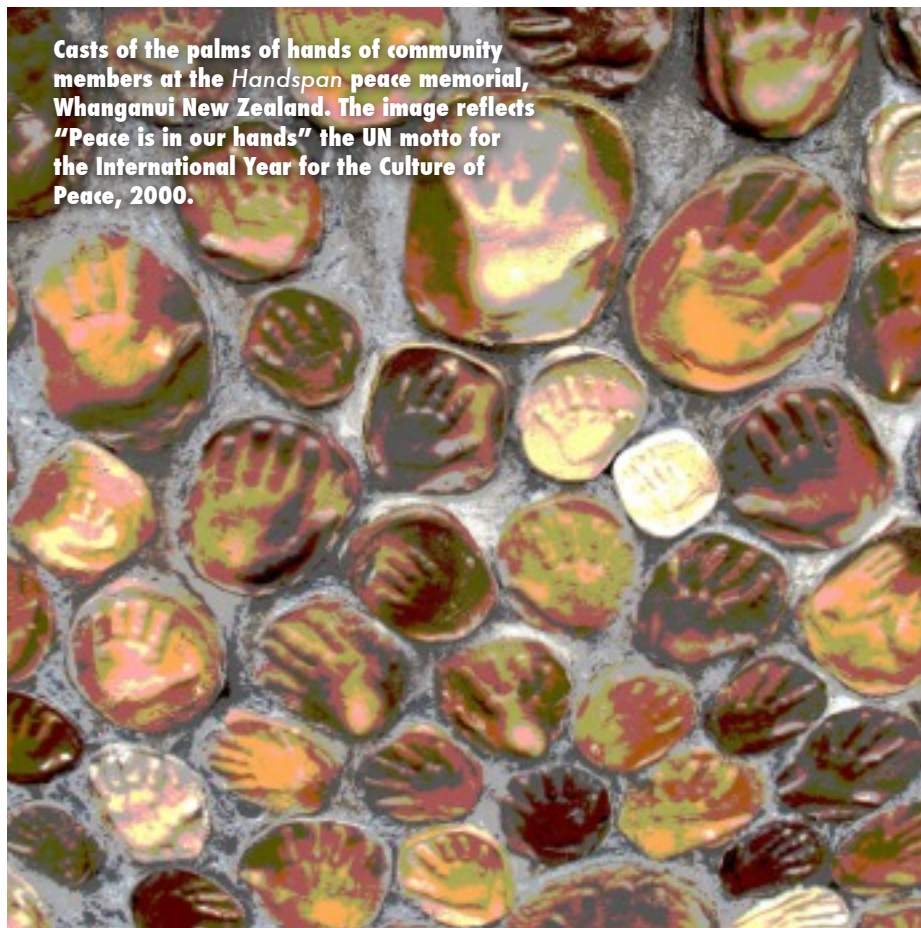


PEACE
EDUCATION

directory

Casts of the palms of hands of community members at the *Handspan* peace memorial, Whanganui New Zealand. The image reflects "Peace is in our hands" the UN motto for the International Year for the Culture of Peace, 2000.



A Directory of Peace Education Resources for NZ Educators

"To reach peace, teach peace!" ¹

Schools are a vital entry point to work with children and young people to promote positive attitudes, peace and tolerance. School teachers are in a unique position to incorporate peace education into all levels of the curriculum to help students develop their desire for peace and nonviolence and to provide them with peaceful and nonviolent alternatives for managing conflicts.

Peace education aims to equip young people with the analytic skills necessary to develop peaceful perspectives on potential or actual conflict and/or violence.

Peace education is a key vehicle to provide young people a new analytical lens or a series of analytical lenses for understanding the ways in which peaceful/nonviolent or unpeaceful/violent outcomes are generated.

Topics of nonviolence, human rights, and peaceful solutions and practices relate to all levels of the New Zealand national curriculum and more broadly for school communities and students. Promoting positive, problem solving attitudes and behaviour is particularly important when the personal and family experience of large numbers of New Zealand's young people is one of violence. By demonstrating how resources are directly relevant to the curriculum and achievement standards peace education is more likely to be mainstreamed into primary and secondary education.

Peace education comprises reflective thinking, tolerance, empathy, human rights, and conflict resolution. It can equip young people with the analytical skills necessary to develop peaceful perspectives on potential or actual violence and conflict within New Zealand and overseas.

One of the key principles for successful peace education is to mainstream and incorporate it into the teaching focus, educational objectives and curricula of other subjects and their instruction, rather than providing it separately as a stand alone subject or solely as an initiative outside the basic education (Bar-Tal, et al., 2010, p.34; Fountain, UNICEF Peace Education, p.3).

¹ (Navarro-Castro & Nario-Galace, 2010, p. xvi)

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education4peace



2012

This resource is produced by the National Centre for Peace and Conflict Studies, The University of Otago, with funding from the Peace and Development Education Trust (PADET) Department of Internal Affairs, New Zealand. **V1.0 July 2012**

Developed by Dr Elspeth Macdonald, PhD.
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<https://podcasts.otago.ac.nz/nz-peaceed/>

Not all who teach in these areas consider themselves to be peace educators, nor indeed are they. Whether a curriculum in any of these areas can be classified as peace education depends on its value content and its treatment of the core problems addressed by peace education: violence (Reardon, 1988, p. 31).

“Education about peace answers the question ‘What is peace?’” (Teachers Without Borders).

The basic issue of peace education – violence as a destructive social pattern – could and should be raised in every subject. The nuclear arms race for example, can be handled in terms of science, mathematics, reading literature, economics. The main objective would be to help students to relate to issues and problems, to see how their lives and communities are involved, to develop a sense of critical awareness and social responsibility, hopefully helping them to experience empowerment so that they will want to take action in the face of the problems.” Betty Reardon (Bjerstedt, 1992, p. 12).

About the Peace Education

Is peace education in your curricula?

School curricula often includes a range of topics related to peace education, such as

- Cultural diversity or multicultural education
- Human rights education
- Sustainability or environmental education
- Development education
- Global education
- International education (Harris & Morrison, 2003)

These topics can be incorporated across the curriculum – for example, social sciences, mathematics and the sciences, literature and language. These broad topic areas provide opportunities to educate for peace. However, curricula covering these topics are considered as peace education when they address issues of conflict and violence.

What else is peace education?

Peace education also focuses on the knowledge and skills related to peacefulness and nonviolence - education about peace.

Education about peace aims to build knowledge and understanding about conflict and violence and about peacefulness and nonviolence – to understand concepts of negative and positive peace and the various types of direct and indirect violence.

Curricula across a range of topics can include content related to problems of violence and conflict and ways to develop and promote peaceful perspectives.

Peace education uses a critical pedagogy to develop understanding of multiple viewpoints or perspectives and to critically appraise these - to understanding “why things are the way they are, how they came to be and what can be done to change them” (Teachers Without Borders)

Peace education provides a prism through which students learn to view and evaluate topics and issues raised in various subjects, and through this process they learn to view and evaluate the peace process (Bar-Tal, et al., 2009, p. 34).

A focus on issues of violence and factors building peacefulness and nonviolent responses (education about peace) differentiates peace education from the broader fields of knowledge that address issues of social justice, inequity, potential or actual conflict and/or violence. With a broader context these related fields address the skills, attitudes and knowledge necessary to create peace (education for peace) – the attitudes and awareness of issues related to social justice, human diversity, and global problems (Reardon, 1999, p. 10).

It uses a critical pedagogy to develop understanding of multiple perspectives or viewpoints and to critically appraise these – to understanding “why things are the way they are, how they came to be, and what can be done to change them” (Teachers Without Borders, 2010).



What is peace?

Peace

It is important that students understand that peace is not just the absence of direct/physical violence but also the presence of conditions of well-being, cooperation and just relationships in the human and ecological spheres. This perspective will help them analyze peace issues in an integrated way. (Navarro-Castro & Nario-Galace, 2010, p. 33)

Conflict and Violence

Conflicts are a natural part of person's social life, but they become problems of violence depending on the methods of conflict resolution used. Students can study the problems of violence in various levels from the personal to the global and including direct, structural, socio-cultural and ecological violence. They can also examine the roots and consequences of violence. (Navarro-Castro & Nario-Galace, 2010, p. 33)

Understanding Peace and Violence

Is peace the absence of war, or is it more than that? Peace is sometimes equated with the absence of war. But think about a country today that is not at war. Would you describe that country as being peaceful?

Are there still problems of physical violence? Are there issues of social inequality, injustice, or discrimination? Most likely, the answer is yes. These are the issues that renowned peace scholar Johan Galtung was trying to address when he developed the concepts of negative and positive peace.

Johan Galtung is one of the main theorists in peace and conflict studies. He introduced the concepts of negative peace, positive peace, structural violence, and many other key concepts. Galtung has written numerous books and journal publications, and is the founder of Transcend International, a network of organizations working in peace research, education, action and media. Galtung's ideas have been highly influential in the field of peace education.

It is important to note that peace, whether negative or positive, does not necessarily mean the absence of conflict. Conflict itself is not an inherently negative occurrence, as through conflict, positive change and transformation may occur. What is important is that conflict is handled nonviolently and constructively. (Teachers Without Borders, 2010, pp. 30-32)

Peace Concepts

Direct Violence

Violence that directly affects the individuals – for example child abuse, domestic violence, assault, riots, terrorism, war. (Also referred to as Personal Violence, Galtung 1969). Violence that directly impacts on the individual – for example child abuse, domestic violence, war.

Structural Violence

Structural violence, or indirect violence, is the result of social structures or institutions that prevent people from meeting their basic needs and accessing their basic human rights. Assefa describes this as “killing people without the use of the gun” (1993: 3). For example, hunger can be the result of structural violence, as economic and social systems may prevent people from being able to access adequate food supplies, particularly in societies where there are rich people with excess food supplies, and especially when public resources are diverted to other areas, such as military spending. Another example would be institutionalized racism or sexism.

Cultural Violence

Cultural violence refers to any aspect of culture which can be used to justify structural violence. Language, religion, ideology, and science are examples of parts of a culture that may mask structural violence, and even make it seem natural or right.

Negative Peace

Negative peace is the absence of violence. In order to create negative peace, we must look for ways to reduce and eliminate violence. A cease-fire would be an example of an action for negative peace.

Positive Peace

Positive peace is the presence of social justice and equality, and the absence of structural or indirect violence. It is characterized by the presence of harmonious social relations and the “integration of human society” (Galtung, 1964). In order to further understand positive peace, it is important to understand structural violence.

(Teachers Without Borders, 2010, pp. 30-32)

See Illustration of Peace and Violence Concepts, page 4.

“Direct violence is an *event*; structural violence is a *process* with ups and downs; cultural violence is an *invariant*, a ‘permanence’ (Galtung, 1977, ch 9), remaining essentially the same for long periods, given the slow transformation of basic culture” (Galtung, 1990, p. 294).

ILLUSTRATION OF CONCEPTS OF PEACE & VIOLENCE

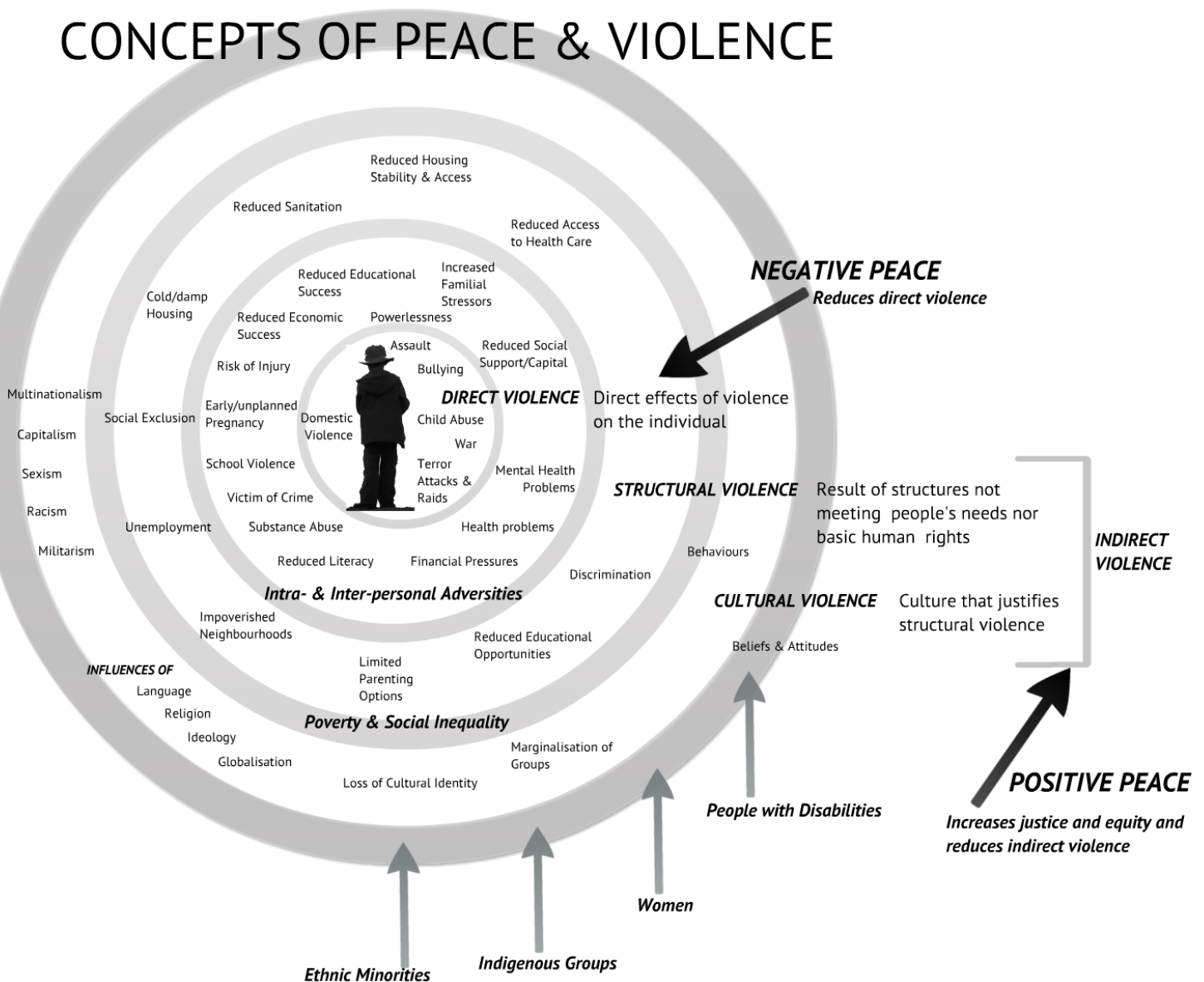
This diagram provides examples of issues associated with direct, structural and cultural violence (e.g., various beliefs, attitudes, and behaviours and possible experiences). Pathways to promote negative and positive peace and to reduce violence and injustice are also illustrated. Specific groups likely to be more vulnerable to violence at all levels include ethnic minorities, indigenous groups, women and people with disabilities.



Refer to text on page 3.

By Elspeth Macdonald PhD April 2012

CONCEPTS OF PEACE & VIOLENCE



Incorporating Peace Education in the New Zealand Curriculum

Peace Education can cover controversial issues.

Peace Education can be used to examine current issues in the school, the community, nationally and internationally.

The realities and the costs of war can be addressed in teaching.

Peace education concepts can be applied to critiques of films, literature and the arts.

Children's literature, reading lists, poems, cartoons and films covering peace and conflict topics can be selected and included in learning activities.

Statistical databases about armament and other spending and indices of violence and peacefulness can be used in mathematics, statistics and economics teaching.

Mass media reports can be examined through a peace lens.

About the Peace Education Directory

Links to the curriculum

It is much easier to incorporate peace education topics into the school context if teachers know where it fits in the curriculum



(personal communication Jim Collinge, who was instrumental in previous peace education initiatives in 1980s-90s in New Zealand).

Numerous peace education resources are available in the public domain yet teachers do not have the time to locate those that are relevant to the material they are required to cover in the curriculum learning areas. If resources are closely aligned with what the teachers are expected to teach and can be readily applied in New Zealand classrooms they are unlikely to be used.

Using the Directory

Peace Education Topics

Resources are categorized for the following topic areas:

- Human Rights and Social Justice
- Disarmament and Security
- Multicultural Issues and Diversity
- Environmental and Ecological Issues
- Global and International Issues
- Development and Inequality
- Conflict Resolution, Transformation and Prevention
- Gender Equality
- Futures Perspectives
- Democratic Citizenship
- Nonviolence and Peacefulness

See pages 6-8 for a description of these topic areas.

Specific Peace and Conflict Issues

Within each topic there are a range of issues and contexts that are likely to be covered in the curriculum learning areas.

See page 10 for a listing of these issues/ contexts - *Themes*.

Directory Databases

[Downloadable databases](#) provide lists of resources from the public domain that relate to the peace education topic areas and themes.

Identified resources are coded for year levels/age ranges.

Search the databases for resources linking peace concepts to statistical databases (DB), film (F) and literature/reading lists (L).

The School Subjects

See page 11 for suggestions of how to incorporate peace concepts into social studies, history, geography, English and languages, and science and mathematics.

Additional Resources

See pages 12-13 for a list of external links to relevant peace-oriented resources.

References

A reference list provides summary documents about peace education, and key resources and websites (see pages 14-15).

Key Resources

Peace Education: A Pathway to a Culture of Peace

By Loretta Navarro-Castro & Jasmin Navario-Galace, 2011, Center for Peace Education

Contains an excellent section on "Toward a Holistic Understanding of Peace and Peace Education"

<http://www.peace-ed-campaign.org/resources/cpe-book-14oct2010-FINAL2.pdf>



Teachers Without Borders

Dr Joseph Hungwa Memorial Peace Education Program

A peace education programme for educators and community leaders.

<http://www.scribd.com/collections/2700158/Peace-Education>



education4peace

This website provides access to information and resources for New Zealand education to promote nonviolence, justice and peaceful solutions and practices.

<https://podcasts.otago.ac.nz/nzpeace-ed/>

Peace Education Topic Areas - page 1

Human Rights and Social Justice

It is important for students to have an integral understanding of human rights and to reject all forms of repression and discrimination based on beliefs, race, ethnicity, gender and social class. They should be encouraged to respect the dignity of all especially the weak and powerless." (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Human Rights and Social Justice promotes attitudes/values of acting with a sense of fairness towards others, upholding the principle of equality (in dignity and rights) and rejection of all forms of exploitation and oppression.

There is a focus on "the Universal Declaration of Human Rights that provides a statement of values to be pursued in order to achieve economic, social, and political justice." (Harris & Morrison, 2003, p. 67)

Disarmament and Security

Students can be introduced to the goal of abolishing war and reducing global armed forces and armaments. It is good for them to see the futility of excessive arms and military expenditures and the logic of re-allocating resources toward the fulfillment of people's basic needs (e.g. food, housing, health care and education).

This a springboard for the exploration of the meaning of true human security which springs from the fulfillment of both basic needs and higher needs of humans (e.g., the exercise of fundamental freedoms). (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Multicultural Issues and Diversity

Many commonalities bind together divergent religious, cultural, local and national groups. All humans have common basic needs and aspirations and a shared membership in an interdependent human/ global community. We have only one home (planet earth) and a common future. The major world religions also have shared values and principles.

Students can look at how to increase inter-religious, inter-cultural and inter-group trust, empathy, respect and cooperation, as well as discourage stereotyping and prejudice. (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Environmental and Ecological Issues

Students need to understand the interdependent relationship between humans and the natural environment and understand the changes that are necessary to ensure the well-being of the earth's ecosystems such that it can continue to meet future and present needs. They need to rediscover the wisdom of our indigenous peoples who have always respected nature. A focus on Environmental and Ecological Issues promotes attitudes/values of caring for the natural environment, preference for sustainable living and a simple lifestyle. (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

MORE DETAILS ON PEACE EDUCATION TOPIC AREAS?

Read Chapter 3 The Comprehensive Scope of Peace education in *Peace Education: A Pathway to a Culture of Peace* (pp 39-48)

By Loretta Navarro-Castro & Jasmin Navario-Galace, 2011, Center for Peace Education
<http://www.peace-ed-campaign.org/resources/cpe-book-14oct2010-FINAL2.pdf>

Peace Education Topic

Areas - page 2

Global and International Issues

"Education for global citizenship has become increasingly important as the world has become more interconnected through globalization. However, this does not mean that education to promote global citizens is a new phenomenon that is inherently linked to the globalized world. The belief behind this education is that education which promotes nationalism or patriotism to a specific country is limiting, and can even be a source of conflict...

Rather, children and adults should learn how to become citizens of the world. Global citizenship education incorporates elements such as environmental sustainability and social justice (Andrzejewski & Alessio, 1999), with skills such as nonviolent conflict resolution and critical awareness and respect, to shape students to be well-rounded and conscientious citizens of the world. This means that students will be able to understand the impacts of legislation and actions on populations around the world and want to work for change that promotes the greatest good for everyone, not simply for those of their nation." (Teachers Without Borders, 2010).

A focus on Global and International Issues promotes attitudes/values of caring for the whole human community transcending or going beyond the concern which they have for their nation or local/ethnic community. (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Development and Inequality

The aim is to "provide students with insights into the various aspects of structural violence, focusing on social institutions with their hierarchies and propensities for dominance and oppression. Students learn about the plight of the poor and construct developmental strategies to address problems of structural violence. The goal is to build peaceful communities by promoting an active democratic citizenry interested in equitable sharing of the world's resources.. and teach peacebuilding strategies that use nonviolence to improve human communities" (Harris & Morrison, 2003, pp. 74-75).

Students can be made critically aware of the realities and tragic consequences of structural violence and how a philosophy of development based on justice is a preferred alternative. They need to understand that development is not economic growth alone but also the equitable sharing of its fruits. (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Conflict resolution, transformation, prevention

Students can study effective ways of resolving conflicts nonviolently (e.g., collaborative problem-solving) and how these can be applied into their lives. They can move on to examine how a conflict that has been resolved can be transformed into a situation that is more desirable. Ways to prevent conflict can also be explored because as Johan Galtung has said, like in the medical field it is better to prevent than "remedy a situation that has gone wrong." (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Peace Education Topic

Areas - page 3

Gender Equity

"Gender is an important consideration in the context of peace education for a number of reasons. The most fundamental of these reasons is that women's empowerment and equality in all spheres is absolutely necessary in order to achieve a sustainable peace. As affirmed by the UN's Beijing Declaration, "local, national, regional and global peace is attainable and is inextricably linked with the advancement of women, who are a fundamental force for leadership, conflict resolution and the promotion of lasting peace at all levels" (United Nations, 1995).

The implications of gender on peace education are many and diverse. First, society must recognize the potential of women as peace-builders, and actively promote their inclusion in the peace-making processes. Second, violence against women, which is one of the most common forms of violence worldwide, must be eliminated, with awareness education about the issue as the first step towards this goal. Finally, societal consciousness of gender inequalities and discrimination against women in all spheres must be raised so that these issues can be recognized and addressed. The differences in the socialization of boys versus girls and gender equality in education are especially relevant topics under this category." (Teachers Without Borders, 2010)

A focus on Gender Equity promotes attitudes of valuing the rights of women to enjoy equal opportunities with men and to be free from abuse, exploitation and violence. (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Futures Perspectives

The focus is "on solutions and actions, as opposed to other issue-based educations (such as anti-racist education or sexist education), which primarily focus on understanding the nature of contemporary local-global issues (Hicks, 2004)... Futures Education encourages students to explore the range of solutions for issues, which can lead to a growing sense of empowerment, and encourage the first steps in responsible global citizenship (Hicks, 2004)." (Teachers Without Borders, 2010)

Democratic Citizenship

It is important for students to understand that democracy provides the environment within which people's fundamental rights, interests and wishes are respected. (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)

Nonviolence and Peacefulness

Students can study the philosophical and spiritual underpinnings of nonviolence as well as its efficacy as a method to effect change. Cases of individuals and groups who have advocated nonviolence as a philosophy and method can be examined. Some of these are Mahatma Gandhi, Martin Luther King, Jr., Aung San Suu Kyi, Thich Nhat Hanh, Desmond Tutu and Wangari Maathai.

A focus on Nonviolence and Peacefulness promotes attitudes of valuing of human life and refusal to respond to an adversary or conflict situation with violence; preference for nonviolent processes such as collaborative problem-solving and other positive techniques as against the use of physical force and weapons. (Navarro-Castro & Nario-Galace, 2010, pp. 34-37)



Peace topics in the NZ curriculum

Are peace perspectives, social justice and human rights, nonviolent actions and data about peacefulness and violence included in the curriculum?

How well do students understand New Zealand's involvement in nonviolence and protests for peace and social justice?

- When learning about nonviolent resistance movements do New Zealand students learn about Te Whiti as well as Ghandi?
- Are pacifist and conscientious objector perspectives covered in teaching about WW1 and WW2?
- Is Parihaka included in the curriculum on non-violent protest?
- Do students learn about the consequences of WW1 for individuals, their families, and communities?
- Is war glorified or are the effects of war such as civilian deaths, rape, and maiming from cluster bombs and landmines recognised?
- Do students learn about the white poppy as well as the red poppy?
- Are alternatives to war, conflicts that have been solved nonviolently and peace treaties considered?
- Do students learn about the Bastion Point protests and Joe Hawke, the Rainbow Warrior bombing and the Springbok Tour?
- Does the curriculum cover the Global Peace Index and differential levels of government spending on defence and education?
- Do students know about the nature, extent and causes of inequalities in New Zealand and globally?
- Are issues about nuclear armament discussed and NZs Nuclear Free policies discussed?
- Do students understand the complexities about counter-terrorism responses and effects of the 2007 Tuhoe raids?

When analyzing whether schools educate *about* peace, we need to analyze the curricula. To what extent do the text-books promote nationalism instead of tolerance? How are events described? What impressions do our youngsters get when they study the history text-books used in their school? Do they learn about the work for peace and non-violence? Who are the people made visible in the text-books?
(Brock-Utne, 2010, p. 8)

References - In-text Citations

Bar-Tal, D., Rosen, Y., & Nets, Z. (2009). Peace education in societies involved in intractable conflicts: Goals, conditions and directions. In G. Salomon & E. Cairns (Eds.), *Handbook of peace education*. Mahwah, NJ: Lawrence Erlbaum.

Bjerstedt, A. (1992). Peace education and traditional school subjects. *Directory of the Peace Education Commission (Peace Education Miniprints, No. 34)*: Malmv: Malmv School of Education.

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Human Rights & Social Justice	Disarmament & National Security	Multicultural & Diversity	Nonviolence & Peacefulness
<p>Social & economic justice Exploitation & oppression</p> <p>International Humanitarian/ Human Rights Law & institutions United Nations Universal Declaration of Human Rights Rights of the Child Amnesty International</p> <p>Human rights abuses Slavery & Human trafficking Child soldiers Invisible Children Campaign Child labour War crimes Children of War Victims of torture Burma Effects of war on civilians</p> <p>Animal rights</p>	<p>Nuclear weapons & warfare Nuclear issues and disasters - Chernobyl Fukushima Nuclear Free NZ (NZ) Biological & chemical warfare Small arms Landmines Arms trade</p> <p>Disarmament & arms control Peace treaties Costs of war Military/armament spending Alternatives to War</p> <p>International wars WW1, WW2 Vietnam War Cold War Glorification of violence/war Peace Keeping</p> <p>National security Terrorism "War on Terror" Iraq, Afghanistan</p>	<p>Diversity & discrimination</p> <p>Racism, ethnic, religious intolerance <i>Religious & ethnic conflicts</i> <i>Israel-Palestine</i></p> <p>Civil war Genocide <i>Rwanda</i></p> <p>Indigenous issues <i>Stolen generations</i></p>	<p>Nonviolence Social actions Nonviolent resistance Nonviolent Resistance Movements Ghandi, King Mandela, Sharp Te Whiti NZ</p> <p>Non-violent protest Pacifism Parihaka NZ Conscientious objectors</p> <p>Civil disobedience Protests Anti-Vietnam/Iraq War Rainbow Warrior Bombing NZ Aotearoa Land March Bastion Point NZ Springbok Tour NZ Arab Spring, Occupy Movement</p> <p>Civil rights movements African-American Civil Rights Movement</p> <p>Global Peace Index Peace Heroes & Heroines Peace memorials</p> <p>Peace Building</p>
Environmental & Ecological Issues	Gender Equity	Global & International Issues	Development & Inequality
<p>Climate Change</p> <p>Environmental degradation Pollution Overconsumption Destruction of rainforest Water resources</p> <p>Sustainability Earth Charter Greenpeace</p>	<p>Gender inequalities & socialisation Inequality in education Gender-equitable language</p> <p>Violence against women Domestic violence</p> <p>Gender crimes Honour killings</p> <p>Women's rights Women's movement</p>	<p>Global issues International systems (political /monetary)</p> <p>Exploitation of third world <i>Fair Trade</i></p> <p>Human security <i>Refugees, asylum seekers, displaced persons</i></p>	<p>Structural violence & social inequality Development concerns Global food crisis & hunger HIV Aids Poverty Education & literacy Sanitation</p> <p>Humanitarian intervention/aid International Aid agencies – UNICEF</p>
Conflict Resolution, Transformation & Prevention	Futures Perspectives	Democratic Citizenship	
<p>Mediation Conflict resolution</p> <p>Intra-/inter-personal violence <i>Bullying</i> <i>Child maltreatment</i> <i>Abuse & Assault</i> <i>Depression & Suicide</i></p> <p>Violence <i>Violence in the media</i></p>			

Including peace education into traditional school subjects

Suggestions taken from Bjerstedt, A. (1992). Peace education and traditional school subjects Directory of the Peace Education Commission (Peace Education Miniprints, No. 34): Malmv: Malmv School of Education.

Contains quotations from interviews with peace education experts

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED351256>

Social Studies

- Disarmament; global perspectives; positive/negative peace; development and international relations (Collinge)
- Living in a nuclear age (Carson)
- Newspaper and radio news reports; violations of human rights (Garcia)
- Assumptive frameworks (such as related to security) that link to war and peace
- Parallels between issues at the global and personal levels – racism in Namibia and racism in community/school (Vriens)

History

- Comprehensive picture of the multiple perspectives of war – soldiers, families, communities, societies
- The realities of war and costs of war – vs the glorification and the excitement conveyed in much popular culture
- Resolving conflicts and perceived threats without violent, coercive or military responses
- Problem solving of alternative non-violent responses to past conflicts or perceived threats
- Historical conflicts from diverse cultural perspectives
- Past actions towards utopian societies and opportunities for global citizenship
- Struggles for human rights
- Peace movements and individuals who have resisted violence and war (peace heroes/warriors)

Geography

- Political conflicts and problems, development & underdevelopment, direct & structural violence. Wars connected with decolonisation – Angola & the Sudan, Middle east conflict, Latin America, Vietnam War. (Gerritsma)
- Analysis of problem and potential solutions. Parties involved interests, power relationships, root causes of conflict/problem, NZ involvement, human rights issues/ (Hicks)

English and Languages

- Fiction that provides realistic perspectives of wartime or conflict experiences
- Autobiographies that provide first-person accounts of experiences of conflict and violence
- Descriptions of alternate visions of societies and Utopias in different eras
- Critical analysis of language in mass media and reporting

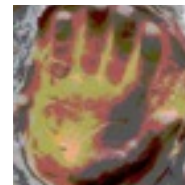
- Texts that provide reading and language practice that promote individuals who have promoted nonviolence and justice
- Literature that involves a significant conflict – what it is about superficially and more complex analysis (Alexander)
- Conflict in English literature – understanding of conflict and conditions that promote more constructive means of handling conflicts (Deutch)
- Poems and songs of protest of peace (Floresco-Cawagas)
- Reading lists related to justice and actions for peace (Kanet)
- Differences between violent and peaceful language (Muller)
- “Texts to analyse conflicts, violence and injustice” (Ward)
- Promote an awareness of the alternatives.

Science & Mathematics

- Consequences of nuclear, chemical and biological warfare
- Armament expenditure, other government spending and costs of war
- Global peace indices of positive peace (wellbeing, social justice, gender equity, human rights)
- Associations between direct physical violence and the consequences or indirect violence
- Interrelationships in natural environment (Aspeslagh)
- Social and human consequences of physics (Brock-Utne)
- Peace concepts and the arms race – graphic representations; economic and social inequalities (Floresco-Cawagas)
- Biology - Environmental issues
Chemistry – danger of nuclear weapons
Physics – destructive power of nuclear weapons (Harris)
- Physics – Dangers on nuclear arms (Muller)
- Consider the political, economic and social contexts (Rathenow)
- Global level data and statistics and ways to reduce inequalities (Smoker)

Additional Resources:

Sites with a list of external links to relevant peace-oriented resources



- **Atherton, J. S. (2011) Learning and Teaching;** References [On-line: UK] retrieved 20 May 2012 from <http://www.learningandteaching.info/learning/referenc.htm#MEZIRROW>
- **Center for Positive Practices: Peace Curricula** (Teacher Resources). URL: <http://www.positivepractices.com/PeaceEducation/PeaceCurriculaTeacherReso.html>
- **Demilitarize.org:** Fact sheets relating to military spending. URL: <http://demilitarize.org/category/fact-sheets/>
- **Education World:** The Educators Best Friend: Provides links, site reviews and lesson plans for teachers and administrators. URL: <http://www.educationworld.com/teachers/index.shtml>
- **ENACT** – Youth Enabling Action: Provides links to resources for peace-related issues from the individual to the global level. There is a focus on social actions. The following are some of the topics: Bullying, Disarmament for development, Environment, Human rights, Nonviolence, Nuclear abolition, Peacemakers, Poverty, Peace and sports. URL: <http://www.enact.org.nz/peace-issues>
- **Global Education:** “The Global Education website provides teachers with resources about a range of global issues supported by case studies, country profiles and teaching activities. You can share your teaching suggestions and sign up for the monthly newsletter and RSS feeds.” URL: <http://www.globaleducation.edu.au/>
- **Global Focus Aotearoa:** Magazines (pdfs) from Global Focus NZ addressing a wide variety of global topics. An excellent resource, worth searching for what is needed. URL: <http://www.globalfocus.org.nz/index.php?page=PublicationsAndResources!Magazines>
- **HRIE social studies activities,** all linked to the New Zealand Curriculum and downloadable for teachers in editable Word format.” Search a library of international resources from Human Rights in Education NZ. URL: <http://www.rightsined.org.nz/index.php/resources/curriculum-a-classroom/14-secondary-school-classroom-activities.html>
- **INEE (Inter-Agency Network for Education in Emergencies):** Peace Education Programme “developed and endorsed by UNESCO, UNHCR, UNICEF and INEE”. URL: http://www.ineesite.org/post/peace_education_programme/
- **Intercommunity Peace and Justice Center:** Use the links [...] to find more resources on a variety of topics and issues related to peace and justice. URL: <http://www.ipjc.org/links/index.htm#topics>
- **International Center on Nonviolent Conflict (ICNC):** “ICNC has a growing online library of resources related to the study and practice of nonviolent conflict and civil resistance. You can search this library with the customizable filtered search panel on the left, using the following categories: (1) Keyword, (2) User Group, (3) Subject, (4) Resource Type, and (5) Language.” URL: <http://www.nonviolentconflict.org/index.php/learning-and-resources/resources-on-nonviolent-conflict>
- **Mercy Corps:** Global Envision: the Confluence of Global Markets and Poverty Alleviation. External links to resources related to globalisation. URL: <http://www.globalenvision.org/teachers>
- **Morningside Center for Teaching Social Responsibility:** Activities for High School students relating to: US domestic issues, war, peace, terrorism, and other global issues, the Middle East, nuclear weapons and other related issues, and teaching strategies. URL: <http://www.teachablemoment.org/high.html>
- **Oxfam UK:** “These pages give you access to all of Oxfam's free online teaching resources. Packed with lesson plans, assemblies, case studies, and whiteboard resources, these pages offer free materials you can use and download now”. URL: <http://www.oxfam.org.uk/education/resources/>
- **Peace Corps:** Provides external links to lesson plans, curriculum and teaching materials: “We offer many different ways to connect your classroom to the global community.” URL: <http://www.peacecorpsconnect.org/resources/education/classroom-materials/>
- **Peace Education Podcast:** “Teachers Without Borders has released a podcast interview in which we discuss peace education and TWB's new Peace Education Program.” URL: http://www.internationalpeaceandconflict.org/profiles/blog/show?id=780588%3ABlogPost%3A323498&xgs=1&xg_source=msg_share_post
- **Peace X Peace:** “Peace X Peace is the international organization that lifts and multiplies women's voices, strengthens women's capacity to connect across divides, promotes leadership and gender equity, and nurtures a global network of peacebuilders in 120 countries.” Provides links to blogs, publications relating to women and peace. URL: <http://www.peacexpeace.org/>
- **TakingITGlobal:** Provides links to online resources and tools for a range of social concerns. URL: <http://www.tigweb.org/global-issues/>
- **Teach Peace Foundation:** List pdf resources related to teaching peace in the classroom. URL: <http://www.teachpeace.com/library.htm>
- **Teaching Tolerance:** A project of the Southern Poverty Law Center: Provides a wide range of resources relating to teaching tolerance in the classroom. URL: <http://www.tolerance.org/activities>

Additional Resources (cont'd):

Sites with a list of external links to relevant peace-oriented resources

- **The Global Ed Yellow Pages:** It is a directory of global education resources for k-12 teachers. URL: <http://www1.chapman.edu/~ktye/geyp/peace.htm>
- **The Strange War:** Stories for the Understanding of Peace and War in 28 Languages: "This Project is a collection of 24 stories for the use in peace education. The stories have been written by Austrian children's books author Martin Auer and have been translated by volunteers in 28 languages." URL: http://www.internationalpeaceandconflict.org/forum/topic/show?id=780588%3ATopic%3A581921&xgs=1&xg_source=msg_share_topic
- **UNESCO:** Teaching and Learning for a Sustainable Future. URL: http://www.unesco.org/education/tlsf/mods/theme_a/mod01.html
- **UNICEF NZ:** has a range of classroom activities and teacher resources. URL: <http://www.unicef.org.nz/page/118/Activities.html>
- **United Nations Cyberschoolbus:** "The Peace Education Commission of the International Peace Research Association maintains a listserv that allows peace educators at various levels (pre-school, primary school, secondary school, higher education) as well as in on-formal community education to communicate ideas." URL: <http://www.un.org/cyberschoolbus/peace/frame4.htm>
- **United States Institute of Peace (USIP):** "A new resource for middle school and high school classrooms". URL: <http://www.buildingpeace.org/train-resources/educators/peacebuilding-toolkit-educators>
- **World Peace Society:** Lesson plans related to world peace and international conflicts. URL: http://worldpeace.org.au/lesson_plans.asp
- **World Vision Australia:** Provides access to resources relating to climate change, emergencies, food and nutrition, human trafficking, indigenous Australia, maternal and child health, water, sanitation, and hygiene. URL: http://www.worldvision.com.au/Issues/Human_Trafficking_Slavery.aspx
- **World Vision New Zealand:** Provides a very comprehensive suite of topic sheets addressing social issues relevant to the NZ curriculum as well as related links. Topic sheets cover detailed accessible information, answers to tough questions, the issue internationally and in New Zealand, actions to take. URL: http://www.worldvision.org.nz/resources/a-z_mainpage.aspx

[DOWNLOAD THE UPDATED DIRECTORY](#)

This directory is a living or dynamic document that will be continually updated.

Please access the most recent versions at the time of use.

→ **DIRECTORY GUIDE**

PDF versions of this summary guide are available in high and low resolution.

→ **DIRECTORY DATABASES**

Excel and Access databases provide lists of resources related to peace education topic areas and themes.

Please email comments suggestions

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Acknowledgements

- Stephanie Knox-Cubbon, Teachers Without Borders for consultation about peace education resources.
- Courtney Wilson, Peace Studies Content Advisor
- Neill Glover, Database Advisor
- Gita Brooke, Operation Peace Through Unity (OPTU) for access to Handspan peace Memorial, Whanganui New Zealand.
- Feedback from participants at the Peace Education in the Early Years course hosted by the Teachers Refresher Course Committee (TRCC), Dunedin, April 2012.
- Heather Kertyzia, Rosemary McBryde and Christine Jones for review of peace education topics and themes relevant to the NZ curriculum.

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