Modules for Peace Education in secondary education

Skopje, February 2024

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Activities related to the subjects and topics from the area of peace education have been conducted in Macedonia starting from the early 90s. The activities intensified during the wars in the other parts of the former SFRY and after the conflict in Macedonia in 2001. According to our findings, several thousand teachers and other staff working in education have participated at least in the one-day trainings, with many of them attending the multi-day workshops conducted primarily by experts from the USA, Europe, the countries of the region, and with time, increasingly more, from Macedonia itself.

There are lots of materials on this topic.

Peace education is included in the official curriculum of the Republic of N. Macedonia, in the secondary and primary education, in various ways. This compilation is another step forward in advancing the process of peace education which has been conducted so far and does not claim to be a synthesis of all previous efforts. It is an invitation to include all the relevant stakeholders who care about this issue and have something to say.

It is our wish the material with the offered modules to be perceived as a possible step forward towards the introduction/implementation of Peace Education in the curricula and programmes, or the life and work of secondary schools.

We would like to reiterate that without the hundreds, and even thousands of workshops conducted over the past thirty years and the efforts of everyone involved, this step forward would not have been possible.

We would like to thank all those who in any way contributed to the existence and development of Peace Education, because today we speak and advocate for these important topics to continue to develop, expand and be delivered, as well as be included and represented in the official public school curricula and in the institutions.

The authors

INTRODUCTION

Humanity is coming close to the end of the quarter of the 21st century. The world today is vastly different from the time when most teachers were born and when most schools were built. Climate change warns us that we must drastically change our way of life as a civilization. Droughts, floods, extreme temperatures and storms are becoming the "new normal" for an increasingly large part of the planet. The relevant estimates indicate that we are already lagging behind in taking action, one of the examples in favour of this claim being the use of fossil fuels.

Nowadays, when the world is facing numerous challenges and conflicts, Peace Education plays a key role in building a tolerant and inclusive society. Peace education not only encourages students to understand the complex nature of conflicts, but also inspires them to develop conflict resolution skills, communication skills and intercultural understanding. By learning about peace, students become aware of the values of cooperation and respect for diversity. Peace education prepares the new generations to be active citizens and[1], capable of contributing to the construction of a stable and peaceful society where everyone has the right to education and equal opportunities.

The recent experience we had with the pandemic has shown us that science, cooperation and solidarity are the only real answers. We have already entered the era when artificial intelligence can give every student a good quality answer to almost any question that has ever been taught in schools. Yet, as the world gets more and more connected through new technologies and social networks, we are faced with renunciation of science, contempt for human rights, incidents of bullying and insults through the new technologies to which the majority of children are exposed.

While the world is rapidly changing, at the same time there is a growing concern for the near future, as well as the need to take a different approach to the challenges around us. Learning from books, printed or electronic, has already become boring and distant for the new generations. The new ways of learning are also the oldest - learning through play, from experience, by connecting with other people and their problems, by working together, learning from young people, interesting people, new "role models".

The role of the teacher in such an environment does not disappear, it is merely transformed. From sources of knowledge, teachers turn into (possible) influential guides, helpers, interpreters both in terms of how to learn and in how to engage in critical and ethical thinking and action. The approach to education is also transforming, from the role of creators of decent citizens who will fit into the newly established complex communities (cities), education becomes a way of survival - through cooperation, empathy, responsibility, concern for the common good and life on earth.

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[1]All the concepts cited in one gender refer to all gender identities.

Modern society requires new approaches in the education system, although today many people might say "that's too far from us", forgetting that only two short decades ago most children didn't even have a mobile phone. The world is changing at a rapid pace, digitization is becoming ever-present, and the educational system is bound to keep up with the technological developments.

Peace Education, by the nature of its name, may mistakenly be perceived as the antipode to war. And that is very much true, but it is neither its only, nor its main focus. While we are debating which topics are the main ones in peace education, we fail to see the truly important question - what is it about the method of learning about any topic through that shows us that peace education is at play?

This proposal is a step in that direction, by complying with the reality and the existing school system in the country, the society and the environment in Europe and beyond. Its purpose is to empower teachers, to include and engage students, but above all, to erase the classical divisions and boundaries between one and the other. This may not be easy, and no one is to blame for the resistance that may arise, but this resistance will dwindle as the peace education approach eases the increasingly hard work of teachers, unprepared for the challenges of 2024/25/26... and it will turn schools into places where students will be truly and adequately prepared for life and society in times the outlines of which we are unable to predict.

What do the Peace Education modules represent?

Peace education is a challenge which puts the biggest emphasis on the manner in which something is taught or implemented, that is, it focuses on the how, on the way, on the forms and methods something is done in the education system. Peace education and upbringing may be applied from an early age, up to deep adulthood, but here the emphasis is on the peace education and upbringing of high school youth. It includes a wide range of areas, content, and teaching methods.

Peace education applies the following approaches to learning:

- **Interaction** – learning through mutual interaction between the students and the other people involved in the process.

- **Participation** – students learn by actively participating and co-creating the learning process. The learner is not a subject who acquires knowledge or uncritically adopts the explanations of the authority, but a creator in the process along with the teacher and the other students.

Experiential learning

a learning process in which students learn from their own experience ("learning by doing"), reflecting on the experiences and relating the acquired knowledge to their everyday reality.

Horizontality

in the process, the role of the authority, and even of the teacher, is transformed, so that they no longer are superior to the students, because in any situation, one can learn from the experiences or opinions of each of the participants in the process.

Fostering relationships

occurs as the link that has not often been prevalent in the current way of working in education. It requires cooperative learning, where everyone involved in the learning process helps each other; while competition, if present at all, must have a specific purpose; empathy; building trust; resolving disagreements and conflicts in a mutually acceptable manner - without imposing yourself or resorting to violence.

Value-oriented

where the values that constitute the foundations of Peace Education are embedded in all the parts of the process, including: equality of all human beings, care for the weak and respect for each other's dignity and the dignity of the rest of the living world, avoiding and preventing violence by building a culture of peace where frustrations and misunderstandings are resolved/transformed in ways that do not offend/hurt other beings.

Curiosity

because children's attention is important and is a prerequisite for any learning to occur. This includes the necessary breaks, changes in methods, appreciation of the effect of boredom and primarily introduces each child as the creator of his/her part of the process that he/she is responsible for. It is based on the creation of positive expectations within the students themselves in relation to the content, but also in the way in which they process the content itself.

Growth mindset

where the very method of acquiring knowledge prepares children for coexistence, communication and cooperation with other people and other living beings.

Digital literacy

is a set of knowledge, skills and behaviors related to digital devices, such as desktop computers, laptops, smartphones and similar devices and technology, which refers to the ability to use and take advantage of the information and communication technologies to find, communicate or create information. It can also be used to read and understand digitally recorded texts, hypertexts and multimedia texts. It represents a more recent form of modern literacy in the information age that enables finding, analyzing, evaluating and transferring information in digital format.

The modules presented are based on three decades of experience on peace-related topics, mainly, but not exclusively, in the civil sector in Republic of N. Macedonia, but also in the other post-Yugoslav countries, as well as developments/trends in the world. The proposal itself comes from the First Children's Embassy in the World MEGJASI, but it relies on the previous and current work of all those who are already active in the area of Peace Education.

The material consists of four modules in the area of Peace Education, outlined below:

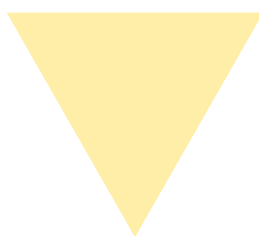| 2.1	❖ Non-violent Communication
2.2	❖ Conflict management
2.3	❖ Conflict management
2.4	❖ Non-violence and violence

The modules will be disseminated in schools and other environments in order to provide inspiration, support, and offer specific content and methodical instruction to teaching staff, non-teaching staff (support staff) and educators in student dormitories.

 - The expected outcome is that the appropriate use of this practical material would lead to the improvement of the school climate, reduction of bullying and constructive approaches to dealing with it. Indeed, the relevance of the issues triggered by the modern needs/environment of young people, imposes an urgent intervention towards constant building of the human capacities in the school/student dormitories, where students grow up, learn, develop in an environment free from violence, pressures, neglect, and threats in order to provide an environment of peace, safety, happiness, and joy for every student.

 - Peace education as a new approach can easily backfire if it is imposed from above (top-down), prescribed and understood as a new obligation. It must come as a relief to the teachers who are coping with the new challenges in the process of upbringing and education, to pave their way towards the students who are less and less interested in a schooling that increasingly offers them what, in their opinion, is unnecessary and readily available via the Internet or through the rise of artificial intelligence that is in sight.

- The implementation of the modules requires the involvement of primary, secondary and higher education institutions, government bodies, the non-governmental sector, parents and other stakeholders who are aware of the necessity of new approaches to education nowadays.

2. MODULES FOR PEACE EDUCATION

2.1. Non-violent Communication (NVC)

We ask people who come across this term for the first time, the question: "How do you want others to interact with you?" In our experience, the most common answers are: respectfully (towards me as a person), to listen to me and understand what I am saying, and if they disagree, to refrain from insulting me, but to clearly state their opinion and needs, so that we can better understand each other and have clarity.

We recommend this as a guiding motif in this module.
 -NVC is not a "way of communication" that can be learned by heart, it is practiced and acquired through ongoing practice/application, until it becomes our natural way of communicating. Acquiring these skills takes time, and they cannot be rushed, assessed, or evaluated.
NVC is practiced in all the situations of Peace Education, and over the course of time, even more broadly. It is best learned when students see the gain, the clear benefit of communicating in a way that is respectful towards people.

The term non-violent communication is associated with the teachings of Marshall Rosenberg from the United States, and it describes a method of communication that is aimed at understanding the interlocutors and the clarity of the speaker's expression with mutual respect, especially during disagreement and conflict. It is widely accepted that non-violent communication, at least in its most basic form, is the foundation of any peaceful thinking and work/education/skill.

By Peace Education we mean that which counters, prevents, avoids, reduces and resolves violence in any form. Although the area of nonviolent communication is broad, its basic form which does not require long studies, or the necessity of long-term practice, can be summarized in a few core features:

Active listening, speaking for oneself (I-statements, avoiding generalization), receiving and giving feedback (comments, praise and criticism).

The use of non-violent communication techniques improves interpersonal relations, mitigates the differences in communication to meet the individual and collective needs, teaches people how not to use or to avoid language of resentment, and encourages goodwill and further desire to communicate.

 - NVC can be used anywhere, in educational institutions, in personal relationships, in the family, with friends, associates, etc. because of its effectiveness/success, and it constitutes the foundation of mediation and negotiation. However, the general principles and techniques of effective communication need to be emphasized, as well as the fact that it is related to conflict understanding, as well as its transformation through mediation.

NVC facilitates the process of information exchange, helps bridge communication gaps, helps people speak in a way and in a language that builds trust, teaches them how to avoid speech that creates resentment, anger, and insecurity.

Learning outcomes

Knowledge/skills

- Knows about the basic characteristics of nonviolent communication which helps with conflict management;
- Understands the need of using non-violent communication to improve interpersonal relations;
- Understands the relationship between nonviolent communication and conflict;
- Understands that difficulties in communicating with others may be the cause of fear, frustration and violence;
- Identifies barriers when communicating with others;
- Knows how to apply the non-violent communication techniques in everyday life, with peers and adults (active listening, paraphrasing, summarizing, "I" messages).

Attitudes/values

- Is aware that healthy and good communication requires active listening, appropriate responses, showing empathy and understanding the needs of others, expressing one's own concerns and needs in a constructive way;
- Accepts that the interaction with others is a two-way street - just as he/she has the right to ask others to meet his/her own interests and needs, he/she also has the responsibility to give space to others to meet their interests and needs;
- Understands that non-violent communication with assertiveness and empathy may prevent violent and aggressive behaviour;
- Is aware of the meaning of personal and group values, the way they are created, the connections and the consequences of conflicts between them.
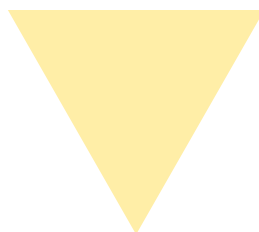
Content and concepts

- **Concept and characteristics of nonviolent communication** (verbal and non-verbal communication – What determines it?, number of participants, place, space, time, purpose/intention, roles and experiences of the participants, gender, age; an equal, respectful, two-way relationship, consisting of self-expression and listening to the other; what I like/dislike when communicating with others, communication barriers).

- **Techniques of nonviolent communication** (active listening, paraphrasing, reflecting, summarizing, open-ended/closed-ended questions, "I" messages, feedback.

- **Elements of nonviolent communication** - Observing what is happening, identification (of one's feelings related to the observation), identification of one's needs; formulating the request (according to one's own opinion).
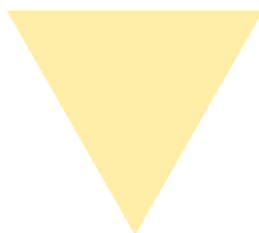
No.	Type of activity
1.	**Communication**. On two different flipchart papers, students give answers to the question: What do I like about communicating with others? and What don't I like about communicating with others? The answers obtained are then read in plenary and a discussion is started around them. Finally, several things can be derived as principles, i.e. rules of conduct (housekeeping) during the group's joint workshops as part of the peace education modules.
2.	**Effective communication**. In a power point presentation, the principles and techniques of effective communication are presented and explained through concrete examples, such as: 1.active listening, paraphrasing, open-ended/closed-ended questions, "I" messages, summarizing, demystifying. Each presented technique is followed by a task with a situation that the students need to respond to by applying the technique that was presented to them. The answers offered are discussed.
3.	**Barriers in communication**. Six volunteers are required to stand in a circle and discuss the topic of where they would like to go on a graduation excursion, with each participant drawing a piece of paper that contains a communication barrier (criticism, 1.questioning, ignoring...). When discussing the topic, the participants should adhere to the roles they play, i.e. play out the barriers they got into action. At the end, a discussion about the experience is initiated, those who were observing are put in a situation to guess who had what kind of a barrier and make a connection to their everyday life.
4.	**Brainstorming**: Nonviolent Communication – On a flipchart, the teacher notes down the associations that the participants had on the topic of Nonviolent Communication. At the end, a discussion about the resulting associations is initiated, how prevalent they are in their daily communication and what can be done to introduce a culture of non-violent communication.

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5.	**Applying the observation-identification model...** Divided in several groups, the students are given two or three scenarios presenting a certain problem. The groups' task is to apply the model of "observation - identification of feelings - identification of needs – request" and to think of how they would do it. An example follows with an explanation of each step that is practiced with the students. • Observing what is happening, without making an assessment, interpreting or judging (e.g. a student has not submitted their homework in a long time); • Identifying the feelings associated with the observation, one's own feelings -I feel rejected, disrespected, insulted: I feel dissatisfied because you don't submit your homework, or you don't finish homework and responsibilities; • Identifying our own needs (autonomy, respect, care), not the other person's needs. In fact, this is what the teacher would say: "It is very important to me, as a teacher, that my students fulfil their potential and make progress in their knowledge of mathematics."; • Formulating the request based on our observations, feelings and needs. Requests are not the same as orders, which drive people to resistance and interrupt the communication. A request is when both a YES or NO answer can be accepted; the example with the student would look like this: "In the future, I would like you to do your math homework regularly and on time."
6.	**Feedback.** The nature of feedback is explained, what the rules are, and what it is for. Then everyone gets up and is encouraged to approach those participants that they want to give feedback to, and that they want to receive feedback from.
7.	**Reflection**. At the end of each workshop, a reflection is made by discussing the following questions: • What did we do today? • How did you feel? • What did we learn? • How can we apply what we have learned in everyday life?

📖 2.2. Conflict management

This module deals with conflicts, situations when not all the needs of all the participants in the relationship are met, and this threatens to disrupt the relationship and even make someone resort to violence. It is a relatively new field, although conflict has always been an area of interest to people. It is considered that its beginnings date back to the First World War, while the solid foundation of this scientific field was laid after the Second World War. Different terminology is used for this field, the most common being the term "conflict resolution", but this comes as a result of the possible understanding that conflicts can be resolved by going back to a pre-conflict state. The increasingly more prevalent term "conflict transformation" indicates the dynamic dimension of altering (the quality of) the relations in the conflict itself and the changes it brings about. We offer the term "conflict management" here, in the hope that it will be more appealing to students and teachers and encourage them to believe that it is possible to manage conflicts, and not necessarily have them manage us.

The most important part is removing the perceived stigma from conflict itself as negative, although each of us has had many of these situations in our every-day life, with the people closest to us. Conflict is a normal and necessary part of life without which there would be no (quality of) life. Conflict in itself is not the problem, but the potential it has for violence, violation and/or endangering the dignity and even the life of another person, another living being. Conflict management is considered to be the next step after nonviolent communication in building communities and relationships based on respect and countering violence.

School conflicts happen when children are under pressure from their families, go through negative experiences at school, are exposed to bullying, puberty challenges... lack of confidence, withdrawal, alcohol, (which gives them courage or affirms their maturity) drugs, availability of small and cold weapons... The accessibility and uncritical perception of media content, crime shows, extreme violence - which they see and hear in the media may lead to aggression, an outburst (pressure cooker effect) and violence. Conflicts arise when the student in the centre is torn by the pressures coming from 3 sides: the school, the parents, the peers.
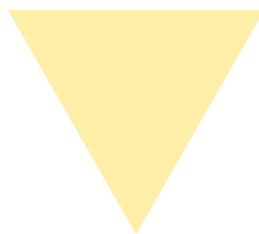
Knowledge and skills

- Knows about the causes of conflicts;
- Is aware that conflict has visible and invisible sides;
- Is able to recognize the different forms of behaviour in a conflict situation;
- Is able to identify the parties in a conflict;
- Is able to recognize the conflicts that occur in everyday life (at school, at home, in the neighbourhood);
- Is able to identify the causes of conflict and recognize the unmet needs behind conflicts;
- Distinguishes between different types of conflict, from personal to international
- Is able to apply basic approaches to conflicts;
- Uses conflict management techniques that help preserve the integrity of personalities and relationships.

Attitudes and values

- Accepts the fact there is no life without conflicts, they are an inevitable part of human life;
- Is aware that there are at least two sides to any conflict;
- Is aware that it is important to be careful when communicating;
- Accepts that conflict should be approached constructively (with communication and cooperation) so as not to damage the relationship;
- Is aware that whether the conflict will be resolved or escalate depends on how we react to it;
- Understands that people can see the same things differently and this could be a potential source of conflict.

Contents and terms

- **Concept, types and nature of conflicts (normal part of life, constructive destructive approach, interpersonal conflicts, group conflicts)**
- **Sources of conflicts** (limited resources, unmet needs - biological and psychological, values/priorities)
- **Reactions and outcomes of conflicts** (countering, avoiding, communicating, win-win, win-lose, cooperation, consensus, compromise, attack/compete, give in)
- **Positions and needs** (parties in a conflict, positions – What do you want?/needs – Why do you want it?)
- **Factors affecting conflicts** (perceptions/different viewpoints, previous experiences, stereotypes and prejudices)

No.	Type of activity
1.	Students are introduced to conflict as a concept through brainstorming. Next, they discuss the inputs they got during the brainstorming session, and they come to a conclusion that in our country the word conflict is interpreted as something "bad", something that would not us give peace, tranquility, development and well-being for the people/youth/children. Often conflict is associated with: violence, murder, quarrels, beatings, lies, disrespecting other people's opinions, destruction, etc. However, in a very few cases there was a positive association such as: change, prosperity, love, understanding, acceptance, progress, etc. A discussion on the positive impacts of conflict may ensue.
2.	A large iceberg is drawn on a flipchart board (as big as the flipchart) and a line is drawn in the middle. Participants are told that the iceberg represents conflict, with the upper part containing everything that is seen in a conflict situation, while the lower part contains everything that is present in the conflict situation, but remains invisible. At the end, a discussion unfolds about the answers with special emphasis on how the things from the lower part of the iceberg can be made visible, what we can do about it, and how this could lead to better conflict management.
3.	The situation of sharing an orange is presented to the students, during which it is explained that a sister and a brother reach for the same orange at the same time and since they cannot agree who to take it, a third party is involved - their mother. The teacher checks with the students how they think the mother would resolve the conflict and then adds that most often a mother who is not trained in conflict resolution would decide to divide the orange in half.
4.	Further on it is explained that the sister wants the orange for its peel (to make cakes), while the brother wants the orange for the juice (because he is thirsty). It is explained that the positions in a conflict may be revealed through the question: "What do you want?", while needs through the question: "Why do you want it?" Dividing in half is a compromise solution (everyone gains something, but also loses something, while, when the needs are revealed, both parties can get 100% of what they want.

5.	Barometer. The teacher reads several statements one by one, and after each statement the students line up along a line the farthest ends of which represent I completely agree/disagree. After each statement, there is a discussion around the statement by the participants standing at the different ends of the line. Participants may change where they are standing (their positions) during the discussion.
6.	In pairs, students get one A4 sheet per pair and a single pen with the task to draw a joint drawing in such a way that both of them hold the pen at the same time. At the same time, each of the members of the pairs is secretly given a separate instruction (to one participant that he should draw a scene of a city with large buildings, while to the other is told to do a beach scene). At the end, it is discussed how they approached the conflict, what form of reaction they had and what outcome they reached.
7.	Participants listen to a short presentation about what the sources of conflict are. Then the students are divided into several groups. Each group draws one conflict situation with the task of representing it as a (group) statue (all members of the group take a certain position and stay "frozen" for about 30 seconds.) After each statue there is a discussion about who the parties in the conflict are and what would be the sources of the conflicts.

2.3. Peer mediation

Mediation is virtually the oldest way of conflict management involving mediators as neutral persons who are close to the conflicting parties - at the same level of power. This approach has only been implemented as a project in educational systems. Schools, as a place of growth and social upbringing are places of numerous verbal and physical conflicts between students. Most of them are low intensity and may be considered acceptable depending on the developmental level of the entire social community, but a smaller part, which is not negligible, causes and may cause lasting consequences to the participants in the conflict.

The usual intervention that schools undertake, which is to report the violence, is sometimes necessary, but it does not always lead to conflict transformation, but only temporarily suppresses the conflict and possibly moves it outside of the school itself. The intervention of the "powerful" is mostly of a retributive character (focus on the offender and the punishment), although there are increasingly more examples and knowledge about the importance of restorative practices (focus on the victim and the relationship between the parties in the conflict).

Learning outcomes

Knowledge and skills

- Understands the process of peer mediation and knows its benefits;
- Distinguishes between mediation and arbitration;
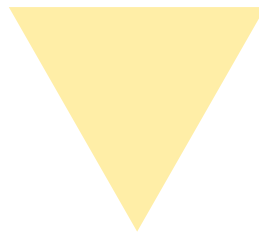- Applies elements of the peer mediation process to everyday life.

Attitudes and values

- Accepts that a third party is sometimes necessary to resolve disputes;
- Understands that mediation provides security, resolves disputes in a way that is acceptable;
- Accepts that third-party mediation should be sought when the conflict cannot be resolved between the parties themselves;
- Accepts that the mediation process requires cooperation, a desire to resolve the dispute. Accepts peer mediation as a welcome, acceptable way of dealing with school/dormitory conflicts;
- Supports the school mediation process.

Content and concepts

- Third party dispute resolution (third party, mediator, intermediary, arbitrator, mediation, arbitration)
- Important for mediation, principles (voluntariness, neutrality, confidentiality, coming to an agreement, communication skills, not imposing)
- Stages of mediation (building an atmosphere, defining the problem, the positions of the parties, the needs of the parties, reformulating, brainstorming solutions, making a decision, implementing the decision).

No.	Type of activity
1.	Video clips from a mediation process are presented in class. The specificities of the process are discussed with the students. What does a mediator do and why is it important?
2.	Two student trios are formed. One trio is tasked with simulating a dispute resolution process with the help of an arbitrator, while the other trio gets the task to simulate a dispute resolution with the help of a mediator/intermediary. The parties in the dispute receive pieces of paper with a description of the dispute, i.e., their role. The arbitrator as well as the mediator are also given instructions on a sheet of paper as to what their role in the process is. After the two simulations are presented, a discussion follows on the role of the arbitrator, the mediator, the parties, and the differences between the mediation and arbitration process.
3.	The teacher gives a short presentation on the stages of mediation – What is typical of the introductory stage, and what happens in the following stages? The explanation of each phase is followed by a case simulation involving the participation of two parties and a mediator, followed by a discussion on what the mediator does, and what was achieved by it (for each specific procedure).
4.	Simulation exercises. Using the knowledge from the previous lessons, different cases are simulated, always followed by a group discussion about the process.
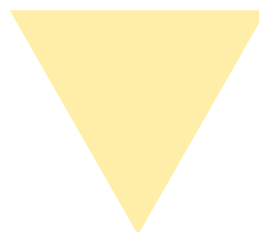
2.4. Violence and non-violence

This module aims to achieve understanding of the different types of violence, their causes, and consequences. Although it may be commonly thought these topics are covered in the lessons in Macedonian language, History and other subjects, there is still a distinction. This module primarily aims to encourage students to recognize violence in its different shapes and to jointly seek alternatives. Perhaps the best approach is learning how to contribute to peace. We associate the term violence with the notions of identity, dignity, my needs, community, society, cooperation. Non-violence is a ongoing effort not to harm another living being, not only for his/her own sake, but also for the sake of preserving one's own health and the health of the community to which one belongs.

Learning outcomes

Knowledge and skills

- Is able to connect the act of violence with all the consequences it leads to (primarily for the victims, but not only for them);
- Recognizes the "invisible" forms of violence: emotional, verbal, cultural, structural, economic;
- Is able to recognize when he/she him/herself is a victim of violence, when he/she is a perpetrator, when he/she is a witness;
- Is able to seek alternatives to violence, to step out of the role of a witness and take on the role of an active opponent;
- Is able to recognize the different forms of cyber-bullying;
- Recognizes vulnerable groups in society, the injustice and stigma against them;
- Understands the potential for violence inherent to new technologies and artificial intelligence.
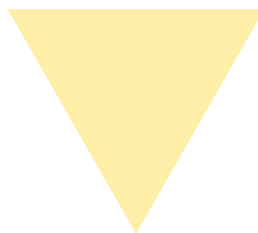
Attitudes and values

- Understands the importance of the safe use of new technologies (internet/social networks);
- Accepts that the rights of every person should be protected and exercised;
- Accepts that non-violence is the foundation for any healthy community that thrives and whose members feel good, communicate well and cooperate.

- **What is violence? Types of violence**

(physical, verbal, psychological, social, sexual, cyber-bullying, bullying)

- **What is nonviolence?**

(non-violence, non-violent action, peace)

- **Bullying**

(bullying, harassment, victim, witness/observer/rescuer, executioner/offender)

- **Who is applying the pressure?**

(social pressure, peer pressure)

No.	Type of activity
1.	The word violence is written on flipchart paper and the participants are encouraged to give associations to the word violence. This is followed by a discussion on the notion of violence and about the various forms of violence that exist. After the first part is completed, on another flipchart paper, all the ideas/examples on what is contrary to violence are written down. Finally, there is a summary of what is violence and what is non-violence.
2.	Divided into several groups, the students are handed out (already prepared) scenarios presenting situations involving violence. In a group, the participants agree how they will act them out. After they finish with the acting, a discussion is initiated on who the parties are, that is, their roles in the situations of violence, what each of the parties could do to prevent the violence, why violence occurs, etc.
3.	A4 sheets are placed on one table, containing various phenomena or concepts in society. Each participant chooses a sheet and places it on the floor along a continuum with two ends - CONSTITUTES VIOLENCE and DOES NOT CONSTITUTE VIOLENCE. After all the sheets are lined up, the participants look at them carefully and if they think there is a sheet of paper that is not positioned in the right place, they pick it up and move it to where they think it should be. At the end, a discussion is initiated about those phenomena that were moved. The phenomena that were moved are discussed one by one. Why does someone consider a certain phenomenon to be more or less a form of violence?
4.	Divided in several groups, the students put the name of one of the social networks (Facebook, Snapchat, Tik Tok, Internet, WhatsApp, etc.) on a sheet of paper with a task to discuss and state what the potential dangers of using the platform would be, how they could be manifested and how they may be prevented. Each group presents its own work followed by a brief discussion.
5.	Through a video projector, some of the campaigns that have been launched in our country are presented. The video materials are played, but the visual way of conveying the messages, as well as the content and meaning that are designed for the target group is also elaborated.

6.	Everyone stands in a circle and reads out loud the song "Look around little girl". The teacher walks inside the circle and from time to time gives sweets to certain participants for doing a good job, and after every 15 seconds, one by one, excludes certain participants from the game/activity by asking them to sit down. Thus, within 2-3 minutes, he/she continuously rewards some participants and excludes others until they are all excluded. In advance, one participant is given the task to write down the objections that the participants might have during the game/activity. At the end, first it is checked whether there were any objections and then a discussion ensues about the discrimination that certain groups do against other groups/individuals in society and the responsibility of the citizens to stand up against it.

3. ORGANIZATION AND IMPLEMENTATION/PREREQUISITES FOR IMPLEMENTATION

3.1 Method of work -recommendations

It is recommended to organize the space in such a way that everyone would sit in a circle. Side tables are recommended for small group work. Some of the recommended methods of work:

- Presentation of video materials, power-point presentations
- Role playing/simulation scenarios
- Group work, work in pairs
- Textual analysis
- Completing worksheets and presenting them
- Presentation of group work
- Real life examples
- Small group discussion – plenary discussion (whole group)
- Brainstorming
- Barometer

3.2 Examples of activities

The offered examples of activities are literally examples, activities that are offered and should serve as inspiration when designing the workshop. They are not described in detail, and should therefore be carefully studied when preparing the workshops that are part of the offered modules. In addition, other activities that are consistent with the listed learning outcomes may be used.

📖 3.3. Delivering the modules

The workshops that are part of the prescribed Peace Education modules are delivered in secondary schools as extracurricular activities/project activities, in accordance with the curriculum and programme in secondary education.

▼

The role of the teacher:

During the delivery of these modules, the teacher trains the students to resolve a variety of conflict situations, introducing them to a variety of topics related to personality, adolescence, communication, conflict disputes, care and affection for others, etc.

The teacher plans to deliver the activities as part of a project, as extracurricular activities, leisure student activities, etc. He/she sets the dates and hours when the activities would be conducted based on a schedule that would not overlap with the students' regular classes and would not pose an additional burden to the students. He/she forms the groups he/she would work with, gives general instructions and explanations about the topics, the dynamics, and then guides the students before and during the work.

▼

The role of the student:

Students are actively involved in the process of processing the content, they engage with and process the content on a personal level through experiential learning, while through discussion of the content/experience they draw general conclusions about the different phenomena in society/their school. Students show interest in proactively applying positive discipline, develop care and support skills, respect the rules of conduct (housekeeping rules), set an example of a positive model of behavior, both within the school setting and outside.

The modules are meaningful and useful for the entire school population, in any shape and form – either as curricular, or extracurricular activities. The students are trained to apply the knowledge, skills and attitudes acquired through this programme in their everyday life for independent reasoning, tolerance, mutual trust, reflection, analysis and drawing conclusions that would help them resolve conflict situations in the school and outside, in their further education and professional development.

Teachers who have actively participated in several trainings and received diplomas/certificates for the following types of trainings:

- Trainings and coaching related to peace building, conflict transformation, etc., at the level of both basic and advanced training for Peace Education and Peace Building - organized by the Children's Embassy "Megjashi" within the Peace Education Programme; peer mediation trainings within certain projects and trainings, with collaborators, partners, NGOs and MES, BDE, as well as any other trainings related to the topics that are elaborated through the Peace Education modules.

In secondary education

- The guide/programme with the Peace Education Modules in secondary education can be implemented with adapted and acceptable standards of achievement for secondary school youth in schools and student dormitories. Supplemented with content and concepts based on the age and needs of the high school youth (e.g. extreme phenomena that lead to violent extremism, violence and rude behaviour among young people, use of physical violence, knives, cold weapons),

- The modular programme for secondary education can serve as a guide for workshops and student training on skills/knowledge/abilities for prevention, reduction or avoiding violence. Any school would hugely benefit and gain great advantage from their implementation. Some schools have already developed their own programme activities.

- The modules can be delivered outside the weekly schedule of classes based on time frame and dynamics prepared by the teacher/trainer. Some modules can be delivered as a programme in a vocational school that prepares its plan and programme (e.g. Peace Education), according to the guidelines and template of the Centre for Vocational Education and submits it to the Bureau for approval. When it comes to high schools, the website of the BDE has a Programme for project activities, which may contain topic from the area of Peace Education. The recommended modules can also fit into the framework of the teacher's annual lesson programme.

- Students participate in the delivery the program, and their activity is documented in a student's portfolio, or they receive a recommendation, an opinion on a successfully completed course.

- The annual schoolwork programme, leisure student activities or participation in projects on these topics, delivered in partnership with the civil sector.

| Inclusiveness	Gender equality and sensitivity
Interculturality	Integration

- The teacher should ensure inclusiveness in the work and delivery of the modules, include all the students in the activities, have them be physically present and cognitively and emotionally engaged by applying contemporary methods of work (individualization, differentiation, teamwork, peer support, etc.).

- Students with disabilities are equally included, and the teachers treat boys and girls equally, taking into account not to divide them in games and exercises based on their gender, not to assign them gender-stereotypical roles, all the while ensuring an optimal biological and psychological development and social inclusion.

- In multilingual schools, most of the exercises and activities are carried out jointly, by mixing the students from the different language classes. Mixing students from different languages of instruction is especially important for group activities and games, thus ensuring inter-ethnic cooperation and preventing inter-ethnic competition. During the delivery of the activities, it has to be ensured that all languages of instruction are approached with respect, the activities should be carried out in all languages of instruction with the participation of two teachers who speak the different languages.
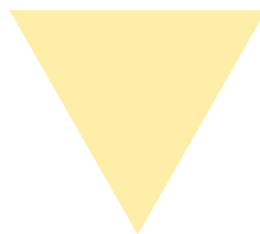
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Вукосављевиќ, Н. *Ненасилство?* Прирачник за тренинзи од ненасилна разработка на конфликти. Београд: Центар за ненасилна акција, 2001

Намалување на насилството во училиштата, како да се сменат нештата. Прирачник . Совет на Европа, 2006.

Bužankič, E., i sur. Učiti za mir: Analitička i normativna podloga za uvođenje vrijednosti, sadržaja i metoda mirovnog obrazovanja u formalni obrazovni sustav. Zagreb: Centar za mirovne studije, 2011.

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Кон мировното образование. Зборник. Прва детска амбасада во светот „Меѓаши", 2018

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[2]
Recommended literature is the basic reading used by the authors. Also,
Internet addresses are provided where useful materials on the subject can be found

Useful websites/materials

https://www.childrensembassy.org.mk/
https://nenasilje.org/
https://www.cms.hr/
https://www.cnvc.org/
https://www.unesco.org/en/tags/peace-education
https://peaceeducation.org/
https://www.gppac.net/what-we-do/peace-education
https://www.economicsandpeace.org/
https://www.peacejam.org/
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%20website.pdf
http://www.childrensembassy.org.mk/content/pdf/Svi%20smo%20mi%20mk%20FIN%20.pdf
http://www.childrensembassy.org.mk/inrformator-br-37-ns_article-kampanja-za-
nasilstvoto-ne-treba-da-se-molci.nspx
http://childrensembassy.org.mk/content/pdf/Svi%20smo%20mi%20mk%20FIN%20.pdf

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These modules are also available in Macedonian, Albanian, English, Roma and Turkish. If you need to use the modules in one of the other languages spoken in Macedonia, please contact us at
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