegovina, in addition to students' disinterest, teachers face political challenges for implementing the corresponding peace educational themes and methods. The fundamental hindrance in coordinating peace education into the educational program is the regulatory part that is weaved with political agendas, which are for the most part of ethnic and post-war nature. These obstructions could best be settled by incorporating peace education that depends on including every ethnic story. Tragically, the political environment in Bosnia and Herzegovina is significantly underdeveloped and shows no interest in working in the favor of the school system (on any level) of its country.

Education in Bosnia and Herzegovina is not equally and in the same capacity available to every child, and that even within these frameworks we have an almost class-based division of access to education. Children from more affluent families, regardless of the overall picture in the country, have many more opportunities for their own development through education, while on the other hand, a whole range of young people whose parents have lower incomes or are socially disadvantaged, are deprived of quality and adequate education and accessibility necessary accompanying contents that complete the education itself. Education in Bosnia and Herzegovina is also extremely fragmented, with as many as fourteen bodies responsible for education, in a country with only 3.3 million inhabitants and 422,645 students. It should therefore come as no surprise that expenditure on employed officials, teachers, principals and non-teaching staff accounts for over 90 percent of education

spending. This leaves very little room for the acquisition of teaching materials and equipment, teacher training, improvement of conditions for learning and staying at school. Access to primary and secondary education, where enrollment rates are quite high: 90 and 77 percent, respectively. Despite such wide access, primary and secondary education lacks quality because, compared to other countries in the region, relatively little time is spent in classes, thus limiting opportunities for learning. This difference means that students miss the equivalent of over 100 days of classes during their education[7].

Peace pedagogy pervades all aspects of the educational process and the application of diverse abilities, and as such plays a significant role in the formation of individuals and communities of the future. Education, through influencing students' ideas and thoughts on peace, can contribute to an increase in human awareness, resulting in a more peaceful future. Peace educators can provide information on the fundamental foundations of viciousness as well as numerous peace education systems. They can broaden pupils' perceptions on adversity.

Peace education, for me personally, represents the next and necessary step in any form of education - peace being the idea, the thing, the concept we are all striving for, not just as individuals, but as a community. Peace education in a EFL classroom is the entry point for all peace-related topics and activities, as English can be seen as the universal language of today and when translated to one's first language - it gives insight on peace education on a level everybody can understand and learn. I have learned that peace education is an essential part of education because of the vast impact it has on students, their classroom and their communities. By teaching children from early ages on the value of peace along with the skills they can acquire to be a conflict resolver, we are giving them the tools to be an integral part of tomorrow's society in which there would be no violence, only healthy conversation and discussion with the sole purpose of resolving issues and problems - not creating them. The teacher is responsible for teaching and promoting the concept "peace" in EFL classes. As an educator, this is the most effective method to contribute to the environment. Every human being must strives for peace in order to create a better world. Language is the most effective tool for promoting peace. Learning allows one to contribute to society more effectively. The concept of peace should be introduced into the teaching and learning process by teachers.

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APPENDIX 1: Situation Cards

A house in a Pakistani village is destroyed by an American drone because it gave refuge to an Islamist terrorist.

5-year old Tom wants to see what his mother is cooking for lunch. He reaches out to touch the pot that is standing on the stove. His mother slaps his hand and shouts, "Be careful Tom, you will burn your hand. Don't touch that!"

Susan, 14, wants to meet her friends. Her mother thinks she should finish her homework before she leaves the house. She closes Susan's room by key and tells her she will only open it once the homework is done.

Kim is alone at home and reads a Facebook message from his classmates, telling him that he smells bad and that no girl will ever like him. He gets sad and angry, and throws an empty plate against the wall. Then, feeling calmer, he cleans up the mess.

A group of good friends who all go to the same school like playing pranks on each other. Tom switched Tim's mobile phone settings to Chinese, Tim put salt in Paul's sugar bowl and Paul changed all the clocks in Tom's house to one hour later.

A group of good friends like to play pranks. There is one girl in their class who wears really old-fashioned clothes. So the group decides to have a go at her. They start by putting a whoopee cushion on her seat, then send her pictures of naked people to see her face go red during class and finally write her anonymous love letters.

For the same work, women are paid a lower wage even though they have the same qualifications as their male colleagues.

Carla and Sergey are married and both work. Sergey would prefer Carla to stay at home, but they need the money. When Carla gets her salary, she has to give it all to Sergey who decides how the family will spend the money.

Lara and Mara are sisters. On a day on the beach, they both build beautiful sand castles. Then they get into an argument about who gets to have the bucket for decoration. Lara gets angry with Mara, and jumps onto her castle to destroy it.

Liza raises two children on her own. She is stressed and fed up by all the noise her children (1 and 3 years old) make all day long. One day, she leaves the house by herself, goes for a walk and decides not to come back until the evening to finally have a day on her own. Meanwhile the children are alone at home.

APPENDIX 2: Peaceful Society Cards

A strong police force	Freedom to travel wherever you want
Population control	A fair distribution of wealth
Freedom of speech	Non-interference from other countries
Choice of profession or type of work	Powerful partner countries
A place to live for everyone	Peace taught in schools
Free health care	Free and fair elections
A ban on extreme political parties	Capitalism

Severe punishment for terrorists	The right to protest
Education for all who want it	A stable economy
A fair legal system	A popular leader
Democracy	Socialism