METHODOLOGIES GUIDELINES FOR PEACE EDUCATION

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Introduction

Peace building is a fast emerging theme in education and early childhood. Just as Early Learning prepares young children for the challenges of school and sets the foundation of lifelong learning, starting peace-building education in early childhood is of paramount importance. In early years a child's brain architecture is developing most rapidly, habits are formed, differences are recognized and emotional ties are built through social relationships and day-to-day interactions in homes and neighbourhoods. The role played by early childhood development programmes can be critical to promote the skills that enable children to become agents of change in building peace in their societies. There is evidence that integrating peace education into Early Childhood Education and Care (ECEC from now on) has a positive impact on children's social and emotional development, and reduction of behavioural problems later in life. Evidence shows[1] that well-designed programs can help children's willingness to play with others -including those different from themselves, ability to understand how being excluded makes one feel, and ability to recognize instances of exclusion without prompting.

Together with other partners UNICEF launched an Early Childhood Peace consortium in 2013. H.E. Mr. Nassir Abdulaziz Al-Nasser the United Nations High Representative for the Alliance of Civilizations (UNAOC) delivered the Keynote address at the Consortium Launch, and made the following remarks "*Our world is a great, yet complex thing. To leave it to a generation which is unprepared, and unequipped with the proper principles and ethics, would be hazardous. Hence, instilling values of harmony and tolerance in our children through instruments of early education is vital for a peaceful future. The time for change is NOW. Let us benefit from today, for a better tomorrow.*"

In this frame, these guidelines are a resource for teachers and educators involved in the education and upbringing of children in the age from 3 to 6 years. It offers a theoretical background together with 25 materials and resources related to peace education that can help professionals focus on this theme while children explore the world around them and understand peace in relation to their community and environment.

It is organised in 10 chapters:

- It starts with a short introduction about the guidelines, the project and the partners
- It is followed by chapter 2, an explanation of the main topic, Peace Education and why do we need it in early childhood
- Chapter 3 describes the ethical values and skills that will be developed through 25 learning materials that will be presented in chapter 11, explaining why they are needed for Peace Education and how to implement them from early education.
- Chapter 4 focuses on Facilitators and their role in Peace Education
- Chapter 5 offers a list of the different types of violence and bullying and what actions do they include as well as the consequences for the victims
- In chapter 6 we can find a sociogram for recognizing bullies and victims in classroom

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[1] Hawkins, Von Cleve, & Catalano, 1991; Tolan & Guerra, 1994; Zigler, Tuassing, & Black, 1992

- In chapter 7 we go more in depth with Sociometric techniques, as a way to determine relationships and statuses within the group class
- Chapter 8 emphasises the importance of educators/facilitator's teachers.
- Chapter 9 brings tips for parents on how they can, through upbringing, help to set the foundations for peace education
- In chapter 10 illustrates the peace education methodology that will be used to achieve specific educational goals.
- Finally, all 25 accessible learning materials are presented in chapter 11, including innovative and adaptable contents that can be easily implemented in formal and non-formal education and everyday activities.

1. About the project and partners

Our project "Peace Education in Early Childhood to prevent Bullying" (PEEC)[2] intends to address peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education through the development of a further professional training course of Early Childhood Education and Care teachers and educators.

This aim is further developed by the following specific objectives:

- Design a Transnational curriculum for the further training of ECEC teachers in the partners' countries, complemented with a review of the current provision and existing practices regarding peace education to promote equality, diversity and inclusion;
- Design a further professional training course for ECEC teachers and educators focusing on peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying at early ages;
- Develop a methodology tool kit for ECEC practitioners including open educational resources and peer-to-peer learning methods with an aim to enhance the professional development of those working or active in the school education sector by increasing the quality and range of initial and continuing training;
- Promote the development of innovative learning approaches to raise the awareness of ECEC teachers and educators and support them raise the awareness of all those involved in the education of children (families, parents, etc.)

The PEEC partnership is composed by training institutions, experts on peace and ethical education and ECEC plus a world Association in the field of Early Childhood:

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[2] https://peec-online.eu/project/

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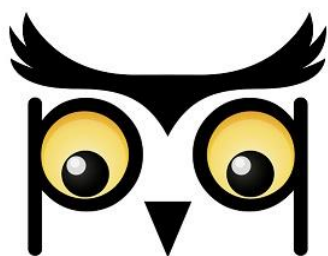
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2. What is Peace Education and why do we need it in early childhood?

That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed (UNESCO constitution)

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

If we want to build a peaceful society, guided by respect and love, we need to start with our children. This includes fostering **inner peace, peaceful behaviour and values** within them as well as the way we treat them, the role models we are to them, and the environment we create for them. Maria Montessori and the likes of her time like Rudolf Steiner and the Reggio pedagogy promoted the implementation of peace education in early childhood. What they believed instinctively has been proven by neuroscience throughout the last decade.

"The highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality early childhood development from birth to five for disadvantaged children and their families."—James J. Heckman, December 7, 2012 (The Heckman Equation[3]

Definition of Peace Education and why we need to develop peace educational skills from early age. As Stacy M. Alfonso describes it in her article *Peace Education in Early Childhood Education*: "Early childhood is a time when a child is laying the foundation for future development capabilities across all domains. The interplay of language, cognition, social-emotional capacities and physical abilities come into use more frequently and purposefully. As children develop language, they use it to convey their needs and wants, express their emotions, and verbally solve conflict. As children's cognitive ability allows them to see a distinction between themselves and others, they use their new social skills to test out friendship-making capabilities. Because of these great steps in development, early childhood becomes a crucial time for developing the skills and capacities necessary for peace-making, peacekeeping, and peacebuilding." **Emotional regulations, critical thinking and behaviour regulation, which are the core social skills to peace building, all develop in early childhood**.

It is well demonstrated that the first years of life are the most relevant to the development of the human being. All the scholars in psychological science agree that at **this stage the fundamental basis for the development of personality is established, on which the following phases of life will be consolidated and improved**.

Today we know that when children are born, they have the potential to develop in many different ways. They carry many promises inside, but these promises will all exist in vain if children do not receive a sufficiently rich mix of types of stimuli from "the medium" -- their caregivers and their home environments. Contemporary biological sciences, and above all neuroscience, tell us that the nervous system, which is especially highly developed in humans, cannot achieve its full potential if there are insufficient external stimuli that promote reactions enabling certain functions to develop fully. It can be said that the development of individuals is a function of their biological and neurological states at birth, but later the medium becomes fundamental in their subsequent evolution. This is not to say that the action of the medium can make or break individuals completely. Rather in the moment of birth there is an entire

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[3] https://heckmanequation.org/

range of possibilities and the action of the exterior medium, within the limits imposed by the biological and neurological situation of individuals, can amplify or limit development.
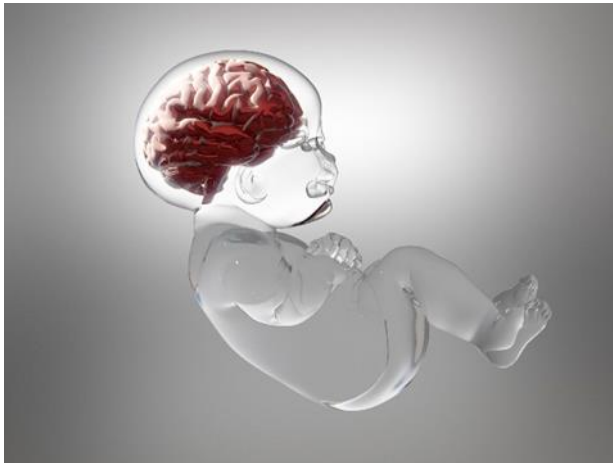
Thus **H. Pieron** could claim that at birth a child was no more than a candidate for humanity. This means that the road is long between birth into human life and participation in humanity. The link between them that permits passage from one stage to the other is informal, non-formal and formal education.

This is confirmed over and over again without us realizing it. Without a doubt the recent declarations of **Dr. Craig Venter**, director of one of the teams that carried out research of the human genome map, are fundamental. He claims that the idea that **personality characteristics are closely linked to the human genome can be considered false**. He further argues that humans are not necessarily prisoners of their genes, and that the life circumstances of each individual are crucial for personality.

The young child's social context and the stimulation of surrounding community contexts make possible the structuring of these foundational processes. They also enable a certain level of development in all children. Nevertheless, social and family contexts acting alone without the support of scientifically established guidance regarding child stimulation might prove to be inadequate. Existing family and community contexts alone may not enable children to reach their full developmental potential.

This is to say that through the creation of a system of scientifically conceived and consciously organized influences, developmental goals can be achieved that often cannot be reached through spontaneous stimulation.

As **Jean Piaget** pointed out, an insufficient or absent stimulation can affect the normal predetermined sequence of psychological development. It is possible that the culmination of this sequence, which is the stage at which formal operations of thought permit high reasoning and the carrying out of logical and abstract operations, never completely forms due to insufficient consciously directed stimulus actions.

In addition, the fact that this system of influences is able to act during the development stage in which the biological, physiological and psychological structures are forming and maturing has special meaning. **Lev Vygotsky**, one of the leading researchers of early childhood development, **pointed out that since this action is carried out during the moment of the formation of these structures, a much more significant effect is produced on the processes and qualities that depend on these structures and on the development itself.** The organization and direction of a system of scientifically conceived influences is important at

any stage in the development of the individual. However, in early childhood this stimulation acquires greater importance and meaning because it is carried out on foundational biological, physiological, and psychological formations, and not on already formed structures, as happens at other stages of life. Thus this formative stage has been characterized as **crucial for child development and for their future**.

Intelligence and social skills are developed at an early age — and both are essential for success. Many major economic and social problems— crime, teenage pregnancy, high school dropout rate, adverse health conditions — can be traced to low levels of skills and **social abilities such as attentiveness, persistence and working with others**. These so-called "soft" social skills are neither soft nor unimportant. Professor Heckman found hard evidence that these capabilities are essential ingredients for success in life. Life Cycle skill formation is dynamic in nature. Skill begets skill; motivation begets motivation. In fact, early development of effective social skills greatly influences the successful development of the IQ and ultimately, personal and social productivity[4].
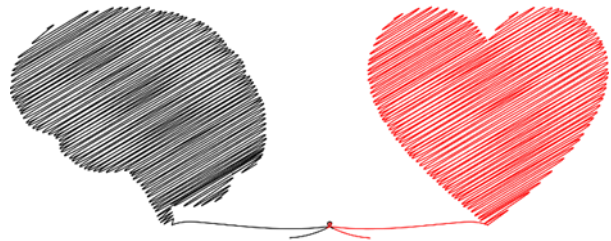
From neuroscience to educational philosophy, research into early childhood agreed that early childhood is the optimal time to acquire foundational values and peace-making skills.

It can be summarised that peace education is a value-based, cross-disciplinary, multifaceted, and holistic part of education. It is a way into a more peaceful future through equipping our children with the skills to deal with conflict in a non-violent way and to value and respect diversity and difference of opinion. It is vital to include peace education in early childhood education, as children should learn about peace and conflict resolution right from the beginning[5], while the role of the adults is integral to its effectiveness, since they serve as good role models, build strong relationships with the children and continue to grow as educators.[6]

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[4] https://heckmanequation.org/resource/the-heckman-equation-brochure/
[5] https://www.hekupu.ac.nz/article/peace-education-through-emotional-development-ece
[6] Brauneis, 2019.

3. Essential skills and values for Peace Education

Description of ethical values and skills that will be developed through 25 learning materials. Why are they needed for Peace Education and how to implement them from early education to everyday life.

Our children are born into a violent world. Violence that is more or less obvious, often woven into the very structure of society and thus invisible at first sight, so-called structural violence. Something that we grow up with throughout our socialisation process. This is something we have to become aware of in order to be able to change our ways. Especially in Europe with its centuries of wars, culminating in two world wars, war and conflict are woven deeply into the collective consciousness of Europeans, since most families were affected by the world wars in the 20th century and the traumatic events it brought with it. Epigenetics has shown that trauma persists through generations (transgenerational traumatisation) if not looked at and healed. But, the good news is that epigenetics also showed that we are not victims of our genes but that the environment in which we live has an impact that can turn our lives and those of generations to come to the better. So building peace within and around us also has a transgenerational effect. And the abilities which are needed to create a peaceful society, such as the ability to share, respect different viewpoints, articulate opinions and needs in a non-violent manner, and to compromise, are all learned from an early age.

But, they cannot be taught in a cognitive way, especially not at that young age, where cognitive ability is not yet developed. Scientists[7] agree that to move towards a more peaceful society, there needs to be a **focus on emotional development** and away from purely cognitive learning. The IFCR (2011)[8] strengthens this argument by calling for learning that does not start with the intellect but focuses on feelings, the body and experiences, and nurtures interpersonal social skills and values. This makes arts, music and songs, stories, sports, and games ideal tools for teaching peace.

The *importance of inner peace* is stressed by researchers, as **„the more inner peace we have, the more harmony we will manifest in our relationships with other people and the environment"** [9]. Haskins (2011)[10] believes that all peace comes from inner peace and this is supported by the United Nations Educational, Scientific and Cultural Organization Constitution

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[7] Balasooriya, A. S. (2001). ; Grille, R. (2005).

[8] International Federation of Red Cross and Red Crescent Societies. (2011).

[9] McFarland, 2008, p. 3

[10] Haskins, C. (2011). Educating for peace. Our Schools/Our Selves, 20(2), 67-82.

(UNESCO, 2014) which states that, "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" (p. 5).[11]

So let's have a closer look at the merits and ways of fostering inner peace within children. Balasooriya (2001) lists learning activities for discovering inner peace, which include meditation, practicing awareness, and fostering imagination in children. Evans (2011) adds in this context that a vivid imagination can help children cope with and work through stressful events. Haskins (2011) views stillness and silence, gratitude and appreciation, as well as mindful awareness and presence as beneficial to children and recommends experiences that expose children to these for developing inner peace. **Mindfulness practice is also judgment free and increases one's awareness of self and the world around** (Balasooriya, 2001). The calm and relaxation, as well as the non-judgmental nature of mindfulness practice leads to inner peace and helps building non-violent communication skills. As being aware of what we are perceiving, feeling, and wanting while communicating is a basis for non-violent communication. This awareness allows us to not fall into habitual responses and instead communicate openly and non-violently, and ultimately to living together peacefully.

Mindfulness and meditation also boost self-esteem and self-consciousness as it strengthens inner stability and confidence. Due to pressures and circumstances beyond their control (and sometimes beyond anyone's control), kids may sometimes feel like they're not able to pass muster. This can be tough sometimes, especially when a child is bullied or badly teased by others. Most of the insecurities people have as adults can be traced back to their childhoods. The good news is that **meditation can bolster children's feelings of security, empathy and inner stability, and this, in turn, builds compassion, joy and self-esteem**.

Confidence develops naturally when kids learn from their meditation practice that they don't have to react to all of their thoughts and emotions – they can choose which ones merit their attention and response. Confident kids are better equipped to deal with unfamiliar situations. Thanks to this adaptability, they become better problem solvers and develop a deeper appreciation of life.

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[11] United Nations Educational, Scientific and Cultural Organization. (2014). Basic Texts. Paris, France: UNESCO.

Ultimately, the approaches focussing on peace making skills and those focusing on inner well-being are complementary and combine to a more complete and all-encompassing approach to peace education.

Independent of its definition, some common underlying values guide all approaches of peace education, such as respect for diversity, empathy, non-violent communication, love, and harmony. Further mentioned values encompass self-value and self-respect, a sense of fairness and justice and the awareness of interconnectedness, along with developing and promoting children's creativity and critical thinking skills, since those establish a strong understanding of respect for self, others, and the community and develop a global perspective .[12]

Teaching children the skills of communication, cooperation, and conflict resolution will equip them to work towards peace in a challenging world. Children, who possess basic moral values such as love, compassion, and universal responsibility, can bring about happiness within themselves and those around them, enabling them to act responsibly to create peace in society.

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[12] Alfonso, S. (2014).

Through the development of 26 learning materials, that foster these values, we hope to support the implementation of peace education in early childhood education. The learning materials focus on 26 key values connected with inner peace, respect, and non-violence within children. They are grouped in three main categories: self-value – understanding and knowing myself as an individual being; me and others – understanding group dynamics and diversity; conflict resolution – prevention of violence and peaceful conflict resolution.

self-value	me and others	conflict resolution
Selfesteem	Diversity	Tolerance
Selfcontrol	Understanding others	Safety
Responsibility	Mututal trust	Respect
Pateince	Love for nature	Gender Equality
Independence	Justice	Dialogue
Self-care	Generosity	Culture Diversity
Honesty	Friendship	Courage
Freedom	Compassion	Empathy
Creativity	Solidarity	
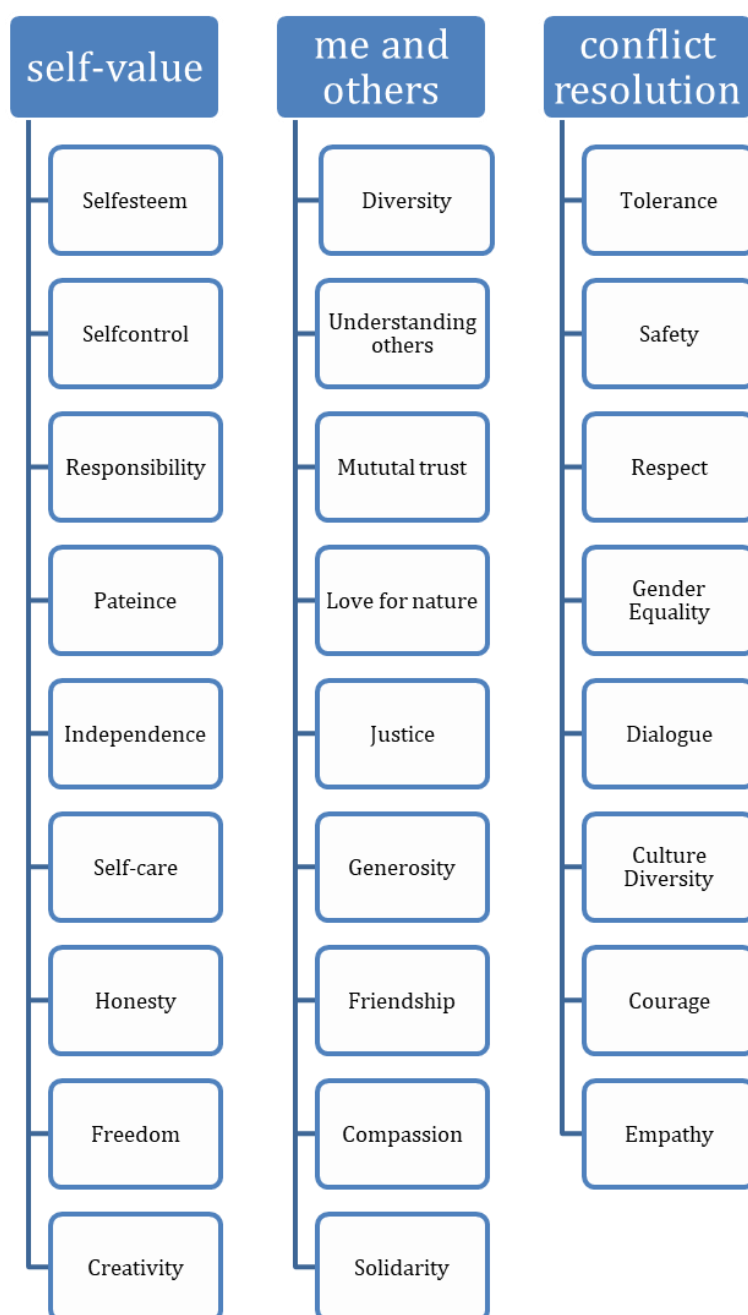
The learning materials convey the inherent values in a non-formal playful way, fostering the creativity and critical thinking skills of the children at the same time. The chapter on peace education methodology goes deeper into the methodology approach

4. Facilitators: Agents of Peace building

"Establishing lasting peace is the work of education; all politics can do is keep us out of war". María Montessori

[13]Traditionally, teachers have been trained to consider themselves as persons who impart content. In this view *'the teacher knows everything and the students know nothing'* (Freire, 1970, p 73)[14] and teaching is seen as the act of '**filling an empty pot**.' A teacher-centered approach that assumes that teachers have all the knowledge while learners have none can have important consequences. Rather than being critical and independent thinkers, the learner is submissive and reliant on a teacher to tell them what to think and what to know. Peace education is the opposite of the teacher centered-approach. This approach is learner-centered and is driven by active learning and combines critical thinking, reflection, self-awareness, ethics and meaningful action. Rather than the filling of an empty pot, in this approach, teaching is seen as enabling flowers to grow

Teachers are a key component of any education system, and quality teaching is a pre-requisite for success (World Bank 2012). While the economy is important, we should not underestimate both the need for and **the role of education and teachers in promoting peace**, building social cohesion and promoting nation-building and national identity inside and outside the classroom (Novelli 2016)[15]. In the recent endorsement of the education **Sustainable Development Goals**, this need is recognized:

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

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[13] Image nº1: Annette Jones en Pixabay https://pixabay.com/es/photos/la-paz-graffiti-arte-callejero-arte-529380/

[14] https://unesdoc.unesco.org/ark:/48223/pf0000261349

[15] https://www.researchgate.net/publication/313774904_Teachers_as_agents_of_sustainable_peace_social_cohesion_and_development_Theory_practice_evidence

TRAINING THE TEACHING STAFF (FACILITATORS) IN PEACE EDUCATION

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

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

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

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

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

· To demonstrate interest to know his/her own reality and to be committed with the search of alternatives for the construction of a peace culture.

· To recognize and value the wealth of other cultures and to incorporate elements from them to his/her professional actions.

· To contribute to the establishment of constructive social relationships to foster the development of values for a peace culture.

· **To assume her/his role as a professional and agent of peace through the respect for others and the recognition of the rights of people.**

· To believe in pacifism and non-violence as forms of solution of conflicts.

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

In the **Vocational education and training (VET)** of these facilitators for peace it would be necessary to introduce contents that favored the acquisition of values and aptitudes, such as

[16]solidarity, creativity, civic responsibility, the capacity to solve conflicts by non-violent methods and critical sense.

In the same way, knowledge should be introduced on the conditions of the construction of peace, the different forms of conflicts, their causes and effects; the ethical, religious and philosophical foundations of human rights, the historical sources and the evolution of rights and their expression in the national and international norms, and that are expressed in such documents as the Universal Declaration of Human Rights, the Convention on the elimination of all forms of discrimination against women, and the Convention on child rights; as well as the foundations of democracy and their different institutional models; the problem of racism and the history of the struggle against sexism and all the other forms of discrimination and exclusion.

Consequently, these facilitators/educators should study the problem of development and the history of all the countries, and the functions of the international bodies that fight for peace such as the United Nations.

In the reform of the study programs, stress should be made also on the knowledge, understanding and respect for other cultures, within each country and in the different countries, to link the world interdependence and to solve problems through local action. Considering the religious and cultural differences, it belongs to each country to determine what ethical approach adapts better to its cultural context.

This formation cannot, however, be limited to subjects and specialized knowledge, but rather the proposals of educational change, the didactic and pedagogic methods, the modalities of action and the institutional orientations must promote the use of active methods, of group work, the discussion on moral questions and personalized teaching, and foster the idea of using procedures in the classroom that, thanks to effective modalities of organization and participation, establish a decentralized and democratic school administration, with the participation of educators and/or facilitators, students, parents and the local community.

This should lead to an educator that sees the behaviors to achieve peace, human rights and democracy as something that belongs to the daily practice and something that one learns how to be, to feel, to do, and that can be taught.

Of course, the Vocational education and training (VET) must develop strategies relative to peace education, human rights and civic formation that include:

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[16] Image nº2: Gerd Altmann en Pixabay https://pixabay.com/es/photos/acoso-escolar-ni%C3%B1o-dedo-sugieren-3089938/

a) To be global and systemic, and to keep in mind a great diversity of factors, as is the case of such a complex topic as peace.

b) That can apply to all the types, levels and modalities of education, all the educational agents (school, family, community) and agents of socialization, including non-government organizations and community organizations.

c) That are susceptible of being applied in the local, national, regional and world levels.

d) That develop ways of administration, coordination and evaluation that grant more autonomy to the teaching centers, so that they can elaborate specific forms of action and of articulation with the local community, to foment and favor an active and democratic participation of all the agents in the life of the school center.

e) That are adapted to the age and psychic development of the children, taking into account the evolution of the capacity of learning of each student.

f) That apply in a continuous and coherent way, evaluating results and lacks, to promote that the strategies constantly adapt to conditions that they are transforming.

g) That are provided with the means and teaching and methodological resources needed to achieve the proposed ends.

This would require to transform the educational centers so that they facilitate the direct relationships and the periodic exchanges among students, parents, professors and other educators, as well as to carry out combined projects among different teaching centers to solve common problems.

Vocational education and training (VET) can contribute in multiple ways to peace education, and in this sense one must consider the possibility of introducing in the programs of studies, knowledge, values and aptitudes related to peace, human rights, justice, democratic practice, professional ethics, civics and social responsibility. They must also work to have the students become aware of the interdependence of the States in a more and more global society. In this respect it is necessary to quote what UNESCO[17] refers for the centers of superior education:

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

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

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

the external factors that are, in definitive, the main determinant of a state of peace in the current world.

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

Everything could be summarized in a traditional popular adage:

> *"If you want peace, don't prepare war…*
>
> *If you want peace, prepares peace…*
>
> *If you want peace, educate yourself and educates for peace"*

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

To learn to live together, it will be essential to educate from early childhood the rules that govern, or should be governed, this coexistence. If "Early Education" we have defined on many occasions as that aimed at 'developing the personality, skills and mental and physical capacity of the child to the maximum of their possibilities', today we could affirm that it is aimed at developing the personality, and values, which allow us to coexist, to the maximum of its possibilities.

One of the great challenges of values education is to go from enunciation, proclamation, advice, morality, saying ... to fact. And for this, good examples of action, models of behavior to be imitated and the proposal of activities and experiences that favor the development and strengthening of the child's personality are necessary.

But an activity program aimed at boys and girls of these ages cannot be uniform, so we have chosen experiences that, with simple strategies, can be individualized and easily adapted to the common needs of the group that develops it and the individual needs of each child.

To carry out an adequate work program, facilitators have to plan our actions before the group.

- We reflect on the program: How do we start the program?
- Meeting of the teaching team.
- Inform and involve all the professionals of the center about the program.
- Inform families

It is important for each teacher, school and / or the school system to meet the needs of children and develop a program adapted to the particular situation, therefore it would be important to hold a meeting with the professionals of the center to reflect on what We want to train people, so that they are able to face the reality of the current world and its problems.

Depending on the person we want to train, we will work for a school that trains critical people and capable of transforming society into a more just and supportive one. The establishment of values and their consensus must start from the context in which the Center is integrated. The values assumed by the educational community will permeate the work plans in the center and its organization.

The center must and has to share the educational work with the family, completing and expanding the formative experiences of development. For this work to be carried out correctly, communication and coordination between parents and teachers is of great importance since the achievements of children's development, and their appropriate social adjustment, can only be achieved when there is an effective union between home and the educational process.

5. Types of bullying and violence

Peace education and developing soft skills from an early age are essential for prevention of violence, but teachers and educators must also be prepared when bullying and violence happens. First and most important step is to recognize it in order to intervene on time.
Although physical violence shouldn't be tolerated in any case scenario, we must distinguish the difference between bullying and peer conflict, argument or fight.

In peer fight or argument each individual is usually upset and has a hard time controlling or processing their emotions when conflict happens. When children get involved in disagreement from which a conflict can emerge, they have an equal power and are not seeking control over the other person. Mostly, they don't even want to engage in a fight and when emotions get settled, they are willing to resolve the situation which can be manageable with conflict resolution skills.

While conflicts emerge occasionally and don't have serious emotional consequences, <u>bullying will happen frequently with deliberate acts of physically attacking, harassing, insulting, humiliating or threatening another person.</u>

The attentional purpose of these acts is to hurt another person and gain the power over them.

Imbalance of power and repetition of attentional hurtful actions are the main core of bullying which can lead to long lasting physical and emotional damage for victims.

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

Physical bullying includes:

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

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

Verbal bullying includes:

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

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

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

Social - Relation bullying includes:

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

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

Cyberbullying includes:

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

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

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

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

<u>Sexual bullying includes:</u>

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

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

<u>Prejudicial Bullying:</u>

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

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

All types of bullying can lead to *short and long term effects such as emotional and psychological problems*: depression, anxiety, low self-esteem, lack of confidence, feeling

ashamed etc. Children often become socially withdrawn, isolated and lonely and are unable to form trusting, healthy relationships with friends or partners in the future. And these are just some of the many effects that can develop over time if bullying becomes regular.

That is why it's so important to implement Peace Education from an early age as a prevention of violence and bullying.

In scenarios where the bullying is already happening, the key element is to detect it soon as possible. Each child can react differently and show from subtle to clear signs that it has been bullied. Ideal situation is when parents and educators have a clear communication so together they can look for the signs at home and in school:

· Changes in sleep patterns

· Changes in eating habits, like suddenly skipping meals or binge eating

· Mood swings

· Frequent tears or anger

· Engaging into fights more frequently

· Unexplainable injuries

· Have missing or damaged belongings or clothes

· Frequent headaches or stomach aches, feeling sick or faking illness (not to go to school)

· Change their method or route to school or become frightened of walking to school

· Declining grades, loss of interest in schoolwork, or not wanting to go to school

· Sudden loss of friends or avoidance of social situations

· Feelings of helplessness or decreased self esteem

· Show a change in the their ability or willingness to speak up in class

· Appear insecure or frightened

· Becomes withdrawn or starts stammering

· Becomes aggressive and unreasonable

· Refuses to talk about what is wrong

· Begins to target siblings

It is also very important how adults as being facilitator, educators, parents or guardians approach to children. Our actions do affect them and when approaching the children we need to be consensus of our thoughts, actions and body language in order to provide them a safe environment so they can express themselves. Sometimes it takes a lot of effort to self-reflect before engaging with children and that is why we dedicated chapters 8 *(Facilitators and their self-care)* and 9 *(How can parents help in building peace education?)* to facilitator and parents to help them on that journey.

6. Sociometric techniques - recognizing social dynamics in the group

 Sociometric techniques allow evaluating the interpersonal relationships that take place in a group. These are based on questions to each of the members of the group, with which data is obtained to determine the feeling they experience with respect to others, feelings that can translate into attraction, rejection or indifference. With the answers obtained, a sociogram is elaborated in which, by means of a diagram, the feelings that unite or separate the members of the group are represented.

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

Within the group of five to six years, the last course of the infant stage, the real relationships that exist between children can be differentiated. The empirical experience has led us to the conclusion that, with some frequency, when asking the teacher of the group his criteria about what relationships are like in the group, and what are the characteristics of the children's group, it is surprising that often either the teacher is unaware of it, or else they have the wrong criteria of how the interrelationships move in their group; that is, which children are accepted, which are rejected, etc.

In this way, if the system of interrelationships among the children of the group of the last year of the infant stage is analyzed, the following stands out:

· **Stars:** are those children who are chosen by the largest number of members of the group, and who stand out easily for their unique behavior, which makes them distinguishable and significant.

· **Couples:** two members of the group who choose each other.

· **Pineapples or groups**: three, four or more members who choose each other.

· **Isolated or islands**: Children who are not chosen by anyone.

· **Rejected:** Those with whom the others do not want to relate.

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

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

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

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

The types of questions most used at these ages are:

· Who do you prefer to play with?

· Who are your best friends?

· Who would you not like to play with?

· Who would you like to go out with or take a walk with?

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

· What is your favorite toy?

· Who would you give it to?

· Who would you like to play and share with?

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

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

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

Interesting are the experiences in schools in Reggio Emilia, in the north of Italy, where children send letters and gifts to their favorite friends every day. This, clearly, is a variant of the technique transformed into daily activity.

The distribution of gifts can be used to find out which children are the most popular within the group and which are not sympathetic to their peers, it can also show reciprocity of the elections, which allows making an assumption about the friendly relationships that exist between children.

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

GROUP 5 A 6 YEARS: 16 KIDS

No.	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Manuel					3	2		1								
2.	Javier				3	2	1										
3.	Jordi								1				2	3			
4.	Daniel					2	1	3									
5.	Luis			1			2		3								
6.	Josep	2					3		1								
7.	Miguel	3	1				2										
8.	Carles	1		2	3												
9.	Ariadna			1										3			2
10.	Lucía			1		2			3								
11.	Gisela			1						2							3
12.	Joana			1										2			3
13.	Maria			1				2					3				
14.	Borja		3				1									2	
15.	Raúl	3					1								2		
16.	Pedro			2									3	1			
	Total	4	2	8	3	7	7	3	3	2			3	4	1	1	3
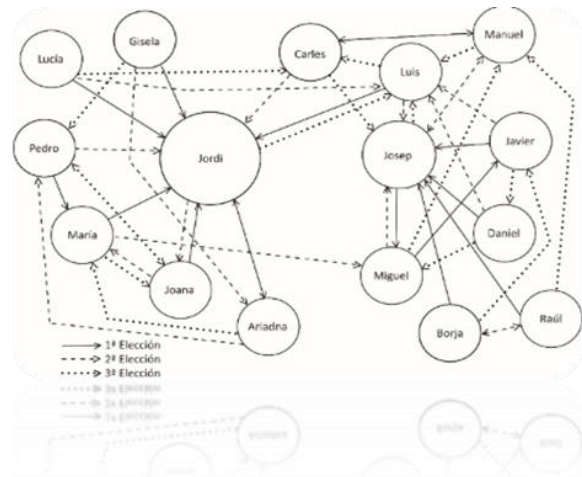
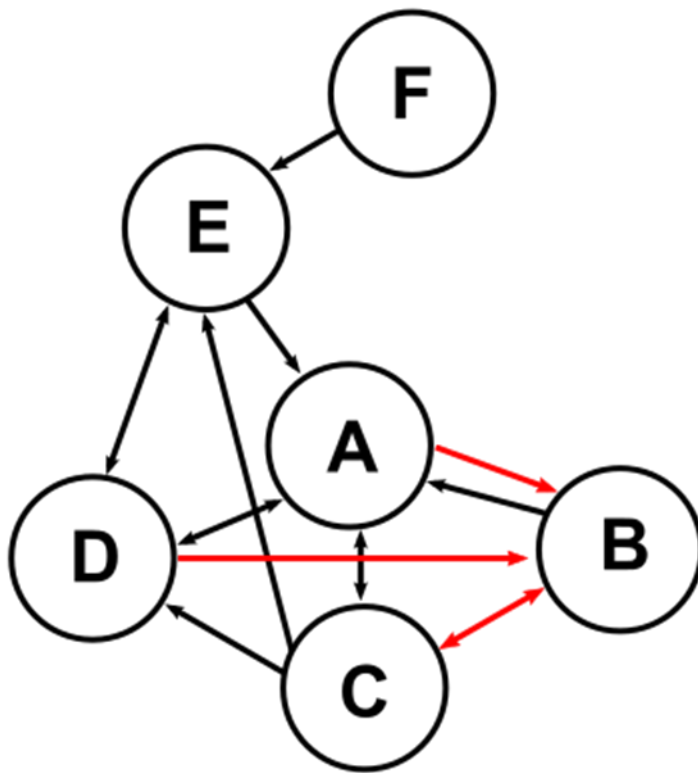# 7. Deeper view in to the Sociometric techniques

Sociometric techniques is a simple way to determine relationships and statuses within the group. It is a concrete tool that shows the social dynamic among children and by that it can help teachers prevent social isolation/rejections or bullying from the earliest stages. It can also help teachers/educators to understand interrelationship between the children so they can adjust and implement the activities that will allow children's development within the group and bring them a sense of community.

Sociometric techniques are used to evaluate relationships between people and was introduced in 1934 by J. Moreno. Different methods and techniques can provide information about individual social status in the group. Social status may be defined as the extent to which an individual in a group obtains positive or negative companionship choices from his peers[18]. Sociometric techniques are also used to evaluate children's positive and negative perception to their peers in the school. It can be a great way to understand the environment in the classroom. There are a lot of factors that can influence the learning process - physical make-up, growth rate, family background, child's status with his classmates[19]. It is important to measure children's preferences and behaviour in order to avoid negative social and emotional consequences in a very early stage of life. The negative consequences might be depression,

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[18] Macmillan A., Walker L, 1978
[19] Buck V. J., 1952

anxiety, low self-esteem, poor self-concept, aggression, bullying or even criminality later on. It is proven that a child's relationship with his peers have a huge influence on his adjustment to life and academic achievements. However, a lot believe that teachers are responsible not only for teaching different subjects, but also for gaining life skills in the classroom. The first step to prevent it is to get the information about the current social climate in the classroom.

There are quite a few sociometric techniques used for evaluation - the peer nomination technique, the peer rating technique, the "guess - who?" technique and the social cognitive mapping technique. Also, there are ways to visually show results and make analysis of the data. Even though researchers have worked hard on certain techniques, the best way is to analyse each classroom individually not by an outside person, but by the teacher.

The peer nomination method from Moreno. Technique based on choice of companions - this is the method used to identify rejected children. Macmillan A, Walker L (1978) mentioned that the companionship choice section includes three areas or main questions to children: sitting beside, playing with, and doing school work with. There are a lot of ways to evaluate a situation (give certain situations/ cases or ask general questions). Moreno (1953) suggested asking questions by giving an example "Who is your best friend?".

This method gives a better understanding about isolated children in the class (with the lowest amount of answers). However, several authors mentioned that an isolated child is not necessarily rejected one or the one who is bullied. In order to check the true relationship sometimes researchers used negative questions as well (for example children are asked pupils they would not like to play). It is worth mentioning that sociometric studies have a tendency to concentrate on positive questions, rather than negative since the negative ones can bring even more rejection feelings to the group. Even though nowadays we are talking about emotional intelligence, resilience and feelings it is still quite a suppressed topic. This method changed quite a lot over the past 60 years. It is common in peer research to work with a fixed

number of nominations i.e. allowing pupils to give a maximum of three or five nominations[20]. Usually in this method pupils are divided into two groups: popular or rejected.

The peer rating method - pupils are asked to evaluate their peer likeability on a Likert-type scale. This scale is usually 5 or 7 points of ordinal scale used by respondents to rate the degree to which they agree or disagree with the statement[21]. The sociometric research starts when children are listed in the questionnaire and asked how much they like to work with each person in class. Each person can evaluate their classmate from 1 to 5, from like to least liked person. The main advantage to peer rating technique is that peers rate each other in different situations - classroom, during lunch break, after school activities, playground[22]. This method gives teachers an understanding about general view since usually the only knowledge teachers have is related with classroom activities. Even though it is a good method to check common situations in the classroom Asher and Dodge, 1989 proved that the peer rating method is not as effective as the nomination method in identifying children who are neglected by their peers. So, the sociometric method should be chosen according to the main goal of the research.

The social cognitive mapping method (SCM). The third sociometric technique is social cognitive mapping method. It was first mentioned and developed by Cairns and his collaborators (1997, Cairns). The main idea of this technique is to go around the class and ask questions to pupils: "Are there any pupils in your class who hang around together a lot? Who are they?". After you receive all the responses you can make a connection or relationship map. Therefore, in the SCM approach individuals provide information about social clusters beyond their own immediate set of friends, resulting in the identification of all peer groups in a particular network (Elias Avramidis, Vasilis Strogilos, Katerina Aroni and Christina Thessalia Kantaraki, 2017). The technique is mostly used if you need to see how other children would evaluate relationships in the classroom. SCM procedures result in the classification of pupils in four types: nuclear, secondary, peripheral, and isolate (Avramidis, 2010). The SCM method is based on the idea that children are expert observers and it might not be a very emotions based opinion. However, various research showed that SCM techniques can show very accurate patterns between peers.[23]

The "Guess-who" technique - Hartshorne and May. A student is asked to read each descriptive statement and then they will write down the name of the student who best fits the description. Childrens are told that they do not have to choose anyone for a given trait if they feel that it doesn't not fit in their group. After collected descriptions and nominations children's profiles are created. After the research eight descriptions might be used: 'cooperative', 'starts fights', 'popular', 'athletic', 'disruptive, 'leaders', 'good at schoolwork' and 'shy/withdrawn'

[20] Avramidis E, Strogilos V., Aroni K., Kantaraki C.T., 2017
[21] Sullival M. G., Artino R. A., 2013
[22] Bukowski W., Cillessen A, Velasquez A.,2012
[23]Gest, 2013

(Farmer T.W., Farmer E.M.Z, 1996). In this study, the two descriptors with negatively biased connotations ('starting fights' and 'disruptive') were replaced with 'argues a lot' and 'breaks the rules' to minimise negative conceptions of classmates (Avramidis E., 2009).

There are a few ways to work with sociometric data - one of them is statistical research which can be good if you want to analyse a lot of respondents or analyse the patterns. However, the most popular visual way to present sociometric research is to create sociograms. A sociogram is a chart plotting the structure of interpersonal relations in a group situation, normally based on people's ratings of who they do and do not like, and used to identify alliances, rejected, and isolated people[24].

Even though sociometric techniques can be used in various fields, they still have some limitations which we should take into consideration. The main limitation is that information provided from participants is neutral, meaning that we do not have understanding about the reasons behind the answer - preferring somebody or rejecting. Also, these techniques do not offer any improvements for classroom work. More importantly, these studies are all located in schools and, therefore, the context of the home and neighbourhood is excluded, possible friendships that exist outside the school are ignored (Elias Avramidis, Vasilis Strogilos, Katerina Aroni and Christina Thessalia Kantaraki, 2017). In order to eliminate a part of limitation of above mentioned sociometric techniques they are often combined with other methods such as with observations and interviews (Kemp & Carter, 2002) , to achieve a fuller understanding of the pupils' social relationships outside the school as well. It might be that after this evaluation of all students teachers will need to work with some pupils individually or include social skills learning procedures into the curriculum.

Sociometric techniques are an important measure in order to analyse the relationship in the classroom. It is already clear that childhood friendships provide opportunities for validation of self-worth and general well being. According to Avramidis E. research[25] pupils find friends during common activities (sports, games, common interests) and participation in social groups have a link with positive social characteristics. So, one of the ways to improve the social climate is to have team activities in the classroom. Moreover, the formation of relationships between peers in school, teachers and psychologists can use various sociometric techniques in order to understand connection and organise appropriate interventions or activities for all groups to avoid bullying and violence.

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[24] Drahota A., Dewey A., 2007
[25] Avramidis E., 2009

8. Facilitators and their self-care

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

To care for someone, by understanding the above quoted thought, requires not only factual knowledge, but the knowledge of the others, and, equally important, the knowledge of oneself. On this note, we could ask - how can we care for others, if we can't care for ourselves?

Education, especially early childhood education, concerns not only in one's intellectual development, but emotional as well, emphasising both on educational and nurturing aspects. As being caregivers, teachers and educators are encouraged to focus most of their energy and attention to others and so little on themselves. Being an educator means placing yourself in an intensive environment, an environment where the needs of the others (students) are prioritized over the needs of the educator.

However, practicing self-care can be in the best interest for everyone in your classroom. Self-care is all about taking care of your health, both mental and physical, and making sure that you have everything you need to thrive as a teacher. Without taking care of yourself, you won't have the energy, will or motivation to help your students properly. Although self-care is an important component of a teacher's well-being, there are misconceptions about what it is; it's common for educators to dismiss the self-care movement as "selfish" or "superficial", as teachers may worry that taking care of themselves can lead to self-absorption and distract them from their students.

Furthermore, caring for themselves properly can get really hard for educators, as it's not easy to attend the needs of 20 or more children in the group, while developing and maintaining deeper relationships with children based on trust and respect. Not to forget that educators at the same time mustn't lose sight of curriculums educational goals with increasing pressure to respond to demands in relation to curriculum areas, test scores, planning, paper work, etc.

However, despite the misleading connotations and ever-present obstacles, self-care isn't at all about selfishness - for teachers, self-care is so much more than breakfast in bed or treating yourself to a spa day. It's about taking care of your health so that you're prepared to be the best teacher you can be for yourself and your students.

After all, "practice what you preach" is always the best way to enable one's personal development, be it on intellectual or emotional level, and again, we can ask ourselves the same question we asked at the beginning of this text - how can we care for others, if we can't care for ourselves?

On this note, there are different types of self-care that person can reflect on:

To care for someone, requires the ability to care for one-self as well. For that reason, in our 25 learning materials we have included Teachers' Self-care tips and hints which brush upon above mentioned bullets, and are easily applicable in your everyday routines – before, after and during the kindergarten/school time. Every person's needs are different and they can change in different life phases, which means self-care can look different for everyone.

9. How can parents help in building peace education?

HERE ARE SOME TIPS AND ADVICE ON ABILITIES AND QUALITIES THAT PARENTS SHOULD ENCOURAGE TO PROMOTE TOLERANCE:

• Develop a correct personal identity to face situations in which they are discriminated against: not accepting the situation, understanding that teasing is usually the result of ignorance, offering resources so that their emotional stability is not affected, etc. Strong personal identity is the basis for building high self-esteem which also helps the child to combat discriminatory acts towards other people.

• Value and respect himself as a member of all the social groups to which he belongs: sex, family, class, school, city, autonomous community, country, etc.

• Know and value one's own origin, learning aspects of his culture and his history, about his race or religion, the history of his family, etc.

• Know, value and respect people who belong to different groups

- Parents can make sure they meet different people by attending sports events for disabled people: wheelchair basketball, football for the blind, etc.
- Encourage contacts with children of other races, cultures, religions, etc. Comment on the similarities and differences that you have with other children, the positive aspects of those social groups, etc.
- Know the art, gastronomy and customs of other cultures.
- Identify the ideas and prejudices that may be forming to intervene with the aim of modifying them. Talk about the stereotypes, prejudices and social injustices suffered by people who belong to certain groups.
- Intervene when prejudices appear in the media (news, movies, television series, cartoons, etc.)
- Read with the child popular stories from other cultures and comment on them. Read stories and fables that promote values such as tolerance, indulgence, respect, etc.

- Convert the family environment into a positive role model.

WHAT CAN PARENTS DO TO PROMOTE SOLIDARITY? ABOVE ALL, TRANSMIT THIS VALUE THROUGH THEIR DAILY ACTIONS AND TAKE CARE OF THEIR ATTITUDES IN INTERPERSONAL RELATIONSHIPS. IN ADDITION, THEY CAN DO SOME OF THE ACTIVITIES SUGGESTED BELOW:

• Collaborate with the child's teacher asking for information on common messages and actions that should be transmitted to the child.

• Read stories, fables and narratives whose argument is based on solidarity.

• Comment on the unsympathetic actions that are commented on in television news or other media.

• In everyday situations, in which the child shows little solidarity, the parents provoke their reflection with phrases such as: "If that happened to you, would you like to be treated the same? How do you feel when they do that to you?

• Accompany the child to an entity that helps the indigent or to a home for the elderly in need to bring some food, help by setting the table, etc.

• Encourage him to give a toy to other children who lack resources.

• Asking to deliver some food that a homeless person who is on the street likes very much.

• Offer you guidance on specific daily actions:

 Take care of animals and plants. Respect and value the plants and furniture of parks and gardens in the city.

 Develop energy saving habits (water, electricity, heat, etc.)

 Ask for their collaboration in the selection of garbage, talk to them about the damage of materials that damage the environment.

 Motivate him to show solidarity with you by helping with housework and taking care of household items, toys, clothes, etc.

10. Peace Education Methodology

Active learning is a method of engaging children in the learning process as active participants. It is a student-centred approach to teaching and learning, beginning with students and involving them in meaningful activities which support their learning. Thus, this method is contrasted with the traditional teacher-led approach which places the teacher as the "expert" who disseminates knowledge, sets tasks and decides upon the entire learning process, without any or much input from students.

In the active learning environment, the teacher adopts the role of the facilitator, encouraging children/students to participate and share their views and opinions and supporting them to take responsibility for their own learning. Being "student-centred, collaborative, participative, and self-reflective" [26] , active learning motivates children "in doing things and thinking about the things they are doing"[27].

In active learning:

•   Children are involved in more ways than listening.

•   Less emphasis is placed on transmitting information and more on developing children's skills.

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[26] Waniek & Nae, 2017
[27] Bonwell & Eison, 1991

- Children are involved in higher-order thinking (analysis, synthesis, evaluation).

- Children are engaged in activities (e.g. reading, discussing, writing).

- Greater emphasis is placed on children's exploration of their own attitudes and values.[28]

There are many benefits of active learning[29] just to name a few: it increases children's motivation towards learning, improves deep understanding of the topic/values, develops critical thinking skills, promotes greater productivity, generates new ideas and creative solutions, etc.

It also allows children to work with others and exchange views and perspectives which develops soft skills and enables them to engage in real lived experience. By using active learning methodologies, children learn by doing, reinforcing the message that participation and action is important.

That is why our 25 learning materials are children/student oriented, and in these materials, participation becomes the most important condition for active learning. To put it in simpler term: "I hear thus I forget, I see thus I remember, I do thus I learn".

In our toolkit we used appropriate methodology that places children in the centre of a learning process. However, all of the materials can be modified according to the age, vocabulary and ability of the group. In case of the need to adjust the materials, facilitator should keep in mind the 3 C's model and the correct balance of these three components that will boost children's engagement in learning process:

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

Challenge: activity which represents the challenge for the learner

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

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[28] Bonwell & Eison, 1991

[29] Machemer and Crawford, 2007; Felder and Brent, 1996; Johnson et al. 2000; Johnson et al. 1991; Prince, 2004; Millis and Cottell, 1998; Cuseo, 1992; Lord, 2001
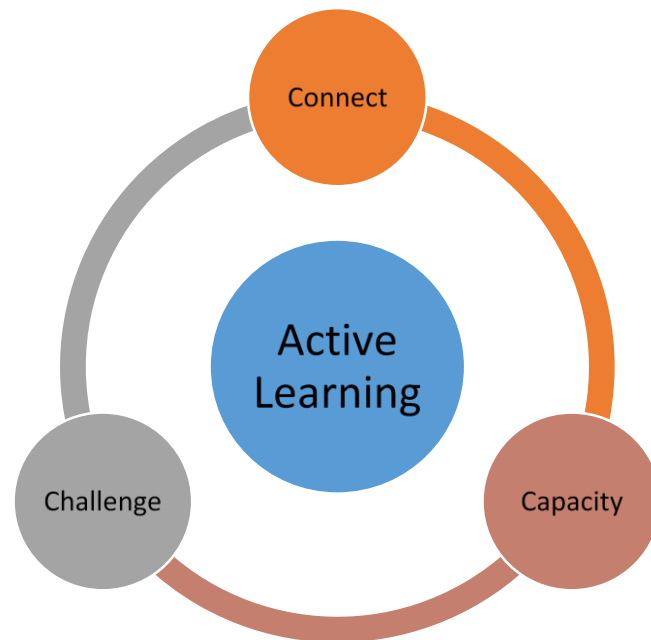
Recommended materials are those directly related to everyday life problems and situations, everyday objects, ethical dilemmas and ethical values.

Depending on methodology you will be using, materials could be hands on: stories, photographs, comic books, art crafts, as well as audio-visual files, PowerPoint presentations, online videos.

Methodology that is used in 25 learning materials is explained in step by step implementation that will guide the facilitator to easily reach set of learning goals. Among them are:

Dialogue/Debate

Group work

Discussion circles

Reflective questioning

Self-awareness activities

KWL (Know, Want to Know, Learned) strategy

If you want to add and explore additional set of methodologies that encourages the Active learning, we recommend the following:

Role play/Drama /Demonstration

Authentic learning activities can better engage learners. Role playing is an interesting example of an active learning and teaching strategy. It can incorporate drama, simulations, games, and demonstrations of real life cases related to any topic.

An Approach to Teaching and Learning. Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment.

Storytelling

Storytelling also helps with learning because stories are easy to remember. Organizational psychologist Peg Neuhauser found that learning which stems from a well-told story is remembered more accurately, and for far longer, than learning derived from facts and figures.

Methodology of Mindfulness / Meditation

Mindfulness can help children to develop the ability to ignore distractions and stay focused on the task at hand. It can teach them to filter out distractions and stray thoughts, helping them to learn. Mindfulness activities can help children to observe and identify their own thoughts and feelings. For those raising children, practicing mindfulness exercises — and ideally practicing mindfulness meditation for even a few minutes a day — can be profoundly beneficial, allowing caregivers to not only share the skills of happiness and acceptance with a new generation, but also take better care of themselves at the same time.

Experimental Learning

Experiential learning is a method of educating through first-hand experience. Experiential learning is based on four main elements, which operate in a continuous cycle during the learning experience: Concrete experience. Reflective observation. Abstract conceptualization. Active experimentation.

Project based Learning in early childhood.

Project-based learning is a hands-on instructional method. It involves teaching through engaging topics that allow the integration of meaningful learning in all content areas while supporting development across multiple domains.

Katz and Chard (1989) defined it as an in-depth study of a topic by either an individual child, group of children or an entire class. Students and teachers together will determine the topic that they will investigate, resources they will use, and the way their learning will be displayed.

Katz and Chard (1989) have identified three phases in the life of a project:

1. The first phase is the initial phase during which the teacher assesses the knowledge level of the children in the area, then the children and the teacher develop the questions that they would like to investigate.

2. During the developmental or hands-on phase, the teacher guides the children to gain direct experience in the topic that they are investigating.

3. During the concluding phase the teacher brings a closure to the project and the children share the knowledge they have gained through several creative methods.

The definition of "*a project is an in-depth investigation of a real-world topic worthy of a student's attention and effort*."

 Katz, L.G. y S.C. Chard. (1989). *ENGAGING CHILDREN'S MINDS: THE PROJECT APPROACH*. Norwood, NJ: Ablex.

https://blog.brookespublishing.com/9-reasons-to-use-the-project-approach-in-your-inclusive-early-childhood-classroom/

https://www.atlantis-press.com/article/55917585.pdf

Visual Thinking Strategies (VTS) *is a teaching method that improves critical thinking skills through teacher-facilitated discussions of visual images. VTS encourages participation through a group problem-solving process. It uses art to teach thinking, communication skills, and visual literacy. Students contribute to the discussion by presenting their own observations and ideas to the class. All contributions are accepted and considered neutrally by the teacher and class so that students can learn from the perspectives of others. To learn more about this method, please visit the following links:*

https://vtshome.org/

https://www.educationworld.com/a_lesson/teaching_visual_thinking_strategies.shtml

Questioning. *The skill of questioning allows students to pursue their ideas and explore the world around them. The skill of questioning allows students to pursue their ideas and explore the world around them. Being able to ask rich questions about who, what, where, when, why, and how, enables students to construct their knowledge and develop an understanding of concepts and experiences.*
https://letstalkscience.ca/educational-resources/learning-strategies/questioning

Comparing & Contrasting. *Comparing and contrasting are ways of looking at things to determine how they are alike and how they are different. Comparing and contrasting are ways of looking at things to determine how they are alike and how they are different.* **Comparing** *involves identifying similarities and/or differences (e.g., apples and oranges are both fruit) whereas* **contrasting** *involves comparing two or more objects or events in order to show their differences (e.g., an apple has a thin skin that we can eat; an orange has a thick skin that we cannot eat).*

https://letstalkscience.ca/educational-resources/learning-strategies/comparing-contrasting

Observing. *The skill of observing involves using all of the senses, as appropriate, to find out about the characteristics, properties and attributes of objects, places and events. The skill of observing involves using all of the senses, as appropriate, to find out about the characteristics, properties and attributes of objects, places and events. Observations can be made directly with the senses or indirectly through the use of instruments that extend our capacity to observe.*
These strategies are related to teaching children to live in peace while they are exploring the world.
https://letstalkscience.ca/educational-resources/learning-strategies/observing
https://letstalkscience.ca/educational-resources/learning-strategies/observing

__The Wonder Approach__. According to the Wonder Approach (created by Catherine L'Ecuyer), learning is a wondrous journey guided by a deep reflection on what the natural laws of childhood require: respect for children's innocence, their pace and rhythms, their sense of mystery, and their thirst for beauty. Children of the last twenty years have grown up in an increasingly frenzied and demanding environment, so that on one hand education has been rendered more complicated and on the other, the essentials have been lost from view. In order to ensure their future success, we feel that we must fill our children's schedules with endless activities that cause leisure, spontaneous activity, and the experience of nature, beauty and silence, to fade out of their lives. Childhood has often become a veritable race toward adulthood, which distances children more and more from the natural laws of childhood. A constant stream of loud and flashy stimuli disturbs the only true and sustainable learning that exists in them: that of calmly and quietly discovering the world for themselves and at their own pace, with a sense of wonder that goes beyond mere curiosity for the unknown or interest in novelty.
https://www.researchgate.net/publication/267739639_The_Wonder_Approach_to_learning

https://catherinelecuyer-eng.com/thewonderapproach/

11. Learning/training materials

INSERT 25 LEARNING MATERIALS

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