

# EDUCATION FOR PEACE

## EXPERIENCES FROM PRACTICE





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## CONTENTS

### EDUCATION FOR PEACE EXPERIENCES FROM PRACTICE

#### I THE CONCEPTS OF EDUCATION FOR PEACE

Introduction – Tatjana Popović (6)

Tatjana Popović and Dragana Šarengaća: *Education for Peace – Background and Concept* (9)

Aleksandra Kalezić Vignjević, Biljana Lajović, Bogoljub Lazarević: *Education for Peace in the Education and Pedagogy System Through a Prism of Legal and Strategic Documents* (15)

Dr Dušanka Popović: *Interculturality and Education for Peace* (19)

Danica Stefanović: *School – the Centre of Citizenship* (27)

#### II EXAMPLES OF GOOD PRACTICE

Jasmina Gejo: *Why It Is Important to Work Interactively* (31)

Danica Stefanović: *A Small Contribution for Young People to Become Active Students/Participants in the Education Process* (33)

Branka Kankaraš and Ivana Gajović: *Cooperation between Nansen Dialogue Centre Montenegro and the Ministry of Education in Montenegro on the project Education for Peace* (36)

Biljana Lajović: *Education for Peace – the Way Towards Dialogue and Society Without Violence* (39)

Tatjana Popović: *Joint Performance of Students from Bujanovac Schools* (41)

Branka Kankaraš: *Violence Prevention in Education and Pedagogy Institutions in Montenegro* (45)

Tatjana Jocić: *Education for Peace in Primary School* (47)

Milena Mladenović: *Regular School Curriculum Content in the Function of Adopting the Culture of Nonviolent Conflict Resolution* (49)

Slađan Petrović Đusa: *The Use of Smartboard in the Classroom* (52)

Dragana Pejčić: *How to Implement Contents of Education for Peace through Games and Socializing in the*

*Class Community* (55)

Dragana Pejčić: *Step By Step Through Contents of Education for Peace* (60)

Olivera Ranković : *Persistence and Patience Lead to Achieving the Positive Changes* (62)

Aleksandra Jovankin: *Education for Peace in School Curricula* (65)

Slavica Perošević: *The Role of School Principal in the Process of Integration of Education for Peace in the Teaching Process and in the Whole School Life* (68)

Đuro Dabović: *Implementation of Peace Education in Primary School Through the Subjects* (70)

Lumnije Mustafa: *Programme for Resolving Conflicts Between Students* (75)

Burim Ferati: *School Mediation in Naim Frasheri Primary School* (77)

Dragana Pejčić: *How to Use Film in Teaching Process* (79)

Zorica Ražić: *Youth Writing Agenda for the New Government* (81)

Gary Shaw and Ivana Gajović : *Peace Building Curriculum for Developing Safe and Inclusive Schools* (84)

Dragana Radoman: *Did You Know That 21st September, The International Day of Peace, Is Also Celebrated in Nikšić?* (88)

Dragana Šarengača: *Education for Peace in the Municipality of Rakovica* (92)

### III LESSON PREPARATIONS WITH ELEMENTS OF EDUCATION FOR PEACE

Milena Mladenović: *The Sparrow and the Swallow, Text Analysis* (97)

Dragana Pejčić i Nina Vasiljević: *Composition* (101)

Dragana Pejčić: *Creation of Animated Film* (105)

Sava Kovačević: *Little Red Riding Hood and the Wolf* (108)

Sava Kovačević: *Traffic During the School Break* (117)

Sava Kovačević: *Conflict of Numbers and Characters* (121)

Milena Mladenović and Ana Mandić: *Poster, Billboard, Advertisement* (130)

Nataša Popović: *The Little Sparrow* (136)

Verica Janković: *Rules of Good Behaviour* (142)

Duška Popović: *Official Language* (146)

Katarina Sando: *Peace as a Motif in Literature* (150)

Duška Popović: *A Folk Tale* (154)

Branka Kankaraš: *The Angle and How to measure the Angle* (158)

Branka Kankaraš: *The Disc and the Circle* (162)

Dragana Radoman and Milka Cerović: *Conflict Styles* (166)

Dragana Radoman and Milka Cerović: *Dealing with Prejudice* (173)

Magdalena Lazović: *Care and Compassion* (182)

Magdalena Lazović: *Environmental Peace* (192)

Đuro Dabović: *Rule of Prince Danilo I Petrović in Montenegro* (199)

Marsela Eschenasi Milutinović: *The Power of Media and the Possibility of Manipulating Formation of Attitudes* (206)

Aleksandra Jovankin: *Stronger/Weaker Sex* (210)

Aleksandra Jovankin: *Violence* (213)

Aleksandra Jovankin: *Folk Proverbs* (218)

#### ANNEXES

Orations of 7th Grade Students at Miroslav Antić Primary School in Belgrade (222)

A Declaration on a Culture of Peace (226)

AUTHORS (234)

## INTRODUCTION

The idea about the creation of the collection of lessons learned on the implementation of education for peace programmes came from the working group “Education for Peace” during the regional meetings. The group was comprised of teachers, peace educators, representatives of ministries of education, institutes for advancement in education and NGO representatives from Montenegro and Serbia. This creative and hard-working group was active for two years within the project “Educational Institutions Implement Education for Peace”, during the process of active exchange of experiences. Using these rich experiences the working group defined concrete guidelines for future work on the implementation of the education for peace, and also suggested to gather good practices into the collection Education for Peace – Experiences from Practice.

Variety of education for peace programmes are being implemented in many creative ways in schools in Serbia and in Montenegro, through regular curricula and organised jointly with non-formal educational institutions, mostly non-governmental organizations, in the form of professional trainings for teachers and students.

The fact is that the conditions and needs of local communities vary; therefore it would be impossible to address all needs within one programme or one school subject. In addition, one of the main characteristic of the education for peace is that it is constant adaptation to life circumstances, learning from social processes and finding best ways to explain these processes to young generations. How to support schools to include this important component of educational and upbringing process into the regular curricula, and at the same time be careful not to overburden teachers and students?

The work group recommendation was to start introducing education for peace contents gradually into the regular teaching process through different school subjects, using the experiences of teachers who already work on EfP as the basis, while trying to raise the number of subjects. It was suggested to have two types of contributions: class preparations and author’s articles.

Teachers gladly accepted the invitation to share the experiences with colleagues. It was proved that they have got good examples from practice and that they use innovative methodologies during the mother tongue classes, foreign languages, history, arts, civic education, but also during the mathematics and sciences classes. It is interesting to describe the way the joint preparation for class form was created. In the spirit of good cooperation within the GPPAC network, the colleagues from Australia worked jointly with the colleagues from Montenegro and created the preparation in line with the school regulations in Montenegro. In order to make it possible for the preparation for class to be used in both countries, it was necessary to work on adjusting it to the needs of schools in both countries, while having in mind usefulness of EfP programmes. The task was well suited and accepted by the representatives of the Institute for Education and teachers who created the preparation for class which is presented in this collection.

Personal experiences in implementing different forms and contents of EfP are presented in the authors’ articles with challenges describing obstacles realistically and examples of good practices which motivate

teacher to dare to test the new contents and methodologies. The important message of the authors of the articles is that there is always a good way to present the importance of investing into peacebuilding and to give them guidelines to contribute to it on the every day life and to achieve concrete results in changing behavior, as a necessary precondition for investing into culture of peace in schools on the long-term basis.

Representatives of ministries of education from both countries selected law regulations and strategic documents relevant for the integration of contents of EfP into the regular teaching process. Being directly involved into the process of improvement of the quality of teaching and upbringing process in schools, councilors from the ministry of education were in the position to connect the law regulations with activities in practice. In this way, they helped teachers to fulfill the law obligations by creating and implementing activities in accordance to the needs of their schools they work in, with the stress on violence prevention and peaceful conflict resolution.

School ethos is a dynamic environment which requires continuous investments into the processes of cooperation, team work and the prevention of violence from teachers and students alike. Teachers consider the whole school approach to be a good framework for cooperation and active involvement of all actors: teachers, students, school management, parents, local community and ministry of education representatives. All of them contribute to keeping the school safe environment in which students' capacities are being developed and new social skills being acquired.

The publication in front of you is a product of creative cooperation between educational institutions and civil sector practitioners. It is the reflection of the importance of inter-sectoral cooperation, team work and dedication to the values that support creation of a responsible, creative and confident citizen.

The collection is a modest, but valuable gift to active and future teachers and peace educators.

Tatjana Popović

# **I EDUCATION FOR PEACE CONCEPTS**

Tatjana Popović

Dragana Šarengaća

## EDUCATION FOR PEACE – BACKGROUND AND CONCEPT

*The International Day of Peace, marked on 21<sup>st</sup> September each year, offers an opportunity for the world to pause, reflect and consider how best to break the vicious cycle of violence that conflict creates.*

*This year's theme for the Day of Peace is "Education for Peace". The United Nations will examine the role education can play in fostering global citizenship. It is not enough to teach children how to read, write and count. Education has to cultivate mutual respect for others and the world in which we live, and help people forge more just, inclusive and peaceful societies.*

*This kind of education is a central focus of my Global Education First Initiative, which calls on governments to place education at the top of their agenda.*

*I call on everyone – whether governments, parties to conflicts, religious institutions, community leaders, the media, academics, or civil society groups – to play their part. We must support peace education programmes, protect students and teachers from conflict, help rebuild schools destroyed by war, and ensure all girls and boys have access to a quality education that includes learning about resolving and preventing conflicts.<sup>1</sup>*

The importance of education for peace both as a concept and a process is recognized in a number of international documents, declarations and resolutions.

In this overview we selected a short background, relevant UN resolutions and international organisations resolutions which get us introduced to the processes during which colleagues - peace educators from different parts of the world managed to put Education for peace at the top of the UN's and UNESCO's agenda.

In such way, they provided necessary international support which reflected positively at the state level and made educational institutions committed to implement education for peace elements in their countries. This process of connecting global, national and local levels shows us in a practical way the importance of support and solidarity and gives an example of promotion of some of the basic values of education for peace.

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<sup>1</sup> <http://www.un.org/sg/statements/index.asp?nid=6898>, Ban Ki Moon, UN Secretary General

Education for peace and promoting peace through education is a priority to UNESCO. As stated in its Constitution of 1945, UNESCO advances international peace and the common welfare of humanity through educational, scientific and cultural relations between peoples of the world.<sup>2</sup>

Aiming to guarantee the right to education for all, UNESCO brought a set of recommendations and conventions which define standards for fulfilling the rights in education. One of the first documents representing a legal instrument providing normative framework and essential elements of the right to education is the *Convention against Discrimination in Education*<sup>3</sup> which reflects a fundamental principle of equal rights to opportunities for education and instructs the member states to provide access to education for all.

In 1974, UNESCO member states adopted the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*<sup>4</sup> which concerns all phases and forms of education in which responsibility of the member states is to provide education for all with the aim of promoting justice, freedom, human rights and peace is re-affirmed.

The importance of this Recommendation was re-affirmed in 1995 in a document *Integrated Framework of Action on Education for Peace, Human Rights and Democracy*<sup>5</sup> which emphasizes the importance of contribution of the schools participating in UNESCO's programme of building Culture of Peace.

During 1999, the *UN Declaration on a Culture of Peace*, an important document which emphasizes key connection between education for peace and creating culture of peace, was adopted. According to this Declaration, culture of peace is a set of values and modes of behaviour and ways of life based on respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation.<sup>6</sup>

The Declaration also emphasizes that a culture of peace should be based on respect for the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace.<sup>7</sup>

The importance of active participation of all society members in the promotion of a culture of peace is underlined in the part of the Declaration highlighting that this role belongs to parents, teachers, politicians, journalists, religious bodies and groups, intellectuals, those engaged in scientific, philosophical and creative and artistic activities, health and humanitarian workers, social workers, managers at various levels as well as to non-governmental organizations.<sup>8</sup>

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<sup>2</sup> UNESCO's Work on Education for Peace and Non-Violence-BUILDING PEACE THROUGH EDUCATION, page 2, available at: <http://unesdoc.unesco.org/images/0016/001607/160787e.pdf>

<sup>3</sup> [http://portal.unesco.org/en/ev.php-URL\\_ID=12949&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>4</sup> [http://portal.unesco.org/en/ev.php-URL\\_ID=13088&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>5</sup> [http://www.unesco.org/education/nfsunesco/pdf/REV\\_74\\_E.PDF](http://www.unesco.org/education/nfsunesco/pdf/REV_74_E.PDF)

<sup>6</sup> UN Declaration on a Culture of Peace, Article 1a. Available at: <http://www.un-documents.net/a53r243a.htm>

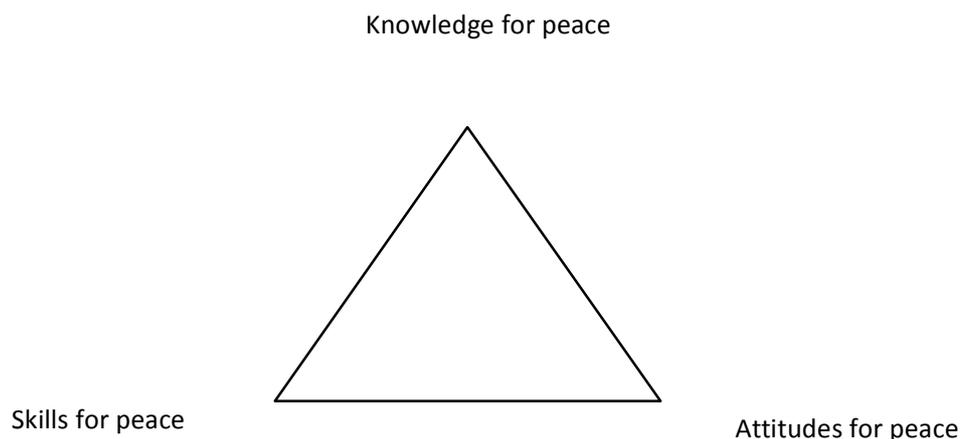
<sup>7</sup> UN Declaration on a Culture of Peace, Article 1i. Available at: <http://www.un-documents.net/a53r243a.htm>

<sup>8</sup> UN Declaration on a Culture of Peace, Article 8. Available at: <http://www.un-documents.net/a53r243a.htm>

Peace educators offered their views on the promotion of a culture of peace and process of integrating education of peace in teaching, based on the above mentioned recommendations and existing international frameworks. One of substantial descriptions of education for peace based on the experiences of peace educators is the following:

“Education for Peace is an innovative, comprehensive school programme by which nonviolent and peaceful school environment is created with the aim to promote emotional, social and intellectual needs of different members of school population. By creating a peaceful school environment which is characterized by *unity in diversity*, education for peace connects liberating and healing characteristics of *unity* aimed at fulfilling numerous needs of *different* population whose number has increased in different cultural environments. The emphasis on the principle of peace is based on the fact that peace and education are inseparable aspects of modern civilization. Not a single civilization is truly advanced without education and not a single educational system is truly civilized unless it is based on the universal principles of peace.”<sup>9</sup>

In the work on creation of environment of peace and non-violence in schools, peace educators have singled out key competences in peace which comprise of three elements: knowledge, attitudes and skills.<sup>10</sup>



*Knowledge for peace* includes facts about disarmament, the environment and sustainable development, human rights, other cultures and religions but also on military consumption, and on alternative ways of managing and transforming conflicts. Knowledge for peace must be a part of the regular school curricula.

*Skills for peace* include communication and conflict management skills, crisis analysis, making priorities, verbal and written reporting skills, teamwork skills and more. These skills have to be learned through educational process, by using the educational methods chosen and the practiced in school, but also through topic based trainings.

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<sup>9</sup> <http://www.educationforpeace.com/english>

<sup>10</sup> *Ibid.*

*Attitudes for peace* include solidarity, curiosity and interest in the other, also the desire to promote democratic solutions, justice and equality. These skills are created through the educational methods and through open debate.

On the basis of these elements, education for peace in schools may take different forms:

- As a theme in a taught subject (for example nuclear disarmament in Natural History or Science);
- As a subject in itself (for example optional school subjects in peace, conflict management and transformation or human rights);
- As a theme day or theme week;
- As an attitude inter-twinned through all the activities carried out by in school; (Education for Peace implicit in the school culture and daily life of the school).

Peace educators stress that in many schools nowadays there are good quality programmes aimed at nonviolence, peaceful resolution of conflicts, human rights, environment and sustainable development, democratic participation, etc. They as well pointed out that it is important for education for peace to be woven like a silver thread into the personal development of every pupil in the way that all these themes are included in the broader context of peace education.<sup>11</sup>

It is clear from this short overview that there are different models which include education for peace in the educational process, becoming a part of a school culture in such way.

Each context and each region requires a different approach of integrating values and contents of education for peace; however, the aims of all actors who are committed to this field of work are similar: contributing to peaceful conflict resolution, supporting non-violence and tolerance in school environment, with a goal of creating peaceful and safe schools.

### **Education for peace in our region**

In the late 1990-ies, after the wars in the region of Western Balkans, educational institutions and peace educators at different societal levels were faced with challenges typical for post-conflict area: How to instruct young people that it is necessary to invest in peacebuilding? How to teach them to respect differences and consciously contribute to the creation of collaborative atmosphere in the school community? How to stress the importance of personal responsibility in fulfilling the obligations equally as in the situation of interaction with the peers? How to resolve conflicts that inevitably happen, but also how to work on preventing potential conflicts?

Many educators found the answers in the educational programmes organised by international and local non-governmental organisations, during which they were gaining knowledge and skills, then they would transfer them to students through regular school curriculum and during extra curriculum activities. Students were also actively involved in the programmes that included following themes: human rights, strengthening students' participation and application of democratic principles in schools as well as work on the prevention of conflicts and peaceful conflict resolution.

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<sup>11</sup> Ibid.

In our context education for peace encompasses different forms of work which include teaching social skills, techniques for constructive conflict resolution in schools, continuous work on the improvement of relationships among students, between teachers and students, as well as the change of attitude towards conflict and structural changes within school.

During the process of cooperation, exchange of experiences and mutual support on the implementation of the programmes of education for peace, representatives of Nansen Dialogue Centres from Montenegro and from Serbia gathered the group of teachers, practitioners and ministries of education representatives within the project *Educational Institutions Implement Education for Peace*. The group members used its unique, but yet compatible ways to contribute to the development and practical application of education for peace in their own environments. Here, we will mention the most important programmes that have been implemented jointly by practitioners and educational institutions in each country: multi-ethnic dialogue, school mediation and development of social skills in multi-ethnic communities, the programmes of inter-cultural cooperation.

It is worth mentioning that education for peace programmes are being implemented in different forms:

- As independent programmes in the form of projects of non-formal education, organised by non-governmental organisations;
- As a part of regular contents of the regular school curriculum and/or extra curriculum activities;
- In the form of a school subject.

The regional group depicts the collaborative relationship between state educational institutions (schools, ministries of education and institutes for education) with the representatives of NGOs which have got education in focus. Practical examples from both countries show that joint work on the implementation of education for peace is possible and that it could lead to the concrete changes in the societies.

In Montenegro, the result of this cooperation is the official recognition of the importance of implementation of school mediation by the concrete change of the *General Law on Education and Upbringing*, in the way of adding Article number 9b which recommends engaging mediators to help resolve conflicts among students, between parents and school employees.<sup>12</sup>

In Serbia, councilors from the Ministry of Education jointly plan and realize education for peace activities for teachers and students, strengthening their competences for the prevention of violence in this way. The legal basis for these activities teachers can find in the articles of the Law on the Foundations of the Education System.<sup>13</sup>

Along the process of consultancies and joint planning of the activities at state and inter-state level, the regional working group education for peace defined important conclusions and recommendations. The most important ones recommend active work on including contents of Education for Peace into the regular teaching process and that it is necessary to strengthen the components of upbringing process by including elements of Education for Peace.

The general conclusion is that the change in the approach to the implementation of EfP programmes is visible, taking into consideration the fact that educational institutions are preparing the

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<sup>12</sup> <http://www.mps.gov.me>

<sup>13</sup> <http://www.mpn.gov.rs>

ground for the whole school approach. It underlines active involvement of all actors within the educational system in creation of the safe school environment, continuous investments into capacity building of teachers and students alike, linking up school with the local community by active involvement of local self-government representatives in school life and connecting all relevant state institutions into the network for protection against violence.

**Aleksandra Kalezić Vignjević**  
**Biljana Lajović**  
**Bogoljub Lazarević**

## **EDUCATION FOR PEACE IN THE EDUCATION AND PEDAGOGY SYSTEM THROUGH A PRISM OF LEGAL AND STRATEGIC DOCUMENTS**

### **Introduction**

All children have a right to a happy childhood and growing up in a violence-free environment. They have a right to develop and learn in peace, to feel safe and protected in the classroom, the corridors, the schoolyard and the playground of their school or kindergarten.

The education and pedagogy system must provide for harmonious development all children, i.e. complete intellectual, emotional, social, moral and physical development of their personality in line with their age and developmental needs.

Through the education system and different contents and activities, children acquire knowledge and skills to understand and accept diversity, for non-violent communication, to recognise violence and contribute to constructive conflict resolution – the education for peace.

### **How is education for peace integrated into legal and strategic documents?<sup>14</sup>**

The goals of education for peace are contained in legal acts, by-laws and strategic documents which refer to the education and pedagogy system. The values of education for peace are recognized in the aims and tasks of education and pedagogy, educational outcomes and standards, quality standards of education and pedagogy institutions, teachers' competences, procedures and contents of pre-emptive and intervention activities in protecting children against violence, abuse and neglect.

### **Which legal and strategic documents contain education for peace?**

The education for peace concept and the prevention of violence are contained in the following documents and manuals:

- *The Law on the Foundations of the Education and Pedagogy System;*
- *The Standards of Quality of Education and Pedagogy Institutions;*
- *Competence Standards for Teachers;*
- *The Special Protocol for Protection of Children and Students from Violence, Abuse and Neglect in the Educational and Pedagogy Institutions;*
- *The Manual for Implementation of the Special Protocol for Protection of Children and Students from Violence, Abuse and Neglect in the Educational and Pedagogy Institutions;*
- *The Institutional Protocol Guidelines in Responding to Violence.*

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<sup>14</sup> For more information on legal and strategic document, please visit the website of the Ministry of Education, Science and Technological Development of the Republic Of Serbia: <http://mpn.gov.rs>

### **In what ways does the Law on the Foundations of the Education and Pedagogy System recognise education for peace?**

*The Law on the Foundations of the Education and Pedagogy System* recognizes education for peace by defining:

1. *the basic principles* which refer to quality education and equal rights and inclusion without discrimination; education and pedagogy in a responsible institution which fosters openness, cooperation, tolerance and moral values; focus of education and pedagogy on the child and meeting different needs of children;
2. *aims of education and pedagogy* focused on developing key competences necessary for life in a modern society and qualifications required for work and a vocation; developing self-awareness, initiative and capability to evaluate oneself and express one's opinions; developing abilities for communication, dialogue, feeling of solidarity, quality and effective cooperation with others and abilities for team work, fostering companionship and friendship;
3. *education and pedagogy outcomes* that children are capable of acquiring, building on, applying and exchanging knowledge; identifying and solving problems and making decisions using critical and creative thinking; work efficiently with others as members of a team, group, organisation and community; managing themselves and their activities responsibly and efficiently; to understand the world as a whole which is comprised of connected systems and to understand that they are not isolated in resolving concrete problems; and
4. *the status of prohibiting* discrimination, violence, abuse and neglect of children.

### **What is the role of standards of quality of education and pedagogy institutions in education for peace?**

*Standards of Quality of Education and Pedagogy Institutions* help to advance and ensure the quality of pedagogy and education in all key areas of work. Within the areas of *teaching and learning*, *support to students* and *ethos* there is a series of standards and indicators which directly or indirectly refer to acquiring knowledge and skills for education for peace and non-violent communication.

One of the standards in *teaching and learning* refers to establishing an encouraging atmosphere for learning and working, through expressing respect and empathy towards children, adequate response to mutual disrespect, constructive establishment of discipline in line with agreed rules and encouraging interaction among children.

*The support to students* includes standards and indicators that refer to the functioning of the support system for children through personal, professional and social development, organizing programmes/activities for developing social skills (constructive problem solving, non-violent communication, etc.), promoting healthy lifestyles and giving support to children from vulnerable groups.

As for the area of *ethos*, it includes standards and indicators which refer to the atmosphere in an institution, ways of regulating interpersonal relationships, promoting results and securing a friendly and safe environment.

In order for an institution to be evaluated as a safe environment for learning and working, there should be a clear and visible negative position on violence; the network for violence-related problem solving should function properly; pre-emptive activities should be organised; all cases of violent behaviour should be monitored and analysed and intervention measures be carried out in line with the

*Protocol for Protection of Children and Students from Violence, Abuse and Neglect in the Educational and Pedagogy Institutions.*

### **What are competence standards for teachers and how is education for peace recognised through them?**

*Competence Standards for Teachers* are descriptions of core knowledge, abilities and attitudes that teachers need to possess and apply through education and pedagogy activities. They refer to the competences for:

- the teaching modules, subject and teaching methodology;
- teaching and learning;
- supporting student's personal development; and
- communication and cooperation.

When it comes to education for peace, it is particularly important for teacher to:

- understand the social context of education and actively contribute to the inter-cultural and inclusive approach to education:
  - contribute to sustainable development and encourage healthy life style;
  - respect universal human and national values and encourage children to adopt them by supporting mutual understanding and respect, tolerance, respect for diversity, cooperation and socialisation; and
  - offer support to children from vulnerable social groups to realise their educational potential in line with their abilities and by example, influence the formation of values and the development of positive traits of students.

In order to contribute to equal rights and quality education and pedagogy for all children, teachers should possess competences that promote violence prevention, motivation to learn, building tolerance and prevention of discrimination.

### **What is the role of the Special Protocol for Protection of Children and Students from Violence, Abuse and Neglect in the Educational and Pedagogy Institutions and the Institutional Protocol Guidelines in Responding to Violence?**

*The Protocol for Protection of Children and Students from Violence, Abuse and Neglect in the Educational and Pedagogy Institutions* mandates that an institution is required to provide safe conditions for the growth and development of children and protection against every form of violence by planning pre-emptive programmes and activities and specifying procedures in response to violence.

On the basis of the *Special Protocol and the Institutional Protocol Guidelines in Responding to Violence*, institutions have an obligation to form a *violence prevention team* and to create a *programme for protection against violence*. Institutions are required to plan quality preventative activities and determine procedures and responsibilities in the process of protecting children against violence.

Violence prevention includes planning and implementation of activities that help develop and foster respect, constructive communication and non-violent conflict resolution. The aim of pre-emptive activities is also to reduce the probability of future violence.

Pre-emptive activities should contribute to:

- children feeling protected and safe in an institution;
- learning efficiently and successfully;
- learning how to manage their own behaviour; and
- understanding and accepting differences and cooperating and working as a team.

Preventative measures can vary significantly from paying attention to the physical arrangement of space and increased supervision of children in an institution and its yard, to creating programmes, projects and activities in order to raise awareness of the importance of the prevention of violence, professional advancement of employees, creating a diverse offer of extracurricular and sports activities and structuring free time, establishing rules of behaviour and consistent implementation, etc.

*The Institutional Protocol Guidelines in Responding to Violence* has been adopted in order to ensure a prompt and appropriate response in an institution and define steps and responsibilities. The *Guidelines Protocol*, which is a binding document for employees working in the education system, explains in detail the levels of violence that are included in a framework and help the employees know how to intervene in cases of violence. Who will be included in the process of protecting children and how a particular case will be solved, depends on whether violence is being perpetrated by an individual or a group, by someone older or a peer; whether violent behaviour repeats; what the consequences are and what is the personal perception of the child who is the victim of violence.

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FIRST LEVEL OF VIOLENCE (pushing around, gossiping, ignoring, swearing, disturbances on telephone...)	These forms of violence are resolved by a teacher/classroom teacher within their advisory-pedagogical work with children: individuals, groups or the whole class; They can have the support from a peer team and peer educators. Parents/guardians are immediately informed and included.
SECOND LEVEL OF VIOLENCE (hitting, slapping, blackmail, threats, scheming, from abuse, inappropriate touching...)	These forms of violence are resolved by a teacher/classroom teacher in cooperation with the team for the protection of children against violence. Parents/guardians are immediately informed and included.
THIRD LEVEL OF VIOLENCE (fights, racketeering, discrimination, recording of violent scenes, coercion to a sexual act...)	These forms of violence require that other institutions are included and that external protective networks are activated. Parents/guardians are immediately informed and included.

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### **What challenges and issues do education and pedagogy institutions face in the process of protecting students against violence and implementing education for peace?**

In the process of protecting students against violence and in implementing education for peace, education institutions face the following challenges and issues:

- *How to ensure that teachers and educators apply knowledge and skills acquired through various trainings in their daily work, but also how to ensure further continuous and all-encompassing professional advancement?*
- *How to include parents as partners in protecting children/students against violence?*
- *How to ensure cooperation with the local community through sports clubs, youth work and social protection services?*
- *How to empower children to be the bearers of change, to be actively engaged in creating and realising pre-emptive activities, and in constructively responding to violence?*
- *How to work with children at risk or whose behaviour is extremely violent (sports fans, peer gangs, etc.)?*

**Dr Dušanka Popović**

## **INTERCULTURALITY AND EDUCATION FOR PEACE**

### **1. Introduction**

The changes that take place in countries in transition after the conflicts in part also apply to the process of the democratization of society, hence the changes to educational systems aim to achieve such possibilities, i.e. education and upbringing of students as free citizens who are free to vote and participate in decision making and shaping the future. This also implies taking responsibility which, in that sense also belongs to them.

At the time in which the world is getting "closer", i.e. when information from other parts of the world arrives ever so quickly and when interconnectedness is becoming greater and the events in all spheres of society in countries across the world are more and more dependent on each other (even when this seems completely unbelievable to us), it becomes impossible to this mean 'it is impossible to plan for development, progress and peace in isolation from the rest of the world. Whether we like it or not, the "world", both the distant and the one that is closest to us, is something that is around us, and how we will manage in it, depends a great deal on ourselves. *Who says that a small group of people cannot change the world?* Well, let's say that it is worth being a small snowball that is starting to roll...

Accepting differences refers to raising student awareness of the differences and similarities between people in the sense of culture, language, customs, or even appearance – from the difference in the colour of one's skin to accepting those close to us with their physical or other disadvantages, or the

fact that being ugly or being beautiful depends on the criteria that we set ourselves. This also implies developing abilities to accept and respect different attitudes, development and application of critical thinking, cooperation with other members of community and the ability to express the differences while at the same time showing respect to everyone in our own environment. All that we have mentioned previously is influenced, first and foremost, by family upbringing, then the school and school environment, and in the end – the media: which culture is good, whose customs are better, which language is more efficient, what we are supposed to look like, etc.

The key factor in the classroom is unquestionably the teacher – the one who themselves can act and behave democratically, i.e. to model values of respect and compassion for others and to discuss their roles, their rights and obligations, and that, in a diverse society, where there are people who are either similar or different from them...

## **2. What we have in our hands?**

In order to plan and organise a teaching process through which such aspirations for citizenship are developed, the teacher should be aware of the possibilities that are available to them when it comes to organising the teaching process. An important change that has taken place in Montenegro's education system is student-centred teaching process, and in line with this, partly opens teaching-centred programmes that can be adjusted to the needs of students. The programmes are based on a constructivist theory of teaching that starts from the fact that knowledge is best built through one's own activity, by reconstructing the previously acquired knowledge that already exists. Instead of focusing on themselves and the teaching process, teachers think about their students and how they learn. Instead of focusing on the contents of the subject, the facts and data, they instead focus on the learning goals that students can achieve through the teaching process.

The partially open teaching programmes enable teachers to include 15% to 20% of contents relative to the school environment. This is possible for all subjects, so that the particularities of the environment - when it comes to social life (history, language and literature, multiethnicity, etc.), but also when it comes to natural environment (geographic characteristics, flora and fauna, etc.) can and should be part of the programme studied at schools.

If we analyse the five dimensions of a range of intercultural education established by Banks (1999), we can see that the theoretical starting points of our education programmes, as well as their concept, allow intercultural education to be part of the programmes of all subjects that are studied. He lists *content integration* as the first dimension of interculturality. This dimension refers to tying-in of materials, contents, concepts and values from various cultures into the regular teaching and learning process. Since programmes insist on *cross-subject connecting* and *integrated teaching*, values of different cultures, incorporated into the programmes of different subjects, can give students a complete picture about those cultures.

The second dimension is *knowledge construction* and refers to accepting that all knowledge is socially constructed and created in people's minds in order to explain their experience, which is why it is

subject to re-evaluation. The ideas that are shaped by society do change; therefore we practice (re)construction of knowledge during intercultural education. Since our programmes are based on the constructivist learning theory, according to which knowledge is constructed through one's own activity, but the existing one is also (re)constructed, this dimension of intercultural education can also be achieved. Reconstruction of existing knowledge is particularly important for teachers who, in order to be able to teach interculturally, must first reconstruct their own view of the world. This is, indeed, one of the most difficult steps in all changes.

*Equity pedagogy* refers to introducing different teaching methods to cater for differences in learning styles that exist among students and to teach for inclusion of differences. Acquiring knowledge through activities and introducing a student-centred teaching process, among other things, requires pluralism of teaching methods and forms of work, so, if realisation of curricula is not so efficient, the realisation of teaching programmes is not possible. Respecting different learning styles, and also paying attention to the specific needs of each individual student, enables teachers' (and programmes') sensitivity to both to cultural differences in the school's surroundings and within the class itself.

*Prejudice reduction* refers to changing students' attitudes towards racial and ethnic differences. It can also refer to learning tolerance, empathy and understanding towards religious differences or sexual orientation, physical and mental abilities, etc.

*Empowering school culture (ethos)* refers to creating a school environment and atmosphere that is inclusive and encourages and supports individual's development, i.e. equally empowers members (students and their families) of different cultural backgrounds and ethnic groups. This dimension of intercultural education is a basis for realisation of the other four dimensions and promotes a whole school commitment to reducing discrimination and prejudice and promoting a safe and harmonious learning environment.

### **3. What are we particularly interested in?**

The problem is not new one, and in a certain number of countries only superficial progress has been made towards interculturality. This raises a number of questions about how best to develop interculturality. These include:

- How do we support families and the broader community to recognise cultural diversity as an asset and not a problem?
- *How do we encourage people from different cultural backgrounds and commitments to share the same environmental, social, political and economic landscape and contribute to the practical cultural pluralism required for living in successful multicultural contexts?*
- How do we maintain recognition and sustainability of important local values and practices?
- How to be critical thinkers who can resist the influence of media and protect oneself from them? This text will focus on respecting other cultures within our diverse and multicultural context.

### **4. How to accomplish this?**

#### 4.1. Cooperation with family

Each student is an independent individual, but he/she is at the same time a member of a social group that comes from a certain cultural setting. Within this setting, the student forms a certain system of values, as well as the sense of identity and belonging to his/her culture. Therefore, it is necessary that the school should be an active part of the environment in which the student lives and open the door to his/her family. Cooperation with family must be intensive and in different areas of school life and operation.

*Participating in creating part of the programme.* – The open part of the programme for each subject should be created in agreement with students and in consultation with members of local community who can best point out its specificities. It is desirable, where possible and necessary, to include parents in creating the open part of the programme. In this way, particularities of a specific environment are included in the curriculum, which is particularly important if there is religious or national diversity. When specificities of various cultures from the same area become part of the school curriculum, then each student knows that the specificities of his/her culture or religion are respected.

*Direct participation in the teaching process.* – In the classrooms where interculturality is respected, the parents are also active participants in the school's education and pedagogy process. They pass on to students the customs and beliefs from the culture to which they belong. By listening to the experiences of members of other cultures, religions or nations, students begin to understand them and form a different image about something that up until that point may have been distant, unusual or unacceptable. This activity can be a part of the teaching class, or a special event organised on the occasion of religious or other holidays so that students could learn about customs which accompany these holidays and learn new information about other countries and their nations. Teachers who do the teaching in multicultural environments can realise projects that may last for a longer period of time, or organise days dedicated to a minority culture or minority cultures, so that all students could get to know it/them better. For such events to take place, however, it is not always a condition to have a multicultural environment. Such activities should also be organised periodically in a completely homogenous environment, so that students could become aware of the differences that exist among people, what their causes and meanings are and to be ready to accept those differences later in life.

#### 4.2. Learning environment

An important segment of the teaching and upbringing process is the environment in which classes take place. The classroom is a space in which students spend most of their time while they are in school, so this space should send them various messages: that they will feel pleasant and comfortable in that space, that they can participate in interesting activities, that the space is intended for everyone and that they are welcome, etc.

In our schools, particularly for younger school age students, the classroom space is organised in line with the principles of a student-centred teaching process. In short, this means organisation that offers possibilities for an interactive teaching process, application of different methods and forms of

work and use of different materials through educational activities. In this text, we are particularly interested in: what should this space contain so that its message about accepting differences of those who spend time in it is clear?

For younger students, these could be photographs of students and their families. It is also clear that in this way it is emphasised for students that their families and homes are important and welcome in the school space. In order for them to understand customs, habits and beliefs of others, students must get some insight into the lives of those people. Setting up a corner in the classroom which will display objects characteristic for a culture, religion and a nation to which students from the class belong (e.g. dolls dressed in national costumes, etc.) will enable all those who spend time in that space to get to know the said specificities, to learn their purpose and how they are used and why they are important to their owners. In addition, they will learn what and why it is different from the majority culture. One should also include studying of folk customs and rituals, but also collecting information about events, oral traditions and biographies of famous residents.

If students from minority groups speak a different language, the classroom library should include books written in that language and all students in the class should get to know this. Moreover, billboards should contain words from the languages spoken by the children in the classroom, particularly greeting words and words of polite address.

#### 4.3. Language and literature

Teaching of language and literature in our schools is based on the communications principle, i.e. on developing four communication activities: listening, speaking, reading and writing. Through their intensive use, even students who do not speak the language of the majority will have an opportunity to learn it better. For that reason, one should create more situations in which students will have a chance to listen and speak, and then read and write. The primary goal of the language is to understand others and be understood by others. For those children attending school, but who do not have a good command of the language in which classes are taught, this aspect is particularly important. In our environment, these are most often children from the Roma population, but also the Albanian minority.

The programme's openness in the part regarding selecting the school and at-home reading lists, and the availability of titles in the school and classroom libraries, makes room for introducing literary works from minority cultures into the regular teaching process. This means joint or individual readings of literary works that are later analysed. Through reading and analysing literary texts, the students meet the specificities of other peoples and their culture in a special way, and through analysing and discussing the work, they also have an opportunity to get to know them better.

The curricula intended for teaching language and literature contain the goals through whose achievement students learn about the importance of the language as a communication tool and are able to name the languages they have heard or that is spoken by people in their environment and hence

understand the importance of learning foreign languages. In order for the mentioned goals to be realised, teachers organise activities during which students talk about contacts they have with other languages and talk about how they communicate with and understand the people who speak them, while students who speak some other language present that language to their friends and explain who they speak it to and when, how they learnt it, and so on. In addition, they also say the names of other languages spoken by people from their environment.

Particularly important and interesting is the activity within which students who speak a different language present this language to their friends. Besides writing out the words on the billboard (good day, good bye, hello, etc.) they also present some shorter texts or sentences written in that particular language by reading them to their friends in the classroom. These texts are usually meaningful short stories, a picture book if possible (printed and tailor-made for this purpose). It is read by the speaker of that language by presenting the appropriate images so that students on the basis of images and the tone can assume the meaning of the words and can understand the text as a whole. During the discussion part, after the reading, children jointly state to what extent they understood the text, and then write down certain words and their meaning.

It is also possible to write out the morning/daily message in the language(s) of minorities (e.g. in Albanian and Romany language) parallel to the message written in the language of the majority. The speaker of a specific language reads the message in their language, the students discuss the contents of the message and then they realise the sound of the language, sentences and words in them and their meaning. They compare respective alphabets, punctuation, etc.

It is especially important to teach the students, while reading the texts, to think critically, which means that they need to raise their awareness that all texts are also a reflection of author's cultural values and that seeing a problem from multiple angles is advantageous and possible. In the course of this process, the teacher establishes the levels of knowledge that students acquired as individuals, as well as the knowledge originating from the social groups they belong to, i.e. the teacher creates a link between what has been already experienced and the unknown experience. After this, it is possible to introduce students to critical understanding of the new information provided by the text.

It is necessary to form critical orientation in students regarding media in general (newspapers, film, television, video, the Internet, etc.) so that they could understand the information provided by the media in the right way and to protect themselves from the manipulation which is possible in the mass media. In our region, particularly in the recent history, the consequences of negative media actions are well known in the area of inter-ethnic relations. Therefore, media education is represented in our curricula intended for teaching of mother tongue and literature, while, in grammar schools, there is an optional subject in media education.

#### 4.4. Some other activities

In the student-centred teaching process and in the space organised in such way, it is possible to implement many activities that contribute to the democratisation of the education and pedagogy

process, and therefore to encouraging understanding and accepting interculturality in the classroom and in the environment. These are: morning meetings, daily meetings, meetings dedicated to conflict resolution, working at interest/activity centres, rules of conduct in the classroom, electing the child of the day and creating a community in the classroom.

We will single out the electing the child of the day activity at a junior school age that is organised throughout the whole year and in which all students take part. Since each child in the class has an opportunity to be the child of the day, and present themselves to their friends the way they wish, the students from minority cultures or nations have an opportunity to present their customs, beliefs, language or some other characteristic to their class. Teachers should help them with this by creating an atmosphere in which differences are recognised only as an advantage and the richness of the environment they live in.

## **Conclusion**

Concrete actions in order to achieve mutual respect and interculturality as a contribution to education for peace in the classroom can be accomplished in many ways. Through suggested activities and a series of others, which creative teachers design every day in their classroom, it is possible to achieve the following: to nurture students' abilities for a spontaneous communication with people who come from different communities, to underline and form an attitude that differences as such represent a value, to teach students about the need for critical perception of biased attitudes, with which we help them recognise inaccuracies, stereotypes and prejudices which they meet, to nurture in students the ability to react in an appropriate way (i.e. without aggression) when they witness a bad treatment, regardless of whether it was directed at them or at someone else.

In order to act in the spirit of intercultural education, the teachers must, before all: (1) be capable of making objective judgement about the culture they belong to, aware of the influence that their culture has on others; (2) get familiar with the cultural systems of the students they are teaching, i.e. with the culture of their families and try to integrate these cultural systems into the education process in the classroom; (3) nurture their critical attitude towards prejudices and discrimination at work or anywhere else in everyday life (ability to recognise unjustified labelling and becoming aware of the consequences of discriminatory behaviour towards others) and (4) be able to raise their voice in situations where they, or someone else, is a victim of discrimination and to encourage children and other adults to do the same.

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**Danica Stefanović**

## **SCHOOL – THE CENTRE OF CITIZENSHIP**

In the European context, the Council of Europe, as the international and inter-governmental organisation, works thoroughly on interculturalism. The beginnings of the formal intercultural education are related to the project: *“Democracy, human rights, minority groups: educational and cultural aspects.”*<sup>15</sup>, during which the principles of intercultural education were officially presented. In 2001 when I was invited to participate in the project: *“Education for democratic citizenship”*, organised by the Council of Europe, this initial step brought nice excitement and permanently influenced my professional career.

The initial challenge was personal, internal polemic about the following phrases we all meet in every day's life: interculturalism/multiculturalism, tolerance, cooperation, dialogue, peace, as well as about the relationships between them, their interdependence, or how to learn more about these and how to transfer the knowledge to the others. The question formed itself: What to choose in the process of education? The initial training for teachers in the form of introductory lecture about the interculturalism or to promote the values of the continuous training for teachers which includes education for professional development with topics on interculturalism in wider sense?

If we talk about education for democratic citizenship as a fundamental European practice, then we have to take all mentioned terms as mutually interdependent. In formal or non-formal education practice, we all teach teachings about peace as lasting guarantee for life, coexistence and mutual respect at a certain territory. Therefore, it is not strange that in the programmes for education for peace we find terms such as: tolerance, communication, cooperation, intercultural education, acceptance and respect for multicultural settings in which we live. That is why terms: democratic citizenship, multiculturalism/interculturalism, dialogue and education for peace are integral parts of our strategy for good quality education.

In the recommendations set by the Council of Europe it is stated that “education for democratic citizenship is the factor of social linking, mutual understanding, intercultural, interconfessional dialogue and solidarity, it contributes to the promotion of the principle of equality and to the fostering of the establishment of democracy and peace initiatives of all peoples and defends development of a democratic society and culture.”<sup>16</sup>

Also, it is stressed that education for democratic citizenship includes advancement of any formal, non-formal or unofficial educational activity, including family, during which the individual is given an opportunity to act as an active, but also responsible citizen, as a citizen who respects the rights of the others.

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<sup>15</sup> <http://www.coe.int/education>

<sup>16</sup> Recommendation of the Council of Ministers, October 2002

What is defined as a multicultural and intercultural society? At first glance, the symbol of equalness is put between them. But, they are not synonyms.

- Multicultural society is a society in which members of several cultures coexist, with the stress on preservation of cultural differences, wherein cooperation between different groups is not important.<sup>17</sup>
- Intercultural society includes different cultural groups that live in the same space and mutually cooperate, influencing each other by doing so, respect values and the way of life of the others, and attach same importance to the preservation and development of the cultural identity and to the intercultural communication.

It is important to stress that there is a constant need for the link between the term interculturalism and democratic citizenship. Why? In the case that during the process of affirmation of interculturality we forget that the activity is aimed at concrete people in the concrete local community, to the concrete needs of the people and ethnic groups, then the intercultural activity would be formalised to the needs of folklore, monuments and tradition (often that is the characteristic of the work with the cultural identity of national minorities). If so, the limited contribution to the intercultural teaching will be made.

If we realise activities of education for democratic citizenship without taking into account the intercultural dimension of the programme, we ignore the essential dimension of societal reality, which also limits and formalises the effectiveness of planned activities.

Programme activities of education for peace contain almost all elements and recommendations of the Council of Europe: education, affirmation of citizens, cooperation and cooperativeness. All these elements are being realised through the affirmation of intercultural dialogue and intercultural education. The step forward in this approach is the pioneering move in establishing creative and programmatic cooperation between formal and non-formal education, i.e. initiation of the ways of transferring the knowledge and experiences from the civil sector into the formal education and knowledge acquired from formal education to be directed toward the citizen.

If our goal for school is to become (in near or far future) the centre of citizenship, i.e. that the official school curriculum encompasses different kinds of education for democratic citizenship, teachers' plans and preparations for classes, educational materials are directed towards the creation of an intercultural school, we need to be aware that the road to the fulfillment is full of obstacles, prejudices and misunderstandings, even quiet and loud rejections. Nevertheless, since social development cannot be stopped, the ways of empowering the role of a citizen in a society cannot be stopped. It is possible to slow them down by daily politics, but when politicians realize that the level of democratic development is measured by the power of an active citizen, at that moment methodology that is being offered in this collection of best practice will be our reality.

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<sup>17</sup> <http://www.coe.int/education>

A number of obstacles that implementors of these programmes are faced with are being overcome by affirmative approach defined in the legal frameworks in both countries (Montenegro and Serbia), through which more possibilities for creation of “the centre of citizenship”. Motivational and affirmative legal frameworks should overcome fears and prejudices within educational sector, especially among teachers, so that they become creators of the teaching atmosphere which would be more interesting and they would feel better. Activities offered in the broadly defined programme Education for Peace are, in its essence, targeted at strengthening teachers competences through additional education, possibilities to present their own work, participative approach in teaching and the affirmation and respect for students in the educational process.

The collection of best practice in front of you is the result of cooperation of the civil sector and schools, but also of the proactive approach of teachers in the field of Education for Peace, as a contribution to the stable peace in the South Eastern Europe. Therefore, this collection is not a collection of nice wishes of teachers and other actors who were active in contributing to the quality and visibility of this programme. It was created on the basis of practical application of different innovative and inspirational projects and workshops, teachings and applications of different strategies and philosophies. The basis for compiling the collection was the critical approach and analysis of all valuable experiences.

The above mentioned is just a part of rationale why the collection could be a practice book for teachers in schools, as well as basic literature for activists within civil sector, especially for youth, who has got the vision of the future society. We will leave other reasons for which the collection should become a part of the educational system to be discovered by teachers, practitioners and experts, in the way that they enrich it with the new knowledge and new experiences and improve it for the new edition.

## **II EXAMPLES OF GOOD PRACTICES**

**Jasmina Gejo**

## **WHY IT IS IMPORTANT TO WORK INTERACTIVELY**

The modern world is becoming more globalised, interconnected and fast-paced.

As the scope of knowledge expands, the amount of information increases and the work processes change due to new technology, all professions are faced with the need, to respond through training and education.

The school system is slowly adjusting to these changes, but if we continue to work in the same way in our schools as we have until now, our results will be characteristic of an outmoded education model that originated from the notion of learning as "transmission of knowledge".

The task for contemporary education is not simply to deliver content from certain scientific fields, but to develop future generations capable of living in the modern world. . With this in mind, the focus of education should be on acquiring skills for effective and efficient learning, finding information and using this information appropriately in life.

Keeping up with the times means basing education on understanding learning as an active construction of knowledge that happens through:

- exchange (of experiences, knowledge, beliefs and needs) between participants in the learning process;
- connecting to one's own experience and practice (starting from experience, analysing the experience and practice, application and change of practice);
- cooperation and partnership (cooperative learning and relationship based on equality, complementarity, respect and democratic procedure).

Interactive learning means learning as a social process and as interaction between the student and the teacher, between students themselves, students and parents, between peers, etc. The primary purpose of interactive approach is *transferring the action from teachers to students, enabling students to learn together, to work together on the learning goals, on processing the contents, applying the learning and on evaluating the learning process*. What is assessed are things like student progress, motivation, character development as well as academic achievement.

By applying interactive learning, the motivation level in the class increases and cooperation developed as students take responsibility for their own progress. They learn to share and discuss opinions, act together, cultivate tolerance and develop their communication skills (using the media and different sources of knowledge).

In order for teachers to develop their professional competences in line with modern conditions and demands related to interactive learning, it is necessary for them to abandon some of their 'traditional' expectations of a "grownup as the owner and transferor of knowledge" and take the role of the "partner" in the education process.

The extent and nature of teaching is expanding nowadays – the teacher is a facilitator of the teaching process, as well as *a co-creator of the emotional climate in the classroom*. The teacher encourages the student to self-evaluation and setting goals, i.e. the steps for personal and social development. In this environment, through interaction with others, the student explores, asks questions, learns how to learn and therefore contributes to the development of the classroom climate. *The child is a personality with feelings and his or her own goals, not only a student.*

The differences between "traditional models of teaching" (didactic models by implementing lectures, demonstrations and presentations) and interactive models are shown in the following table:<sup>18</sup>

	Traditional models	Interactive teaching
Starting points	Learning as transmission of knowledge	Learning as active construction of knowledge
	Learning as a uniform process (same for all)	Different styles of learning and individual differences in capabilities to learn
	Learning as an isolated cognitive process	Learning as a multiple activity, integral and contextual process
Types of activity	Learning as an individual activity	Cooperative learning
	Uniform type of activity per function	Different types of activities per function
	Limited number of methods	Large number of methods
Components:		
Preparation	Centeredness on the speaker	Centeredness on participants, context, process and facilitator
	Goals relative to the speaker and the issues	Goals relative to participants, the process and issues
	Disregard for context	Organisational and technical support
Realization	Focus on the result	Focus on the process, relationships and the result
	Linear interaction	Multiple interactions
	Leader as an instructor	Leader as a facilitator
Monitoring	Evaluation: not planned or review of what has been learned	Evaluation: process, final
	Absence of monitoring or review of what has been learned or adopted '	Developed monitoring strategy as a process support for example peer review'

<sup>18</sup> Source: Dragana Pavlović Breneselović, Tatjana Pavlovski, Interaktivna obuka, CIP, 2000.

## **In conclusion**

'If we organise classes in such a way that students learn from each other is encouraged, if we develop favourable emotional climate in the class, cooperation and taking responsibility for one's own progress among students is normal, if we teach students to share their ideas and views, work together, to use media and technology to exchange information and communicate with other members of the group or other groups, with the teacher and themselves, then we have organised interactive education.

**Danica Stefanović**

### **A SMALL CONTRIBUTION FOR YOUNG PEOPLE TO BECOME ACTIVE STUDENTS/PARTICIPANTS IN THE EDUCATION PROCESS**

As young people nowadays have more access to various IT programmes (hereinafter ITs), their use in the education process can provide them with an unimaginable range of motivation and interest.

Starting from the level of interest that the young people have in new forms of communication, the educational programmes for using IT, primarily small video-film, represent an excellent way to develop interest and curiosity which can be used by teachers to instruct them and direct them towards creative research work.

The Internet is readily available in Serbia and according to public data; almost two thirds of the young use it at this moment. Most popular sites are social networks such as *Facebook* and *Twitter*, and young people use them for gathering information and communicating for fun. The power of social networks for connecting and creating communities of those who think alike, or for creating social change even, has already proved strong in practice. On the other hand, new ITs are also an excellent basis for starting the process for distance learning and as a methodology for establishing a successful approach to studying, which enables more inclusive access to educational content to all interested users.

These days search results often offer websites or school's/students' *Facebook* page or personal pages as sources of information on the activities of young people at school or in the local community. However, what the reader frequently finds is information often several years old or completely inactive pages. This indicates that students have limited access to relevant information which effects their capacity to undertake research. A needs and situation survey conducted by Civic Fund Panonija in 2012, found that young people were uninformed about activities in their school, and there were few activities in school that interested them. The study pointed out that when students tried to initiate anything, they received little feedback about these initiatives at best, or at worst they received no support for implementation.

Such experience confirms that in order to get young people interested in creative and engaging work, both at school and outside of it, one should follow their interests, particularly in the possibilities and use of information technologies.

Sometimes the solution is within arm's reach, but we cannot see it. Very often we object to young people's to be passive, lazy or lack of interest in the current affairs. They often tell us that they are "bored to tears" (whatever they mean by that) and by everything that we are trying to tell them. The question that remains open is how to approach young people, how to promote their interest in the world around them, how to show them that all that they want is out there and in order to reach the solution they just need to choose the way that leads to it. The question that remains is: how? I offer one and provide some direction in this text. What I stand for and propose is introducing students into the world of 21<sup>st</sup> century through using information technologies.

One way of using IT is to use the Internet and include students in various social networks that contribute to quick and active communication, but that also offer a possibility of distance learning, while the other way is *using the talent, knowledge and creativity of young people to create short video-films through which they would express their interests and motivation. At the same time, these small films would be a witness to a time or to a life at a certain time.* This story is about this other way.

The use of social networks is a known and available technology to both students and teachers. Therefore my greater interests are aimed at creating and using short video-films that can have direct influence on students and teachers and that at the same time can influence the local community. Such films can and should become part of the education process, but how and how much they will affect strengthening of students' motivation greatly depends on the power and readiness of teachers to enter into this process and use it to introduce students into the education of the 21st century.

Work on implementing this kind of IT in school requires that teachers be intrigued, for two reasons. The first one would be the need for additional education of teachers about the process of creating and using short video-films and getting students interested in making them, but also gradual education of teachers about the methodology of using films in the education process. The second reason could be found in teachers' work with students that are directed at making a concrete short video-film.

My interest that I am trying to present in this text primarily refers to the methodology of working with students and whose aim is to motivate them to do research work in the education process. The initial step for the teacher would be the need to motivate the student for explorative work on preparing, research and making of the video-film itself. What does this procedure mean?

For this procedure it is important to first to get students interested in this activity. Before all, it is necessary for a teacher to explain to students that the technique of making short video-films is at arm's length (the technique itself is not that much of a problem as the film could be made with any better-quality mobile phone) and that one should not be pretentious during the preparation time, that is, the film should just be a confirmation of something from life in their town, village or school.

After this, the teacher should form a group or groups of students and explain to them in detail what is expected of them. They can choose various topics – from the history of the students' school or their place, to some people in the local environment that are important to them, to contemporary topics that can reflect their life and their needs. That means that the initiators of making and use of the films could be teachers of different professional orientations – history, literature, arts teachers and the like.

The next step would be to form small groups of students depending on their interests. Some students can join a group that will work on researching, others could work on selecting and scanning of photographs and following up on the stories in the photographs, the others could write the screenplay, while some others could be narrators or can play the music for the film's background. It is important to engage all the students who are interested and to provide them with duties according to their interest and inclinations.

The steps in making short video-films depend on the selected topic that the students are covering. If it is about history of the place they live in, the first step would be to choose the period that the film will cover. This could be the life of people in the 19<sup>th</sup> and 20<sup>th</sup> centuries and their vocations, or a story about a social group and community that used to live there, but is now gone – Jewish, Roma, Tsintsar, German communities... or the film may be about someone famous or a famous family from that place... Once the topic has been selected, the research stage can begin.

The first stage is to consult the sources in available references, city archives or museum or on the Internet. It is important that the teacher instructs the student on how important the validity of the included data and the sources is from which the mentioned information originates.

The second stage includes talking to people from one's environment. Older people are assumed to know a lot about people who lived long before the students who do the research were born, which is why it is important to do the interviews with them. The questions may include: When did, for example, Jewish or Roma people move to the place of students' residence? What did they do for a living? What happened to them? And so on. A list of questions to be asked depends on the chosen topic, so there are no sets of questions made in advance.

The third stage could be working on collecting old photographs that reflect the time and people who will be the topic of the film. It is important to underline to students that the owners of the photographs are very much attached to them, so they need to inform them that they will only scan the photographs and that they will just be the "support" to the film's story that the students will be telling in cooperation with the town's residents.

The next step could be recording of the old buildings or houses in which these people used to live, including squares, schools and so on.

Writing the screenplay for the film would be the next step. The screenplay should include the whole research project and thus present the chosen topic in a 10-minute film. The students should be told: *We would like you to tell us a story. Use photographs or video recordings, or both, but tell us a story!* If the school has a literary section, the teacher leading it could help a great deal.

The final step is making the film. To do so, there are various programmes that could be used, such as *Microsoft Movie Maker, Sony Vegas, Apple movie*. During this final step in making this small film, the IT teacher could be of great support and assistance.

At the closing stage of this process, one question remains: what to do with the finished film? Just as in previous steps that were attempts to engage teachers in this creative work with students, it is important to engage teachers in promoting and/or using the film.

During the film-making process, the students are learning about team work and how to be responsible in the work that they do. This is also a beginning of their active inclusion in the life of the

community they belong to. By realizing this activity, the students also become part of a responsible community/school that shows practically how to realize the requirements from the *Law on the Foundations of the Education and Pedagogy System* which requires that the education system must be directed in such a way that "students understand the world as one whole of connected systems and by solving concrete problems, they understand that they are not isolated and that they initiate and are ready to accept changes, take over responsibilities and have an entrepreneurial approach and clear orientation towards achieving goals and success".

**Ivana Gajović**

**Branka Kankaraš**

#### **COOPERATION BETWEEN NANSEN DIALOGUE CENTRE MONTENEGRO AND THE MINISTRY OF EDUCATION IN MONTENEGRO ON THE PROJECT EDUCATION FOR PEACE**

Ministry of Education and Nansen Dialogue Centre Montenegro started cooperation in relation to the project Education for Peace at the end of 2008, after the successful fulfillment of the joint project School Mediation implemented in the primary school Marko Miljanov in Podgorica. From 2008 onwards a number of joint activities were put in practice.

Nansen Dialogue Centre Montenegro is a local non-governmental organisation, a member of the Nansen Dialogue Network active in the Western Balkans (offices in Belgrade, Bujanovac, Skopje, Priština and Podgorica, also in Sarajevo, with branch offices in Prijedor, Srebrenica and Mostar). The network actively implements programmes of peaceful conflict resolution, provides support to the reforms of the educational sector and supports the reconciliation processes in the region.

In May 2000 Nansen Dialogue Centre Montenegro was established, focusing its activities on the programmes of support to the Euro-Atlantic integrations, democratic reforms and inclusive political culture, as well as providing support to the educational reforms in Montenegro. It is the member of the Global Partnership for the Prevention of Armed Conflicts (GPPAC, the Hague, Netherlands). Representatives actively participate in the work of the network, while the director Ivana Gajovic is the chair person of the working group *Education for Peace*. She actively coordinates the work of the group members representing 15 regions of the world, with the mutual goals: exchange of experiences for the purpose of learning new methodologies for resolving conflicts peacefully, intercultural approach and cross-regional cooperation.

School Mediation project in the primary school Marko Miljanov was the first, pioneering project related to learning and implementing mediation methodologies in school with the aims of preventing potential violence, long-term contribution to the new ways of resolving conflicts in school and the change of the school atmosphere. In the course of 2008 the trainings for school mediation were held.

Participants were teachers, students, school management, representatives of the Association of Montenegrin parents and ministry of education representatives. Through intensive, six months training programme, held in open and cozy atmosphere of the school, the first generation of school mediators were trained and Mediation Corner opened. During and after the training cycle, teachers held extracurriculum activities aimed at better understanding and promotion of school mediation.

In June 2009, Branka Kankaraš (the independent councillor in the Ministry of Education and Science and representative in the GPPAC Regional Steering group for Western Balkans) and Ivana Gajovic participated at the international conference *Collaboration across Fields: Implementation and Sustainability of Social - Emotional Learning, Conflict Resolution Education, Peace Education and Citizenship Education*, organised by Global Issues Resource Centre at Cayahoga Community College, Ohayo, USA and GPPAC Secretariat, the Netherlands. It was the opportunity to present the results of work on *Education for Peace* programme in Montenegro and in the Western Balkans during several panel sessions. Also, it was the opportunity to learn new methodologies and achievements from the USA and other regions of the world in the field of socio-emotional learning, about teaching conflict resolution skills and civic education.

Nansen Dialogue Centre Montenegro and the Ministry of Education continued cooperation in 2009 through different programmes and activities within the programme *Education for Peace*. One of the important activities was realized in cooperation with Nansen Dialogue Centre Serbia, supported by GPPAC, in the form of two conferences titled: *“Peace Education Policies, Networks Creation and Peace Education Methodologies”*, held in Podgorica and in Belgrade. The concrete result was signing of the *Joint Declaration between the Ministry of Education and Science of Montenegro and the Ministry of Education of Serbia on Joint Cooperation and Cooperation with Civil Society Organisations in the Field of Education for Peace*. This important document contains recommendations on the models for cooperation between different actors on the important themes: the whole school approach, improvements in educational system, better understanding in multi-ethnic communities, suggestions for implementation of mediation in the way that it influences improvements of the school atmosphere on the long run and contributes to the prevention of violence in schools as well as recommendations on sensitizing media to write about these themes. The Declaration signed on the 4th December 2009 in Belgrade was the first official document signed by the two ministries from Montenegro and the Republic of Serbia, after Montenegro gained independence. It is also a significant step in cooperation between civic sector and state institutions.

During 2010 Nansen Dialogue Centre Montenegro in cooperation with Integration and Development Center for Information and Research (IDC) from Simpheropol, Ukraine, with the support from FOSI Montenegro made the step forward by realizing cross-regional cooperation between East Europe and the Western Balkans, as a part of collaboration within GPPAC network. Participants in the project were teachers from Montenegro, Serbia, Bosnia and Hercegovina, associates of Nansen Centres in respective countries, as well as colleagues from Nansen Centres and representatives of educational institutions from Montenegro and Serbia. The Ukrainian team was comprised of: teachers/peace educators, IDC representatives and the Ministry of Education of the Autonomus Region Crimea representatives.

The goal of the project was to gather teachers/peace educators and decision makers from both regions and give them opportunity to discuss, exchange, experience, understand and learn methodologies during face to face meetings. Equally important were visits to the relevant state institutions in both regions and generating ideas for future cooperation based on the field visits. In April 2010 the first joint work meeting was held in Podgorica. After the internal meetings of colleagues, on the last day the group

visited: the Ministry of Education, Bureau for Educational Services and “Marko Miljanov” Primary School. In May 2010 the delegation from the Western Balkans went to the return visit to Crimea/Ukraine. There, they had a chance to observe and understand the educational system in multi-ethnic community in which more than 100 different ethnic groups share the living space. The colleagues from IDC implement the programme *Culture of Good Neighbourhood* in order to recognize and celebrate ethnic differences, considering them to be the richness of the community. As a result of the programme, the booklet on the experiences of the practitioners working on Education for Peace was published in Russian language.

In the spirit of good cooperation, Branka Kankaraš and Ivana Gajović participated at the international conference *Sustainable Regional Education Efforts for Safer and More Inclusive Communities*, invited by the Ministry of Education of Costa Rica and GPPAC network. The two representatives presented achievements within the *Education for Peace* programme in Montenegro and in the Western Balkans, they gave the lecture on the example of good practice of cooperation between the Ministry of Education and NDC Montenegro in order to motivate colleagues to find optimal possibilities for cooperation of state institutions and civil sector organisations, all in order to improve services to citizens. During the visit to Kostarica, the host organisation organised meetings in schools in which Civic Education is implemented.

From January to June 2011 NDC Montenegro in collaboration with the Ministry of Education realized trainings for school mediation in the primary school “Maršal Tito” in Ulcinj, the project financially supported by the Finish Ministry of Foreign Affairs. During the six months training, teachers and school management representatives learned the methodologies and techniques and became school mediators. On the 21st September, the International Day of Peace, the mediators' club was opened in the school. This second generation of the trained school mediators in Montenegro had many consultative meetings and joint activities with the first generation of the trained school mediators from “Marko Miljanov” Primary School in Podgorica. Nansen Dialogue Centre Montenegro and Nansen Dialogue Centre Serbia, with the financial support of IFA zivik, Germany, were jointly implementing the project “Educational Institutions Implement Education for Peace”, in cooperation with teachers, practitioners and representatives of the ministries of education and the education bureaux from both countries from 2011 to 2013. The main contribution of the project is strengthening direct collaboration of practitioners and decision-makers regarding the implementation of EfP at national and regional levels; to create conditions for including EfP contents into the regular school curriculum and to foster exchange of good practices at regional level. In July 2011 in Ulcinj the first consultancy meeting was held, during which participants worked on the creation of action plans that included: strengthening capacities for the prevention of violence in schools, creation of the collection of EfP implementation best practices, raising the level of visibility of EfP activities and coordination of efforts of all actors involved. In November 2011 in Tivat, the second regional meeting was held, where action plans for implementation of the programme: “Education for Peace in 2012” were finalized. Two teams were engaged in this task: the team for preparation of the contents of the capacity building trainings for teachers and educational institutions representatives and the team for the creation of the collection of EfP implementation best practices.

Traditionally, from 2008 until present, Nansen Dialogue Centre Montenegro and the Ministry of Education and Sports, with the financial support from GPPAC, in cooperation with schools in Montenegro, celebrate the International Day of Peace, 21 September. Teachers and students are creative in organising various events each year, often involving local communities and by doing so giving the important contribution to the celebration of peace at the international level.

**Biljana Lajović**

## **EDUCATION FOR PEACE – THE WAY TOWARDS DIALOGUE AND SOCIETY WITHOUT VIOLENCE**

Fritjof Nansen, famous Norwegian explorer and humanist said: „*The difficult is what takes a little time; the impossible is what takes a little longer.*”

Is building peace and society without violence difficult or impossible task? Someone would say that it is difficult and someone that it is impossible, taking into consideration history of mankind and particularly current state of affairs.

It will be less difficult and less impossible, and we truly believe – possible, if all of us build peace together, if we unite motivation, knowledge, strengths, capacities. Time and resources that are needed we have to use together, substantially in the constructive and qualitative manner.

One of the important questions that needs to be answered in order to be successful in Education for Peace implementation is: When and with whom to start?

It seems that the answer is unequivocal: It is best to start with the youngest, because it is the best way to influence the values system in which tolerance, humanity, togetherness, peaceful conflict resolution and dialogue will take important places.

Partnership marked by dedication, good themes and contents of activities are the characteristics of cooperation between Nansen Dialogue Centre Serbia and the Ministry of Education, Science and Technological Development, which already lasts a number of years. We started with the projects: “Educational Institutions Implement Education for Peace” and Schools Cooperation – Lillehammer and Bujanovac municipalities. Recognizing the importance of the activities NDC Serbia implements, while perceiving them complementary to the activities undertaken by the educational system, the Ministry gave support to the programmes and the activities of Nansen Dialogue Centre Serbia. In these important endeavours teachers with their students from primary and secondary schools take part as well as representatives of non-governmental organisations.

NDC Serbia programmes support the implementation of the *Law on the Foundations of the Education System*<sup>19</sup>, especially the parts which refer to the prevention of violence. They also contribute to the fulfillment of the tasks given to the educational institutions and to teachers, based on the documents important for systemic development of education and upbringing in Serbia. These are *Quality Standards of Educational and Upbringing Institutions* and *Standards for Teacher Competences*.

The Ministry invited NDC Serbia representatives to participate in relevant educational gatherings: *Conference on the Prevention of Violence*, organised by the Ministry of Education and Science in March 2012 and *The 60th Assembly of Psychologists* in May 2012. Presentations of implemented activities and achieved results attracted the attention of educational sector, showed the positive effects of the inter-sectoral cooperation, particularly in sensitive multi-cultural communities. The results achieved by Nansen

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<sup>19</sup> Zakon o osnovama sistema obrazovanja i vaspitanja, 2009 (<http://www.mpn.gov.rs/propisi/zakoni/obrazovanje-i-vaspitanje/504-zakon-o-osnovama-sistema-obrazovanja>)

Dialogue Centre Serbia were recognized as examples of good practices, therefore, their representatives were invited to participate at the round table dedicated to the prevention of violence and at the *61st Assembly of Psychologists* in 2013.

In May 2012 one more formal recognition of the good quality work of NDC Serbia came from the educational system in the form of the official accreditation of the programme: *Education for Peace – Resolution through Dialogue*. In that way the programme was enlisted in the official list of the programmes for professional development for teachers, building capacities of teachers and students for peaceful resolution of conflicts. The implementation of the programme was successfully launched in the Ivo Andrić Primary School in Belgrade.

Last but not least, we want to end this short text with something nice and motivating, by mentioning the Peace Calendar which NDC Serbia has published for several years already, jointly with children – participants of the regional arts competition, on the occasion of marking 21 September, the International Day of Peace.

Efforts invested in the creation of the calendar gained a significant place on the list of activities supported by the Ministry in which the Unit for the Prevention of Violence is actively involved, since that is also the way to foster children to resolve conflicts in a peaceful way, giving support to the protection of children from violence.

NDC Serbia and NDC Montenegro with their associates, respecting the principles of good cooperation and exchange, transformed parts of experiences on the implementation of the programme Education for Peace into the collection of best practices that is in front of you.

We believe it will help you perceive the basic concepts of education for peace from one more perspective, it will give you insights into the ways the teachers used gained knowledge to implement it in practice, as well as to motivate you to use some of the contents in your own work and find the ways to find your own solutions. We also believe that the collection will support your efforts on developing positive system of values among children, during the processes of peaceful conflict resolution, prevention and reducing violence.

**Tatjana Popović**

## **JOINT PERFORMANCE OF STUDENTS FROM BUJANOVAC SCHOOLS**

“Social skills are socially acceptable, learned behaviour, that enable an individual to have the interaction with the other in the way that leads to positive and avoiding negative reactions.”<sup>20</sup>

Students and teachers from four primary schools in Bujanovac municipality participated actively in the project “Strengthening Social Skills, Cooperation of Schools from Bujanovac and Lillehammer”, in the period from 2010 to 2013. These are the schools: Branko Radičević and Naim Frasherri from Bujanovac, Vuk Karadžić from Levosoje village and Sezai Surroi from Veliki Trnovac village.

During the joint performance, held on the 4 April 2013, students presented the results of their work in the creative way, using role-plays and musical acts. Preparations for the performance were in the form of workshops jointly attended by Serbian and Albanian students, as well as during the consultancy meetings of teachers and project coordinators. The preparation process for marking the finalization of the project presents the value in itself, because it brought results more important than the performance. Therefore it is worth our attention and presenting the most important components.

Strengthening of social skills is important segment of the prevention of violence in schools. After the *Law on the Foundations of the Education system*<sup>21</sup> was put in practice in September 2009, it became the obligation presented in the articles of the law related to the objectives of education and upbringing process and connected to the development of the key competences necessary for social life in a modern society. During the trainings for teachers these articles of the law as well as obligations and mechanisms for implementing them were explained and clarified to teachers. In order to connect regulations prescribed by the law directly with the practice, we organised several workshops during which we worked on developing the systems for applying the articles of the law. The most important components were measures for preventing violence and the ways of reacting when violence happens. The workshops were facilitated by the representatives of the Unit for the Prevention of Violence, Ministry of Education, Science and Technical Development from Belgrade and from Niš.

### **How to actively invest efforts in creation of safe school environment with the active participation of students?**

The connecting thread between this process and the prevention of violence is strengthening of social skills through cooperative, partnership relationship between students and teachers; making students become aware of their responsibilities and guiding them towards the process of making decisions independently.

In the above mentioned schools there was a good basis for strengthening social skills, presented in the officially adopted mechanism for peaceful conflict resolution – peer mediation, represented by the competent teams of teacher mediators and active peer mediators in mediators' clubs. Namely, the

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<sup>20</sup> Pedagoško društvo Srbije, <http://www.pedagog.rs/> (Pedagogical Society of Serbia)

<sup>21</sup> Zakon o osnovama sistema obrazovanja i vaspitanja, 2009 (<http://www.mpn.gov.rs/propisi/zakoni/obrazovanje-i-vaspitanje/504-zakon-o-osnovama-sistema-obrazovanja>)

representatives of the School Department of Lillehammer Municipality in coordination with Nansen Dialogue Centre Serbia (NDC Serbia) have been continuously working for several years on the professional upgrading of teachers and inter-ethnic cooperation between students, teachers and representatives of the Ministry of Education school departments. The first project was “Cooperation of Schools from Bujanovac and Lillehammer Municipalities“, implementation period was from 2007 to 2010. The most important activities were exchange of the new teaching methodologies, strengthening of the upbringing work components, organisational aspect and school management. In the area of improvement of upbringing component, School Mediation became the most important theme and technique for peaceful conflict resolution and the prevention of violence in schools. The complete training cycle for teachers and students for implementation of school mediation was organised, peer mediators were chosen and mediators' clubs established. These clubs are still active.

During the trainings for peer mediators it was noticed that students' social skills were significantly improved, while at the same their behaviour was changed for better. Teachers and coordinators came to the conclusion that it would be very useful to involve more teachers and students to work on this important upbringing component for the purpose of strengthening students' self-consciousness, self-esteem, collaborative skills and taking responsibility for one's acts. The additional motivational factor was the need to work actively on the prevention of violence both in schools and in the local community. That is how the new project started, named:”Strengthening Social Skills, Cooperation of Schools from Bujanovac and Lillehammer“. Essentially, it represented the continuation of inter-ethnic cooperation between teachers and students in Bujanovac and professional exchange of teaching methodologies with the colleagues from Lillehammer schools.



The implementation process was comprised of educational trainings for teachers, direct transfer of knowledge from the teachers to the students in each school during the workshops, followed by consultative meetings with the colleagues from all schools. During the meetings the comparative analyses were made, colleagues were giving each other suggestions on the themes of the workshops and methodologies to be used with the students of the same age. The process of empowering students was happening during the joint workshops too, where ethnically mixed groups of students jointly worked on group tasks, and also used the opportunity for socializing, talking about their hobbies like sports, music and film.

Team work and collaborative skills were refined among the teachers too, which was illustrated by the example of cooperation between different schools with the purpose of empowering young colleagues to become members of teacher mediator teams. Since two village schools were involved in the project and cooperation at the later stage, teachers teams from two schools from Bujanovac "Naim Frasher" and "Branko Radičević" were visiting colleagues in "Vuk Karadžić" and "Sezai Surroi" schools.

Multi-ethnic teams of teacher mediators and teachers who are members of the Teams for the Prevention of Violence, passed the training comprised of a number of seminars and workshops. The main objectives were: to transfer experiences of colleagues from Lillehammer who had been working on developing of students social skills for many years and to determine which articles of the law were obligation and support to the teachers to invest in development of social competences among students, to work on the prevention of violence and creation of the safe environment in schools. The foundation of the work in schools was creation of action plans which define activities regarding development of social skills, while types of activities were defined on the basis of specific needs of each school. Two joint workshops for teachers of all schools were dedicated to this process. Teachers from all four schools actively participated, while colleagues from Lillehammer and local coordinators were facilitating the process. The colleagues from Lillehammer municipality school department suggested a simple form for the action plan to the teachers and the teachers got the task to adapt the form to the conditions of the school and needs of the students. During the workshop, the work was done in ethnically mixed small groups, comprised of teachers with some experience on the prevention of violence and the teachers for whom this was a new area of work. This kind of cooperation through the team work was useful for all because it was an opportunity to exchange the knowledge and to support each other, which resulted in creation of genuinely operational plans. The collaboration was continued during the process of implementation of the plans in schools, since after the workshops it was easy to contact the colleagues and ask for advise. It is important to mention that a facilitator of each group was an experienced colleague (Norwegian colleague or local coordinator), who was giving guidelines supported by practical examples for continuous work on developing social skills in classroom and in school. It was a mutual decision to work on the development of six social skills commonly used in school environment, which are: empathy, collaborative skills, self-affirmation, self-control, responsibility and game, joy and humor.

School Action Plans were based on the practical examples of using these skills in practice. The working methodology of each team was described too, themes of workshops and the ways of relating to the other colleagues from the school collective. The latter had a purpose to include more teachers to give support to the teams and the process of developing and using social skills.

Teachers' teams were implementing the action plans during extracurricular activities by organizing workshops for students from several classes, and also during the regular classes, using some components from the plans. Decisions about the themes, the order of activities and methodologies were made by the school teams. The team comprised of colleagues from Norway and local coordinators followed the

implementation process throughout the school year, with regular consultancy meetings held with teachers' teams in each school as well as during the joint workshops. Some of the themes teachers used were: "TV and Violence", "How to Have Good Collaboration in the Classroom", "Acceptance of Differences".

To be able to participate in social, civic and working life. To be able to deal with people coming from different social and cultural backgrounds. To be able to cope in a constructive way with conflicts. To have knowledge, skills and attitudes needed to be active as a citizen. To participate as much as possible in civic life at local, regional, national, European and global level.<sup>22</sup>

During the preparations for the joint performance, in each school teacher mediators were gathering active peer mediators to discuss the best examples of usage of social skills in everyday life situations. They chose the themes for role-plays, harmonized texts of role-plays and practiced the roles in teams in each school, then peers and teachers from different schools were meeting for several times to present the role-plays to each other and to practice jointly. During these workshops the teachers and coordinators were translating role-plays from Serbian to Albanian and vice versa in order to motivate students to give suggestions for improvements to each other. It is interesting that students had spontaneously started using English language to talk to each other. English is prevailing in all media and they all learn it in schools. At the same time, the fact that young people living in the same local community do not know even the basics of each other's ethnic group language is very worrying.

Upon the unanimous decision, the performance was held in the "Vuk Karadzic" Primary School, which has got excellent space - a big scene in the hall. The mosaic carefully composed of role-plays presenting how social skills are useful in concrete life situations and pieces of contemporary music, was energetically finalized by the tangle of folk dances. The audience was comprised of teachers, students, parents, Bujanovac local self-government and Lillehammer school department representatives. Around twenty teachers and 130 students were involved in the preparation process and in the performance.

Creative methodologies and new events, like the performance, may reinforce cooperation between different ethnic groups; they do motivate students to socialize and to continue cooperation in everyday life. The additional effort by teachers is needed for realizing joint activities for students who are members of different ethnic groups, but is worth investing. Students need to be motivated to cooperate with the peers in the way that their creativity comes to the fore. In that way, the upbringing process unfolds with ease.

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<sup>22</sup> <https://www.youthpass.eu/da/youthpass/for/youth-initiatives/learn/information/kcsocial/>

**Branka Kankaraš**

## **VIOLENCE PREVENTION IN EDUCATION AND PEDAGOGY INSTITUTIONS IN MONTENEGRO**

The most desirable and optimal approach for introducing peace education (and pedagogy) into our education system is to use a cross-curricular approach which conceptually would realise the best outcome. A question that is frequently asked is how could the contents related to education for peace be included in regular curricula, without interfering with activities, with obligatory contents from the regular curriculum, etc. It is more often than not that teachers teaching mandatory subjects believe that they do not have enough room to realise the regular (mandatory) curriculum, let alone for some other, non-mandatory contents. The general consensus is that peace education curricula are very useful and that students like them, but is not regularly taught and only available sporadically.

It is our intention to point out to teachers that it is possible to create peace education classes in their subject. It is also possible for students to create workshops that carry the message of the education for peace at the same time. I note that it may be easier for teachers of the social subjects to find ways to combine contents, goals and tasks for peace (non-violent communication, tolerance, active listening, fighting against prejudices, understanding differences, etc.) at the same time as they realise education goals for their class. Teachers of the natural sciences subjects may perceive more difficulties finding room within their classes to carry such skill development and messages.

Looking at the experiences from such classes in other countries however, I realised how teachers of natural sciences may easily overcome perceived barriers or content limitation. For example elements of education for peace can easily permeate maths, physics and chemistry classes. From my experience such approaches contribute to a better working climate, classes become more interesting, and students become more motivated and active in class. I particularly like seeing teachers of subjects that students like least, or that they find difficult, break the "strained" relationships through the use of free activities. In one school where they had problems with maths classes, they decided that the teacher should prepare a dance number for the school day celebration, because he was excellent at dancing. The students then invited other teachers to dance with them in the celebration, which was accepted with delight. We had a chance to see staff members dancing together with students in the school day celebration. The chemistry teacher couldn't dance, but she could sew, so she and her students prepared an exhibition of costumes and dolls as another presentation prepared for the children. The physics teacher didn't know how to sew, but she was great at making cakes, so she worked with students and parents in a small kitchen. In this way, the barrier between teachers and students was reduced, the freedom to ask questions and freely communicate came into its own, and this friendly atmosphere spontaneously transferred to regular classes.

I will allow myself the freedom to suggest some ideas that maths teachers could use in their lessons so that they could contribute to the education for peace in their own lessons. As an example, I will mention a phrase that is used in our language. One often says that people have *diametrically opposite* attitudes, opinions and so on. It is not rare that this expression is used without understanding or knowing what it means. One often wants to emphasise that something is opposite, but why use the term *diametrically*, no one really thinks about that. If a teacher would use a lesson in which they talk about the disc, circle and elements of the circle to talk to students about why some other chord is used to emphasise a total difference in attitudes, they could talk about why people have different attitudes,

whether this is good or bad, what that leads to, etc. In this way students would more vividly remember that a diameter is the longest chord of the circle, but also some other facts that are important for maths lessons. For their homework, they could look up on the Internet for many more texts about the topic of *diametrically opposite*, which would enrich the whole story or continuation of the discussion.

There is another example that I found interesting: in our language we often use the expression that someone has changed by  $180^\circ$ . It is also not rare that we hear that someone has changed by  $360^\circ$ , without actually knowing the meaning of that expression. Why exactly 180 or 360 and why exactly those numbers? People rarely think about that. Therefore, that might create an opportunity to talk about these things in class, maybe to open up a discussion, especially when a certain expression refers to behaviour. One of the ideas would be to analyse how someone could "change by  $360^\circ$ ": is this completely wrong, or has someone made the full circle and by doing so, learned something new? If you leave the students to think about this fact, to express their opinions, or even to find some texts in the media or on the Internet, you will be surprised how many ideas they will come up with, and on the other hand, how much effect this story has on memorising the regular study material.

It is understandable that such a process requires more time, but it may yield better understanding and results. Furthermore students may be pleasantly surprised by this different approach to the classic didactic teaching of the maths. Teachers can always find ways to be more creative and include education for peace in their lessons, for example, creating textual tasks with a peace theme, or using group work as a method. In groups, students can discuss cooperation and explore how they reached solutions democratically or by division of roles. Did someone impose themselves as the leader of the group? Were there different opinions and how were these heard and discussed? If you talk to students after solutions have been presented and ask them about the group processes you may be surprised to find how students see and value group work. Rather than one or two students with best grades doing the most of the work while others wait you are likely to find a more even contribution of group members to the group results.

On principle, I believe that in the natural sciences subjects it is possible to use lesson contents to reduce violence in school. Above all, teacher enthusiasm, imagination and creativity can contribute to creating a better atmosphere both in and outside class, especially when the teacher is not present at an activity and there is a greater risk of peer conflicts. The teacher in the classroom is always a model for the students, not only when it comes to the contents of a specific subject, but also to the informal messages that are sent consciously or unconsciously. Messages of peace, non-violent behaviour and creative conflict resolution are equally important in maths, physics, chemistry, biology as they are in any other classes and are extremely important for their students' further development.

**Tatjana Jocić**

## **EDUCATION FOR PEACE IN PRIMARY SCHOOL**

If violence is a consequence of unsolved conflict, what is peace then? Is it a state without conflict, or a continuous process in which we teach ourselves and others understanding, righteousness, tolerance and social equality? Without wanting to go into definitions, we – teachers and pedagogues asked ourselves a question: how much we in primary schools can, want and do to achieve the following goal: create generations that will be able to think about the ways to create a peaceful life! Peace itself is also a consequence of certain conditions, and they need to be created.

We become aware of how important education for peace is in those moments and situations when we miss the peace that we once had. We become aware of many values only when we have lost them. We recognise the role primary schools play in developing cultures of peace through developing non-violent communication, violence prevention, protection of children against abuse and violence, adopting rules of behaviour and rulebook and sanctions for disobeying the rules. A culture of peace in a primary school is everybody's responsibility, and needs to be reflected in every classroom, hallway, teachers' room and in the streets around the school.

We call them developing non-violent communication, violence prevention, protection of children against abuse and violence, adopting rules of behaviour and rulebooks on sanctions for disobeying the rules..., when in fact we want us and other actors in school to learn the culture of peace in the classroom, in the hallway, teacher's room, in the street...

Why is education for peace necessary? Because even children who behave violently don't in fact enjoy violence. They just learned to defend their interests with violence first!

The need for developing the culture of peace in school was defined by the members of the Student Parliament explaining that they didn't like gossiping, teasing, pushing around, mockery, rudeness and fights. They said they were ready to engage in actions for promoting a healthy atmosphere at school and suggested ways to do this. Aware that lectures and talks are not enough in the age of the internet, Facebook and Twitter to attract attention, representatives of the Student Parliament voluntarily organised peer led activities in the classes. The teachers were informed and supportive. For the beginning, students listed forms of violence which, in their opinion, represented the greatest threat. Members of the Student Parliament believed that the internet had contributed to conflict and poor communication in the school. Presentations, consistent with a school Peer Mediation project, were conducted about internet violence and non-violent ways to communicate. .

### **What have we got?**

No evaluation was conducted on the program, but on the basis of talks with the members of the Student Parliament, we have the following information:

- all members of the Parliament have protected their social network profiles and have made a selection of friends (advice: accept friend requests only from people you know);
- each one of them is certain that this advice was understood and accepted by at least another three students in each class;
- they pay greater attention to posts on social networks;

- members of the Parliament participated in the workshop "I hear you, you hear me!";
- of eleven classes of 7<sup>th</sup> and 8<sup>th</sup> grades, the workshop was realized in five, and their facilitators believed that the topic and processes used in the workshop was accepted well by their peers, but that no effect was accomplished in the so-called leaders of the inappropriate behaviour in school. However, they were pleased about the fact that they could talk, study and analyse their relationships and behaviour in the workshop in a way that is completely different from the everyday one.

**What are the benefits for teachers and school pedagogues?**

We learned that we have partners in the implementation of education for peace! Their number is small compared to the total number of students, parents and other actors in school, but they are motivated, ready and active to change their own behaviour and the behaviour of their peers.

**Milena Mladenović**

## **REGULAR SCHOOL CURRICULUM CONTENT IN THE FUNCTION OF ADOPTING THE CULTURE OF NON-VIOLENT CONFLICT RESOLUTION**

In current teaching practice, work on the promotion of the values of and skills of non-violent conflict resolution was based mostly on extracurriculum activities on the occasions such as the International Day of Peace and International Holocaust Remembrance Day. Those moments were good occasions to initiate activities within classroom community related to human rights, universal human values, differences, discrimination and alike. However, very soon we realized that was not sufficient if we want students to truly develop the sense of citizen's responsibility and skills which could contribute to the development of a society in which peace values would be cherished.

Along the course of the project Education for Peace we were developing the idea of the ways of implementation of peacebuilding contents through the contents already determined by the curriculum. The main idea was to test possibilities of integrating peacebuilding contents into different subjects, which primarily do not have the teaching goal to adopt the values of education for peace and techniques of peaceful conflict resolution. Considering possibilities of further development of the plan, we came to the conclusion that the contents of the Serbian language subject give wide possibilities for realizing upbringing goals. Soon afterwards, the first class was held in the second grade at the primary school by analysing the fable *The Sparrow and the Swallow* by Lav Tolstoy.

The class was created as an experimental lesson for the professional training for teachers – as an integral part of the horizontal learning, attendees were eight teachers teaching lower grades and upper grades. The teachers got the task to evaluate the teaching process considering these aspects:

1. Methodical and didactic solutions;
2. Fulfillment of educational and upbringing goals;
3. The level of students' motivation and active engagement;
4. The creation of stimulating work atmosphere during the class;
5. Efficiency in guiding the teaching process;
6. Evaluation procedure;
7. The level of completion of the educational standards for Serbian language prescribed by the Ministry of Education, science and technological development of Republic of Serbia.

Teachers estimated that all set goals and tasks were fulfilled, that the content related to the non-violent conflict resolution by using mediation was successfully implemented through the regular content of the subject, the work atmosphere was good and students were highly motivated, active and interested in finding adequate solution. In the process of realizing subject contents different techniques and forms

were used, such as cooperative learning, the reading technique with predicting, Ven's diagram during the group work, work in pairs and frontal teaching.

In general, most of the teachers' colleagues recognized Serbian language and literature and history as subjects in which it is most convenient to incorporate the contents of education for peace, or contents that helps students adopt skills necessary for peaceful conflict resolution. The next challenge was to try to implement peacebuilding contents through other subjects, such as mathematics, physical education, arts, etc. The main question was how to create the activity which will make it possible to fulfill educational goals of the given subject, as well as the goals of education for peace. Soon we realized that it was necessary to replace the existing teaching tools with the new, creative ones. For mathematics we found solutions in mathematics stories which contained the potential conflict or the conflict which students were resolving through working on the task.

In physical education, which at the first glance gives the impression of the subject which has got the promotion of human values in its essence through fair-play and team work, many ideas were found. Sports field has been used for the promotion of peace values for years precisely because it has always been a suitable ground for creation of conflicts. Taking this into consideration, during the trainings the opening is an imaginary situation which could lead to the conflict, but enough time is provided for alternative solutions, which is an opportunity for the promotion of the non-violent conflict resolution techniques.

Why should we implement contents of education for peace?

We noted that during the process of implementation of contents of education for peace students develop the following:

Skills:

- They resolve problems and conflicts by using negotiation and mediation skills;
- Talk about emotions and perceptions and transform the anger;
- Understand feelings, perceptions and attitudes of the others and are more capable to see the problem from more perspectives;
- Work and learn in cooperative way;
- Think independently and critically;
- Participate at the decision-making process in a responsible way.

Attitudes:

- Take care about the other and about the environment;
- Have got the wish to help and be useful;
- Value and cherish values such as honesty and sincerity;

- Respect other cultures, religions and life attitudes;
- Develop tolerance and empathy;
- Become more capable to respect joint rules of behaviour;

Gain knowledge:

- about potential ways of resolving problems and conflicts;
- about human rights and responsibilities;
- about school rules and consequences when they are not respected.

Achivements

The climate in the classroom was improved during the period we implemented education for peace. Good number of students have got better relationships with peers; when in conflict situations, around fifty percent of the total number of students in the classroom arrives at the solution or agreement faster than before and in the constructive ways. Often, they manage to prevent potential conflicts. All students react to violence and discrimination in an appropriate way, productivity during the class is much bigger and active engagement in finding solutions and making decisions is much higher.

On the basis of the described experience, the conclusion is that there is a lot of space in the regular school curriculum for realization of upbringing components, with the goal of developing skills and knowledge necessary for good communication and non-violent conflict resolution, which are all integral parts of education for peace.

**Slađan Petrović Đusa**

## **THE USE OF SMARTBOARD IN THE CLASSROOM**

My name is Slađan Petrović Đusa. I am a teacher at "Branko Radičević" Primary School in Bujanovac. The school has around 1,500 students of Roma and Serbian ethnicity and is one of the bigger schools in Serbia.

I have been working with computers and their application in teaching. During my school's cooperation with schools from Norway and with the help from Nansen Dialogue Centre and a stay in Lillehammer, I was able to see and use an interactive blackboard *SmartBoard* for the first time. After just five minutes of working with it, I wanted to get such a resource for my class. After this experience, I looked to find donors and sponsors, initially without success but I did not give up!

I succeeded! Since the school year 2010/2011 I have used a *SmartBoard* with my students with assistance from Telekom, who selflessly helped me modernise the lessons through the provision of the *SmartBoard*. This technology has enhanced the education of my students, making the lessons more interesting and of higher quality. Students were coming to school without a feeling of obligation. They were filled with joy and wanted to learn new things.

My great wish and motivation was to seek ways to provide a modern education for my students, an education for the future, and to motivate Roma students to keep coming to school, to engage them in learning and get them off the street. This wish came true once I started using the *SmartBoard*.

I am now preparing interesting classes using multimedia, quizzes, associations and presentations and incorporating animation, 3D visualisation and educational games that I find on the Internet or I prepare myself. The lessons satisfy the principles of obviousness, learning and education standards and are interesting and attractive for students. Students participate more actively in the work, not just as observers, but as equal actors. Their wishes and needs were being met and the school was no longer boring. Such lessons enabled students to demonstrate the kind of creativity that we as teachers could only have hoped for in the past. My success has become more visible and there has been greater enthusiasm for cooperation with the students and their parents as the students became more active and keen on acquiring knowledge – knowledge for life.

### **What were the benefits of using SmartBoard in my class?**

There were many benefits from using a *SmartBoard*:

- It was a pleasure to work with, both for me and my students,
- It has provided motivation to learn new things and to review class and exercise,
- It has attracted students' attention and promoted creativity,
- It has helped overcome the monotony of 'traditional' classes, now with students and their work at the centre of the teaching process,
- It has enabled students to make progress at their own pace, and

- It has helped Roma students acquire knowledge better – due to the appearance and better visualisation. The most important thing is that they felt motivated to come to school and now they do not miss classes and are eager to learn.

Educational games can engage students. They can motivate students to study unobtrusively, albeit competitively and they can develop curiosity and interest and help activate a range of senses. My students have improved their grades through the use and application of multimedia. This has been achieved by adjusting the contents of teaching units to the age of the students and by developing logical thinking to solve problems aided by clear and interesting graphics. Those who were falling behind in their work are now more interested in the contents in all subjects and motivated to make progress.

It is important to mention that *SmartBoard* can be used in all subjects, but it requires good planning and lesson preparations. *SmartBoard* can help a teacher move away from the traditional education, where the role is more likely to be that of a demonstrator and a theoretician, towards being that of the practitioner, instructor and facilitator of learning. In such lessons students are active learners, they make their own discoveries and can learn individually or collectively.

The *SmartBoard* steps away from the "abacus", and enables the use computers. I offer students a possibility to acquire knowledge for lifelong learning as well as everyday use, and promote self-education, i.e. to learn on their own and improve themselves, which may not be developed enough in our society or through other forms of education.

The application of the *SmartBoard* has resulted in a better communication with parents. They come more often to school and enquire more about their child, for example saying: "*I've come to see this wonder my son/daughter keeps talking about!*" or "*If we had had this, we would have certainly gone to school – we would not have cut classes!*". The attendance of parent-teacher meetings is greater, as is the satisfaction that I can see in the eyes of my students' parents when they leave the school. They have trust in me because I brought back their faith in school and education. They are visibly pleased that their children are happy at school and that they do their homework on their own. One important outcome is that parents do not pay any attention to ethnicity, they respect and accept each other and work together, and their children sit together and help each other, which was not the case before.

Another factor that has contributed to improvements in students' success has been my demonstrated commitment to teaching and the fact that I underscore the importance of the pedagogical role of school – and myself as a pedagogue. I teach my students important moral values, social skills, how to help each other, to respect differences and how to work together without prejudice towards different ethnicities. In my classes students are allowed to formulate the rules of behaviour, which has led to greater respect for them. I try with my behaviour and actions to model values that contribute to making the students' time in class better and positive thus building trust and respect.

On a personal level, the use of *SmartBoard* gives me satisfaction in my work and it enables me to express my creativity towards Information Technology. This experience has raised my reputation and the reputation of my institution, has helped me to do the job I love even better, have a greater influence on my students' development as well as improve myself. I am not someone who is vane and who thinks that he knows everything. I want to be better, to compete – to satisfy my sports spirit. I want to raise the reputation of this important profession. There is one piece of wisdom that always keeps me wanting to take off, to rise, but also to keep my feet firmly on the ground:

It is easy to teach an animal.  
It is easy to teach a rude person.  
But it is difficult to teach the one  
who has not been taught, yet has become a teacher to others.<sup>23</sup>

Therefore, teachers, do not give up your dreams, do not give up improving and enhancing classes because our students are worthy of it, they are OUR FUTURE.

You can see the film about using the SmartBoard in class at:

<https://profiles.google.com/djusakralj/videos>

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<sup>23</sup> Vladika Nikolaj Velimirović, *Misli o dobru i zlu*, Evro, Beograd, 2002.

**Dragana Pejčić**

## **HOW TO IMPLEMENT CONTENTS OF EDUCATION FOR PEACE THROUGH GAMES AND SOCIALIZING IN THE CLASS COMMUNITY**

A decade of conflicts and wars between ethnic groups in our region changed the mindset of people, relationships between them and the values system. On the other hand, although the development of modern technologies has got positive effects on the youth, it also gets misused very often. Family which is economically empoverished struggles for survival is not devoted enough to children. In such circumstances school has got the responsibility to strengthen and widen its most important role: the creation of educated, hard-working and humane young person. It succeeds to do so through educational process and extracurricular activities.

Violent communication and violent behaviour in school and out of school are more frequent. The need for resolving conflict grows and requires the third parties – both teachers and students, those who calm down, to have better skills.

The prevention plays an important role in resolving conflicts. Preparing students for the world without violence starts in family and in school. One of the ways to empower for life in peace, for cooperation and tolerance is to involve them from the earliest age in different types of activities. By putting students in different life situations and referring them to one to another, we teach them empathy and direct them towards conflict resolution. It is necessary that they learn what violence is, how to recognize it, solve or avoid. By empowering students, strengthening their capacities and developing positive models of behaviour, we train them for life. In this process parents and social institutions could be of the great help.

Key words: prevention in conflict resolution, non-violent communication skills, strengthening of class community, self-confidence, tolerance, empathy.

Class community is a small family. It happens very often that we meet people who remember pleasant situations from school or those unpleasant, those that they will not forget because they were unhappy, ashamed, hurt... Therefore, it is of great importance that a teacher is qualified, has got experience, patience and wish to create safe learning process and time spent in school.

In the last 26 years of work practice I saw different kinds of violent behaviour in class. Each situation required patience, competence and different ways of resolving conflicts. Aiming at creation of the safe environment for learning, it is important to work on the prevention of violent behaviour starting on the first school day. Strengthening of class community helps us to achieve the goal.

### **How do we strengthen class community?**

Guided by the thoughts that we work with ease only when we do what we like and that we would not fight those we love, I tried to make a school interesting and cozy place for learning. One of the most important goals to be achieved in the first grade is to motivate students to like the school, their friends and the teachers.

Wishing to empower students with the new knowledge and skills, to make them active and motivated, I created and implemented some interesting activities which last all four years (of lower grades). It has

been confirmed through generation to the generation that I was on the right path, as the results were excellent. Using this methodology I was building up strong community whose members cherish mutual respect, tolerance, cooperation and help each other, while the need for violent behaviour was minimal. The main precondition for all activities is that all children participate equally and that there is no discrimination on any basis (gender, religious, ethnic, racial, social, etc).

### **Birthday celebrations**

Each two months we organise celebration for students who have got birthdays in that period. On the appointed day, in the classroom a two-hour party is happening with music, dancing, games and with refreshments. Both students and parents participate in preparations. At the beginning of the school year, I agree with parents which books to buy for presents to each birthday boy/birthday girl. I take care to choose the title suited for the age and appropriate for parents' financial status. I try to choose contemporary writers who then come to the class as guests. Pupils prepare space, choose music and games, dance and present their own talents.

It is possible to notice the changes in students' behaviour very soon, as a result of these celebrations. Socialization is improved, resistance towards the opposite sex is overcome through dancing and exchanging book gifts, the self-confidence is being strengthened, as well as friendships, cooperation, support, motivation and positive attitude towards school. They get the chance to express themselves, to show their capacities and teacher gets the chance to get them know better. As time passes by, the need for violent behaviour is diminished, while in some generations it completely disappeared, as a consequence of students feeling accepted.

### **Class magazine**

Pupils like to present themselves and to boost themselves. One of the ways is creation of a class magazine at the end of each school year. Each generation of my pupils has got its own symbol - the mascot of an animal, which is at the same the title of the magazine (The Squirrel, The Rabbit, The Duckling, the Giraffe). While pupils think of it as it is just the creation of the magazine and having fun, they actually grow up with the rules that make them equal and accepted. The main rule for the creation of the magazine is that pupils have to have approximately equal number of contributions and that they draw and write everything during the classes. In the beginning, I choose the topics, guiding them to think about friendship, cooperation and love, then at later stage pupils take over the editorial tasks. They define the themes from school life themselves.

### **Animated films**

One of the substantial and demanding activity with pupils is creation of an animated film. Following contents of Education for Peace, I came to the idea that it will be good if pupils create something for which they will feel ownership, something valuable and didactical. From the first to the last step they are either the main or the only participants of the project.

After two hours training on how to make the film in a special programme, I suggest the themes that are related to conflict resolution, helping a friend, saving friends, etc. Pupils choose the group themselves, develop a story and choose means of expression (drawings, modeling clay figures, ready made toys or lego bricks). They prepare the space, materials and begin to work. By moving the figures

which they created they animate the moves and take the photo of each change. In that way, they give life to their heroes, take them to different emotional phases, take better insights into the problem and by identifying with the heroes they resolve the problem. Also, these were opportunities for me to realize how some pupils comprehend situations with violent behaviour and the ways to resolve them.

By lining-up several hundreds of photographs in a special computer programme, (which pupils learned) movements which make film come to life. The task was too ambitious for the third grade pupils and I did not expect that they would be successful in each phase of the process. However, they were motivated by the new activity and by the methodology. The members of the groups cooperated very well. Stories were directly linked to the resolution of some problem, conflict or bad relationship among pupils. The special value during this activity was communication among members of groups, and then between groups too. They were helping each other and were jointly resolving the problems on the way, while I was just following the process, and helped them use the photo camera when it was needed. Since they were in a very good mood, the breaks during the work were very short.

### **Special activities, methodologies and work forms during classes**

In order to eliminate bad communication between some pupils, I used to create joint activities especially for them. „You are the ones who could do the task in the best ways“ was the story I used to motivate them to sit together at the table, help each other in fulfilling tasks and check them, to prepare jointly materials for classes and presentations or quizzes. Then I praised them for joint work and cooperation. Soon after, particularly the youngest pupils were able to overcome animosity and potential conflicts. Already from the third grade they are successful in such peer learning. In this way they strengthen self-confidence, support each other, often learn faster, and the need to be in conflict disappears.

Evaluation of one's own work and the work of the others is an excellent way to check not only the level of knowledge, but also for developing critical thinking based on arguments. It is recommendable that they start from the very beginning to make estimations on which mark they deserve and explain why is it so. By doing it, they practice non-violent communication and objective evaluation. They can evaluate almost all activities during the class. Pupils especially enjoy in estimating the art works, in group work, in 10 minutes excercises, etc.

When we talk about the importance of proper reasoning i.e. objective insights into life situations, it is useful to mention one multi-purpose excercise. That is the game „The Court Trial“. The process is as follows: we choose one of the current themes or some newspaper article, or event from the past. One group of students plays prosecutors, the other group defenders, the third group is the jury and one of the students or the teachers is a judge. The defenders defend the acts of „the defendant“ trying to explain his/hers needs and to perceive his/hers views on the situation. Prosecutors prosecute. Both groups state their opinions by respecting the rules in the “court“ and using the appropriate terminology. Teachers foster mutual respect of all members (including the defendant) and presenting facts using good arguments. For this activity the text that could be the subject to different interpretations are best to be used.



Links for animated films:

<http://www.youtube.com/watch?v=pn-qoged25k>

<http://www.youtube.com/watch?v=vgptz9Hnbi0>

<http://www.youtube.com/watch?v=GFUCIvOmCmo>

### **Text Sparrow and the Swallow**

The defenders have got the task to defend the act of swallows who walled up the sparrow in the nest, while the prosecutors condemn the act. It is important to discreetly open up possibilities for students to see someone's act in different ways. In the beginning most of students condemned the sparrow for entering other's nest. When defenders started explaining the possibility that he was a child who did not know that it was someone's house and that the sparrow only wanted to play, the opinions started to change. Jury had a difficult task, since their role was not to judge on the basis of the previous opinion, but on the basis of the arguments presented by the prosecutor and the defender.

We were “judging“ the rule of “Dušan the Mighty”<sup>24</sup> too. Was he a good monarch or not? In the beginning, the students thought that it was great that Serbia had the biggest territory during his rule. However, when we heard the prosecutors, who pointed out to the facts that Dušan the Great led conquests during which there were many victims, opinions were changing. Then, the defenders justified his acts by stating that he wrote the Legal Code, by which he was punishing any kind of aggression, stealing or any bad deed. During the role-play many dilemmas on what could be judged appeared.

Often it is difficult to reach the verdict. The greatest asset of the game is the fact that students are being put in the situations where they have to think in the way the opposing side does. Students get into the roles and try to justify both attitudes. They realize that the one who provokes the conflict has got some need, which would be addressed in an easier way if we recognize it, which is the good way to avoid an open conflict in order not to reach rushed conclusions and decisions. That is one more way to develop

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<sup>24</sup> **Stefan Dušan**, also called **Stefan Uroš IV**, English **Stephen Dushan**, or **Stephen Uroš IV** (born 1308—died Dec. 20, 1355), [king](#) of Serbia (1331–46) and “Emperor of the Serbs, Greeks, and Albanians” (1346–55), the greatest ruler of medieval Serbia, who promoted his nation’s influence and gave his people a new code of laws. (<http://www.britannica.com/biography/Stefan-Dusan>)

tolerance, patience, active listening, non-violent communication, speaking properly, respect for the others and recognizing needs of the others.

Certain contents, seemingly not adequate for children, could become accessible by using certain methodologies. Often students had the need to change the roles because they changed opinions. Different contents could be used in the game „Judging“ (Should Zoo parks exist? Children use mobile phones, Taking care about pets, etc).

Several years ago our famous poet Ljubivoje Ršumović was celebrating 50 years of writing for children. My „friends“ and I came to the idea to congratulate him in an interesting way. Each student had chosen two of his poems with the themes such as: friendship, happiness, peace and love and illustrated it. We framed the illustration in our original frames and send them to him along with the greeting card with best wishes. In order to tell how happy he was and to show appreciation, the poet came to school to visit us. It is important to stress how happy students were from the first moment of searching for poems and finding the motives, up to the moment the poet came to visit us and they talked to him. They were exploring, spending time together, helping each other, drawing, creating the message and packing it, and then they enjoyed in the deserved prize – in the meeting with the poet. They could not get better feedback on how successful they were. The class wanted us to continue with similar activities.

On the initiative of the parents from the class, we made a contact with peers in a school in the United Kingdom. They were presenting Serbia within regular school activities and asked us to send them video of students singing. We recorded the video and send it to them. Students from the UK responded in the similar way and we continued exchanging different videos. Students are looking forward to creating the new activities for their friends and more motivated to learn English. We are getting ready to wish them Happy Easter by sending them drawings, greeting cards presenting our way of celebrating this holiday. That will be our little surprise.

Apart from enjoying themselves in making videos for their friends, the students learned more about other culture and nation, practiced other ways of communication and making friendships. Since we are using advantages of the internet for this communication, I hope that they will learn that the soul of contemporary technologies are in those who use it.

## **Conclusion**

The work with students is the most responsible and the most beautiful job. In order to use and improve all student capacities, teacher has to enrich his/her work, to follow the trends, to listen to the needs of students and explore, and also to provide safe and stimulative environment for learning. Teacher has to include parents and institutions into the process of learning. Contents of the Education for Peace must be intertwined into the curricula and all forms of work with students.

Students in my class are active and love school because they do different kinds of activities, learn together, spend time together and rely on one another. There is no universal recipe on how to eradicate conflicts. Still, no matter how much we reduce them, we achieved a great success.

In order to get the quality from students, we must offer the quality to them. By giving the personal example, providing guidance and education, but also by using active listening we have to show to students that life in peace is the only real life, that we all have the same needs to be accepted and successful. The art is to find the right ways for achieving these, along which we will not jeopardize the others.

**Dragana Pejčić**

### **STEP BY STEP THROUGH CONTENTS OF EDUCATION FOR PEACE**

Our school, Mika Antić Primary School, is located in Belgrade, a city where the pace of change has increased through globalisation, affecting individuals and society as a whole. Such change has brought many opportunities and new enticements, particularly for children. Adjusting to change can be challenging and currently there are great demands on schools to equip students for this new age. The school's task is to help children to develop their capacities, values and to acquire skills, such as effective communication with other people as well as knowledge for living in a globalised world. Besides the positive changes, globalisation has negative consequences such as *conflict, violence, wars, etc.* The school, therefore, in addition to its academic role, plays a role in strengthening the educational one, through an emphasis on education for peace to develop students' character and ability to respond to their changing environment and episodes of conflict and violence.

Mika Antić Primary School has around 1,230 students. It employs people who are interested in self-improvement and advancement which in turn they use to enrich students and prepare them for life in the community.

Since 1997 the school has been a Methodical Centre for Active Learning, a project in which the child is at the centre of the education process. The aims of such an approach are to:

- improve educational achievements,
- promote more efficient classes,
- enhance the classroom as a place of learning/teaching,
- increase students' engagement, and
- promote inclusion, freer communication and expression of opinions.

A child-centred approach, particularly developed through research promotes active learning and nurtures critical thinking, active listening and different ways of learning. In addition, it helps develop student skills in dialogue and compromise.

In 2005 we became a pilot school in the "School Without Violence" project that was just starting then. We joined the project with great enjoyment and responsibility. The main goal of this project is to create a safe and encouraging environment for learning, work and development. In practice this meant implementing a range of preventative activities and promoting constructive conflict resolution.

As part of these two projects we were involved in numerous activities inside and outside of school, with students from our school and other schools, with colleagues from other schools in the country and abroad, with parents, institutions and the local community. The components of these projects enabled us to easily implement education for peace through curricular and extracurricular activities.

Throughout the year the following outcomes are realised: more than 30 model classes, a number of assemblies, panels, working meetings, focus groups meetings, workshops and exhibitions, through which students cover some of the main areas of education for peace. These include the area of active

learning and psychological-preventative programmes: *Schools Without Violence, Multiculturality, A Primer of Tolerance, Mediation, A Primer of Children's Rights, Guardians of Smile, The Art of Communication, Living Without Violence*. We use interactive methods of work, team work, interdisciplinary approaches and peer learning. The students from all grades are included in groups or sections that throughout the year deal with non-violent communication, conflict resolution, helping each other, humanitarian work and preventing disciplinary problems. A Student Parliament participates in important events at school such as: sports tournaments, celebrations organised by students, conflict resolution, seminars on tolerance and meetings of the School Board (where a representative of the Parliament is present).

By including students in various activities, motivating them, respecting their ideas and developing their agency we avoid unwanted behaviour at school and outside of it. Through this process we both educate them and strengthen their characters as individuals. Students socialise with children from Kosovo and Metohija (Small Prom – Big Heart) and with children from European countries (Joy of Europe), they keep correspondence with children from Africa, Canada, USA, Madagascar and United Arab Emirates and cooperate on joint projects with children from several schools in Belgrade. They visit children at the Oncology Department, Children's Shelter, children without parents in Zvečanska Street, and organise performances for the elderly at the Geriatrics Centre. They have participated in a number of humanitarian events to help their friends who are ill, they organised a concert to help people with developmental disabilities and to help the earthquake-stricken town of Kraljevo and the Monastery of Hilandar. Every year students attend lectures on violence prevention and drug addiction organised by the Ministry of Internal Affairs and Crime-solving Department.

There are many students in our school who have developmental disabilities and who are very well accepted by other students. This is helped by our professional colleagues, special education therapists and speech therapists, who are engaged to provide support to these students. These children have achieved excellent results in such a supportive environment.

Parents are also extremely important partners in our school and we have benefited from their professional expertise: as doctors, dramatic artists, sportspeople, dancers, authors, cooks and lawyers. They work and socialise with us. They take part in discussion panels, focus groups, seminars, workshops and other teams. Parents' attitudes towards school have changed becoming supporters and associates rather than observers as was the case before.

When we analyse all the things we have accomplished through our peace education initiatives, we are pleased about how much the children have advanced in their understanding of violence prevention, perspective taking and problem solving. Unfortunately, violence is difficult to eliminate, but everything we have done, are currently doing and will do in the future, makes an important contribution to peace in our community.

By following modern trends, teachers have worked hard on their personal and professional growth, but they have also received much in return. Working in the classroom is easier now because the students are more engaged with a corresponding positive change in their behaviour resulting in improvements in their work and increased mutual satisfaction.

Introducing programmes and projects for education for peace into the curriculum and pedagogy process has resulted in good outcomes. Students now take responsibility for planning and organising work at school, team work, mediation, organising public appearances, negotiation, peer learning and are

demonstrating more compassion to others. They are equal participants in the learning process and thus develop life competences and skills. This helps them to become more active contributors and participants in social life.

**Olivera Ranković**

### **PERSISTANCE AND PATIENCE LEAD TO ACHIEVING THE POSITIVE CHANGES**

Article describes a four-year experience of a teacher working with a very specific boy (with special needs) who has got low level of frustrational tolerance and tumultuous reactions to each challenge and potential rivals.

This is the fourth year that I am a teacher to this boy who has got outstanding intellectual capacities, which was confirmed by the test he took during the process of enrollment into the first grade. He demonstrates his abilities during the regular classes, as well as during extracurricular activities, all confirmed by excellent marks. He has got a range of knowledge which is not directly linked to school curriculum contents. He likes to participate in different activities, although in the first grade he refused to participate in any activity where he had to show certain skills (like acting, dancing during class, drawing). When we analyse the texts during the Serbian language class he can give explanations to most of the terms that children do not understand, he knows the names of many famous historical figures and scientists and facts about their lives.

#### **Why is this student specific?**

In the first grade it was very difficult to hold a class. He was trying to draw the attention by tapping the pen onto the table or by whistling. In the beginning I read such behaviour as the sign of difficult adaptation to the new environment, although I did not meet such behaviour in the first grade during many years of my teaching practice.

In the cases when the activities during the class were not interesting for him, he used to climb up the desk, or sit under it. Without choosing words, he was swearing his class mates and me – his teacher. Very often he was coming to school without necessary equipment for class (that is still happening nowadays). He was using all possible ways to disturb physical education classes. Along the course of team games, such as football, he was initiating the conflicts with the students from our class as well as with the students from other classes. He often tells lies in order to protect himself and to justify his behaviour. The boy is specific because he has got very low level of tolerance to frustration and very weak control of aggressive pulsions, therefore he reacts by using physical or verbal aggression to the slightest stimulus. He negates and never accepts his responsibility for the behaviour in conflict, he reacts explosively if different solution of the problem is being suggested, does not respect the authority of grown-ups when he is behaving compulsively (in the affect), often he has got bad names for grown-ups and offends them. When he is upset it is not easy to calm him down. He remembers for a long time what someone did to him and has got the wish for a revenge in his own way – fighting physically. From the very beginning he

has been having difficulties to express positive emotions. If I insist on that, he bows his head, puts the hands on the head and barely says what he wanted to say.

What does it look like when he draws attention during the class?

Here is the description of a part of Serbian language class when the boy insisted to read the article written as a part of the homework. As a task all students got a piece of paper with the beginning and the end of the story on it. The task was to write the elaboration, the story about the game they played in the school yard. At the very beginning of the class the boy held his hand up in the air, stood up from the chair and waved his hand in order to attract my attention. I pretended not to see him and first asked three other students to read their stories. After the third story was read, I asked him to read. He was happy, came in front of the blackboard and started to read. The first few lines were promising, as they were describing an interesting game in the school yard. But then, he started describing in a brutal way the situation that was more like a horror film rather than children's game. He had a smile on his face while he was reading. I stopped him and told him that the descriptions he read were not of a literary character and that they were not suitable for the school class. Then I asked him to go back to his seat, which he did without words. After the class we talked face to face and through conversation came to the conclusion what needs to be changed in the essay in order to describe the game in a nice way. Afterwards, I used the situation for the discussion during the classroom meeting.

#### **How do parents react?**

I have cooperated with the boy's parents, primarily with his mum, from the first grade. Mother apparently accepts all my suggestions by confirming that he behaves in the same way at home too. In the beginning, the mother accepted my suggestion to cooperate with the school, with pedagogue and psychologist more often, but as the time was passing by she denied that her child needs help. She is of the opinion that his behaviour is the sign of immaturity and that „ all will pass by itself.“ She often says that he behaves in such way because other children are teasing him and that all of us in school (teacher, pedagogue, psychologist, even the principal) are to be blamed for his behaviour, since he is considered to be the usual culprit (scapegoat).

Our conversations and cooperation are not of constructive nature because she does not want to tackle the root cause of the problem, instead she justifies the behaviour of her son. She does not understand that the boy has got the problem in behaviour and in reacting to frustrations. Parents in general often change their opinion on should their child be treated by the specialist who would support resolution of the behavioural problems.

#### **How did we achieve the change in behaviour?**

Nowadays conflicts happen mostly during the breaks between classes and we talk after each conflict. During the conversations we analyse the situations in which he felt hurt and threatened, trying to gain his trust and explain that I am his friend. As months passed by, he gradually realized this. My determined attitude and consistency contributed to the positive changes in his behaviour.

In order to avoid conflict, I often held him in the classroom during the breaks between classes. (sometimes I still do that) giving him a task that would contribute to the more effective work in the class (such as: giving him the task to cut papers, to help me put the tests in the file, to put the drawing on the boards, etc). He always accepted to help me.

Whenever it is possible during classes I choose a task in which he can show all his knowledge. The homeworks are also made in accordance with his intellectual capacities. Sometimes it happens that from him I hear some information I did not know. After a well done homework he likes to hear praises, so I give him many.

Workshops during the classroom meeting (class community) are in most of the cases adapted to his needs. During the workshops we talk about feelings, about problems that happened during the breaks, about the tolerance. He gladly participates in such activities. Also, nowadays he gladly participates in all team games and group activities during the classes, in which he shows all his capabilities.

Together with all students from my class (when the boy is absent) we generate solutions to problems. Students support me in an attempt to improve the boy's behaviour by trying to understand him, not to react with conflicts to provocations, by ignoring his need to draw attention during the class. All students took part in the process and as time was passing the change was obvious – he became a favourite friend.

Warm and pleasant relationship, but firm and consistent attitude contributed to the fact that boy started to respect my authority. Even today he does not address me in the respectful way, but he does everything I ask him to do. Our conversations about his hobbies and books he reads also helped him gain trust in me. We often talked about horses, whom he adores, and me showing interest in what is interesting to him contributed to trust building.

The boy's behaviour presents a real work challenge. It was the motivation for me to gain more information through the literature and professional seminars on the ways to work with children who have got problems in behaviour and do not respect the authority.

#### **Who was supporting the teacher to achieve the change in behaviour?**

From the first grade pedagogical professional service in school and particularly a school psychologist was informed about the behaviour of the boy. The psychologist was often coming to the classes to follow his work and behaviour, especially in the first grade. She was often taking him out of the class in order to work individually with him on the change of his behaviour. Conversations, advises and suggestions on what to do next coming from the school psychologist were of great help for me. At the municipal level, the school in which I work established a cooperation with the school that has got special pedagogues and special education teacher (defectologue). With the written approval from the parents, they worked with the boy, while at the same time they were giving me advices on further work with the boy.

Team work of teachers, pedagogical professional service in the school and professional associates out of school contributed to the change of the boy's behaviour, for him to become more tolerant, to understand and respect the rules during the class and partially in school, which is a big success. It is necessary to continue developing the boy's fine emotions, which he has got, but they are not developed. He has got a need to show them often, but he does it in a clumsy way. Also, the work on developing tolerance on frustration is needed, as well as on a realistic approach to conflict situations and accepting responsibility. The boy will start attending the 5th grade (the upper school classes) where he will be faced with even bigger challenges, therefore I am of the opinion that it is of great importance to continue a consultancy work with him in school and at home.

**Aleksandra Jovankin**

## **EDUCATION FOR PEACE IN SCHOOL CURRICULA**

*Education for Peace* as a subject, area, topic or module of a subject does not exist in the high-school curricula. Even though it would be useful if every area of preventative work with students (reproductive health, drug addiction prevention, mediation, career counselling, interculturality, children's rights, etc.) had its own separate subject, it is unrealistic to expect that more complete subjects should be added to the already packed curricula. There are, however, separate teaching units that refer to prejudices, non-violent communication, stereotypes, tolerance and equality, which was our starting point to develop contents with new approaches within already existing teaching topics.

### **The "Living together" Project**

Participation in the "Living Together" project by *Pestalozzi* Foundation was my first serious contact with the topic *Education for Peace* which has formed my professional direction, and has influenced me deeply and helped me become a peace educator.

At various stages of the project, first through the work of a youth organisation called "I have an Idea" from Kraljevo, then to high schools and teachers, we went through a process during which we managed to transfer the contents of *Education for Peace* covered in youth clubs, to classrooms. The central theme was interculturality, with such topics as tolerance, overcoming prejudices, stereotypes and differences. The foundation for institutionalisation was the idea to develop new content for *Education for Peace* which was based on existing topics and titles of teaching units. During three-years of training, writing and creating content, we created a "Catalogue of Intercultural Teaching Units", with over 300 lesson preparations for high schools. We developed an abundance of materials with a fresh approach to the topics that have been covered in education for a long time, but we also wrote some new topics. Teachers covered Kafka's works, economy and society in Serbia, conformism, impressionism and identity, but also modern topics that are not currently present in textbooks: *For and against Gay Parade* debate, freedom of assembly, youth participation, etc.

### **My experiences in creating ideas for working with teachers and students in the area of *Education for Peace***

The teachers who have used the "Catalogue of Intercultural Teaching Units" easily recognised its value, regardless of whether they were the authors of the materials or teachers who wanted to implement these classes. They underlined the possibility for a teacher to connect better with students, and students to each other, as well as easier memorisation of information produced in interactive lessons as an advantage. There was a high level of satisfaction for students in the lessons, while planning classes with a different focus also offered teachers greater satisfaction because they could be more creative in covering a specific teaching unit. I would like to single out the following comment by a teacher: "Even though students react differently, there is always a good discussion developing". This statement nicely illustrates the atmosphere in these lessons - the topics are not always pleasant, the atmosphere in the class often gets heated and there is a clash of opinions, but good facilitation contributes to the emergence of multiple benefits from such classes. For example, students point out that the classes are more dynamic, that they can express their opinion, discuss and recognise certain situations and incidents that they were not able to name before. These lessons provided an opportunity

for them to reference contemporary topics that are not mentioned in other classes (civil disobedience, media manipulation, literature from the angle of stereotypes and so on. One student wrote the following in his evaluation: "Even though I have a feeling I was playing, it really got me thinking about my actions more than I would in other classes".

Together with some teachers in my school and other schools in Kraljevo, I first of all worked on planning and creating such contents, i.e. teaching units through their subjects. I personally created contents about things I was inspired by, however, for *Education for Peace* in my school, the most important part was the implementation and realisation of the Catalogue, which represents the papers of high-school teachers from eight towns in Serbia.<sup>25</sup>

### ***Education for Peace* through my prism or: "How I live my ideas"**

As a pedagogue at the Agricultural-Chemical School "Dr Đorđe Radić" in Kraljevo, and at the same time as the coordinator for writing teaching units in the organisation "I Have an Idea" in Kraljevo, I often found myself confused about my role and responsibilities. It was through my cooperation with the Nansen Dialogue Centre Serbia that I understood that I already WAS a peace educator, no matter where I was or what I was doing. All my experiences at school and outside of it, through formal and non-formal vocational advancement and through various projects, led me to consolidating these similar roles. All my activities at school therefore were aimed at education for peace – both at a programme level, but also intuitively: through the work of our Student Parliament, the violence prevention team, mediation, counselling and workshops with students.

If we look at education reform through the prism of emphasising the importance of activities and active participation in the educational process, *Education for Peace* brings students into a position in which they can live what they learn, to embrace the idea that they themselves can create change and a world that leads to peace. I intentionally never say "without conflict", because it depends on whether we use a conflict as an opportunity for growth and improving our relationships (and ourselves) or whether we will deepen it even further. I teach my students that conflict in itself is neither good nor bad, but it is certainly an opportunity to learn something new both about ourselves and about the "other side". We can never offer students a recipe for conflict resolution, but we can encourage them to experience the situations and solve the problems these situations presented to them. This is an opportunity for them to understand that there is not only their world: there are a number of worlds that can coexist agreeably if we open up to different perspectives and accept that what is different is not necessarily worse.

For me the best method for *Education for Peace* and the one I have most often is the workshop. This approach is the basis of active participation and mutual interaction where students can evaluate and search for models of behaviour that are in line with their values. This also encourages a reflection and evaluation process, instead of offering the readymade answers that we can often see in traditional education, especially in lectures, where the focus is on passive learning. Well planned workshops encourage students to re-examine themselves and others. In addition, they learn how to listen to and receive constructive criticism, which should, through learning through experience, empower them to express their opinion and feelings.

When I speak to young people about peace, everybody agrees that it is necessary. No one has ever said that they want war but to high school a student, peace is merely an idea, difficult to achieve,

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<sup>25</sup> The Catalogue of Intercultural Teaching Units can be downloaded at: <http://www.uecpd.org/publikacije/katalogICE>.

somehow distant, with no clear steps how to reach it. Students think that one should talk more about peace in faraway regions such as: Iraq, Afghanistan, Syria, etc... In my attempt to bring the topic of *Education for Peace* closer to them, I thought they would be more receptive to topics that are the "building blocks" of peace more broadly: overcoming prejudices and stereotypes, fostering diversity, sensitisation to difference and labelling. For young people, one should raise awareness of the mechanisms that work automatically in our minds, sometimes unconsciously, and which lead to actions such as rejecting others, to intolerance, hatred and even violence. If we had a choice, we would all choose peace and be decisively against war, but the question arises in cases of the behaviours that support intolerance: exclusion of a friend because they don't have the latest model of mobile phone or our treatment of Roma people in our streets, or our alarm if there is a disabled person living in our building, etc. Such responses are indicators as to whether the young have peace in them in the first place. By changing awareness in young people that *different* does not necessarily mean *worse*, about how prejudices and stereotypes are created and the way this may lead to violence, I believe that we are much closer to the idea of peace. Only when we all are ready for coexistence, value our diversity, and when we feel that we are not deprived by but richer for our differences, to me that mean – *Education for Peace*.

**Slavica Perošević**

## **THE ROLE OF SCHOOL PRINCIPAL IN THE PROCESS OF INTEGRATION OF EDUCATION FOR PEACE IN THE TEACHING PROCESS AND IN THE WHOLE SCHOOL LIFE**

Schools, being educational and upbringing institutions, tend to put the stress on gaining of theoretical knowledge, while upbringing component and practical application of learned knowledge are not dominant. We are witnessing the rise of a number of violent cases in schools on the daily basis, which has been confirmed by the examples from our own work practice. Taking into the consideration that conflict is inevitable component of growing-up process of any young person, on the daily basis we spend substantial amount of time on resolving them and talking with students about different methodologies for resolving them. Education for Peace, having school mediation in its focus, enables students to develop skills, gain knowledge and attitudes that will help them improve the quality of relationships in school, time they spend in school as well as to improve everyday life situations. It prepares students for future decision-making in the society and their own place in it, supports them in developing thinking process which will enable them to have critical view on reality and to form their own attitudes and values, instead of accepting someone else's.

Thinking from the perspective of the leader of the institution, I am of the opinion that it is of the essential importance that school management recognizes the importance of incorporating certain activities into the educational process. One of these activities is Education for Peace. Several years ago, as a participant of the training: „Nansen School of Dialogue“, during which mediation was one of the themes we worked on, I recognized the need to realize such activities in our school.

Due to the lucky coincidence, a number of colleagues participated in the training, hence we were able to pass the knowledge onto the other colleagues during the two day seminar in the school. Afterwards, we checked how many colleagues were in favour of applying mediation in the school and confirmed that the atmosphere was encouraging. In April 2010 we applied to the call of the Academy of Central – European schools for funds for activities under the title: *Create Your Own Solutions – How To Deal With Conflicts In School And In The Community*. We chose the partner school to be Branko Radicevic Primary School from Bujanovac, because the colleagues there had an extensive experience of working for several years on training peer mediators and implementing school mediation.

The goals of the project named: „For The Welfare Of All Generations – Long Live Mediation!“ were: development of students' social skills, development of self-esteem and self-evaluation, encouraging readiness for team work, creation of positive attitude towards oneself, with the peers and with the teachers as well as establishment of good communication in the school at all levels. Mediation, as one of the techniques for peaceful conflict resolution, has got a positive influence on the whole school ethos and enables peer mediators to apply acquired skills in the school environment and out of it.

Students of the 6th, 7th and 8th grade who were informed and motivated for participation, showed the great interest in the project „For The Welfare Of All Generations – Long Live Mediation!“. The group of 25 students was chosen, one lead teacher and one teacher-trainer who was training them for implementing mediation in the school. Once a week they were attending workshops that explored: communication, team work and mediation.

The project implementation started at the beginning of 2010/2011 school year, with the financial support of the Academy for Central-European Schools. (ACES). The school was awarded the price for the successful implementation of the project and special achievements in the field of peaceful conflict resolution at the final academy of ACEAS, held in Prague at the end of March 2011.

The students showed a great interest and were very motivated along the course of the project. The key activities that had deepest impact on students were study visits. The representatives of our school visited the school in Bujanovac in the middle of February, while the return visit from the representatives of the school from Bujanovac was in the middle of March. The quizz „Confusator – Mediator“ was the opportunity for the students of both schools to show their knowledge about mediation, to confront the opinions, to exchange the experiences on the implementation of mediation and to apply acquired skills in practice. They were answering the questions in relation to the advantages that school mediation provided to them personally, to the peers in the school, also about the steps in mediation process, about the rules and all themes they worked on at the workshops. The overall conclusion is that students have developed more tolerant attitude towards the conflict situations, that they take responsibility for their behaviour, and that they are ready to cooperate and exchange the experiences. The jewel in the crown of the project was the award and the participation at the final academy, as well as the invitation to participate the next year also, in order to present our experience to other participating schools and students. The project was awarded because it was recognized as useful and sustainable. Therefore, in March 2011 the teacher and the student - representatives of our school, presented their experience on implementation of school mediation at the final ACES academy. They did the workshop named *Confusion*, in order to present the importance of active listening during mediation process.

The best way to estimate the success of a particular project is to listen to the comments of students. In this regard, some of the comments were: „I realized the importance of active listening, of using negotiation skills and generating potential solutions for the problem.“; „My most significant experience is the study visit to Bujanovac and the return visit to our school.“; „I met great people and realized that we can function well as a team.“; „I realized that we can learn from a conflict and that it should not be seen from the negative side only.“ ; I gained more self-confidence and I am more responsible.“ ; „I learned that we should not attack a person, but a problem; also how important listening is and in that one could help someone only by listening.“ ; „The most important is that we, peer mediators, are trained to help resolve conflicts. And each day there are more and more conflicts.“ ; „The most beautiful thing is that we gained friends from other country.“ From the students' comment we could conclude that the implementation of the project was really significant for them. The group of mediators, who has got significant influence on their peers, is dedicated to mediation process and willing to help their friends overcome conflict situations and find solutions jointly.

Parents were informed on the project implementation from the very beginning and they were providing support along the course. „The project is a good choice for students of all ages. therefore for us as parents too. It is important that students are being educated in a timely manner on the proper and healthy way of conflict resolution, as well as that they are being informed on various life situations. This helps us parents, as we talk regularly about similar themes and guide them to make good choices. With this project we gained the true partner supporting us in realization of one of the parental goals – happy and safe growing-up process of „ little people – big people.“

„Since my child started participating in workshops on mediation she gained more self-confidence and she does not avoid conflicts any longer. On the contrary, she wants to resolve them and to learn something from them.“

Initially, the project was financially supported by ACES, but for its sustainability the key was communication and cooperation of the school management with the local self-government and with the friends of the school, which made it possible for the project to be implemented for several years.

School mediation created the non-violent environment in the school and enabled students to influence processes of conflict resolution jointly, but also to have the responsibility, along with their peers, for events happening in the school. By providing education for non-violent conflict resolution students and their teachers contribute to the creation of different, more humane, tolerant and more responsible individual in the society.

**Đuro Dabović**

#### **IMPLEMENTATION OF EDUCATION OF PEACE IN PRIMARY SCHOOL THROUGH THE SUBJECTS**

If we teach children at an early age to act peacefully, to accept diversity, not to be ruled by prejudices and stereotypes and to be ready to participate in their school and local community, they will definitely grow up to be mature people ready to fight for peace and democracy. Therefore, the goal of education for peace is to prepare young people for peace and non-violence through educational programmes that help to better understand the principles and techniques of non-violent acting, the causes of conflict and obstacles to peaceful problem-solving. This includes learning dialogue skills, negotiation techniques, constructive problem-solving and the language of positive action.

The culture of rights and responsibilities and the culture of peace are mutually supporting. In both cultures adherence to justice and respect among people is emphasised. The goal of education for peace is not to stop conflicts, but a better understanding of structures and systems that lead to violence and endanger the endeavours to solve conflicts in a peaceful way.

In everyday life, conflict is a quarrel, open discussion, clash of opinions and ideas, discussion on various topics, but conflict also happens in competition games, sports and different encounters. In short, every clash of ideas, needs, wishes, positions and interests is in fact a conflict. Interacting with others inevitably leads to conflict as a component of the relationship itself. If we are not in contact with others, we do not have a conflict, but we also do not have interaction either.

Very often by the term *conflict* we mean social unrest, armed conflict or a terrorist act. It is important to make a difference between constructive and destructive conflicts. Armed conflicts bring destruction on a personal and a social level.

Conflicts also have a positive side. Such conflicts, unlike destructive conflicts that lead to violence, are called constructive conflicts and offer a chance for progress, a chance to learn through relationships with others, to recognise oneself and others, to accept and respect differences. Without conflict there would be no fight for freedom, democracy or progress. Therefore we should teach students how to prevent violence, and not conflict, because the real problem is not how to eliminate conflict, but how it can actively be resolved, how to act constructively, not destructively.

In mastering the skills of understanding conflict, it is very important that students learn to understand their own needs as well as the needs of others. That is why students should be taught through all subjects how to master communication skills, they should be taught techniques of active listening, decentration (an ability to put ourselves in someone else's position, i.e. "someone else's shoes"), how to express themselves through I-messages (talking to others, at the same time connecting to our own feelings and needs), empathy, clear expression of expectations and readiness to apologise.

It is clear to everyone at school – both to children and teachers – that even the most interesting learning material can be boring if relationships in class develop between teachers and students that encourage distrust, a lack of respect of one's own needs and the needs of others, fault-finding, intolerance, etc. that is, or if relationships are developed that make a certain ground for conflict creation.

Communication can be developed, learned and improved, and along with that our understanding of problems and conflicts. Creative conflict resolution in the classroom is one of the programmes dealing with development and improvement of communication in school in order to prevent violence and resolve conflict. Through this programme, children are enabled to gain experience in communication, and teachers a more open, frustration-free communication with children and understanding of conflicts. This affects the reduction of the number of conflicts during the time that children spend at school and children to be less ready for physical settling of problems.

The way in which we teach students and the way we treat them during our everyday work will leave a more lasting impression than the lessons about certain skills. Teaching about working with conflicts and motivating people to solve problems respecting the needs of sides in conflict results in reduced frequency and intensity of violence. This is not the same as the prevention and intervention plan.

The school is an educational and pedagogical institution where, besides acquiring knowledge, skills and attitudes, children prepare for life. Every student has their own potentials that set them apart from others.

It is exactly through the teaching subjects that students should be taught about Education for Peace, which doesn't mean that adults should allow children to make their own decisions about everything, nor that educators/teachers should not carry personal responsibility. Students should be taught to notice and respect every difference. Therefore the teacher should notice personal characteristics of each individual and respect cultural diversity. Once teachers do that, students will accept that. A creative teacher will present diversity, such as age, special talents and needs, race, ethnicity or religion within the goals, contents and terms designed by the programme. Therefore,

diversity of a group and the whole world should be celebrated, one should meet people who have attitudes different from ours as individuals, one should find out how other people live and think, and thus evaluate individuality and diversity. In teaching subjects, teacher should use the language of positive action which encourages different models of communicating with others and more clearly expresses the changes that we expect from others; to motivate students to create their own vision of the future and to present them his/her vision of the world. One should believe that peace is possible and remind students of what each person can do to make this world more peaceful. Peacemakers should be presented through history, as should our contemporaries and they should talk about their lives. All this helps students feel safer and gives them strength to act as peacemakers in their own life.

Through teaching all subjects, the teacher can organise activities that encourage students to define what peace means to them: joint games, poems about peace, talking to peacemakers, cultural activities, experiences from constructive conflict resolution and so on.

In addition to the implementation through the educational programmes, mediation can also be realised through free activities and classroom meetings.

It is very important to know that mediation can be implemented only by teachers and students who have completed the training for school mediators. Otherwise, it may happen that the mediation process fails. Training young mediators should be a continued process, and appropriate age for training are students from the sixth grade upwards.

### 1. General goals and terms of Education for Peace

The experience has shown that within education for peace through subjects the following goals and terms should be adopted:

General goals	Terms and contents students need to master
<ul style="list-style-type: none"> <li>- raising awareness of conflicts that make peace difficult to reach;</li> <li>- understanding the importance of positive orientation for peace in a community;</li> <li>- raising awareness of the relationship between being content with oneself and peace in the community;</li> <li>- ability to predict the consequences of conflict and realising the benefits of peace;</li> <li>- teaching students to understand the nature of conflict;</li> <li>- learning strategies of conflict resolution as a precondition to peace in the community;</li> <li>- raising awareness of the importance of conflict for personal growth and development;</li> <li>- discovering talent for future mediators;</li> <li>- understanding conflict;</li> <li>- training for working on conflicts;</li> <li>- understanding violence and non-violence as ways of achieving changes;</li> </ul>	<ul style="list-style-type: none"> <li>- conflict;</li> <li>- peace;</li> <li>- prejudices;</li> <li>- stereotypes;</li> <li>- negotiations;</li> <li>- active listening;</li> <li>- tolerance;</li> <li>- dialogue</li> <li>- feelings in conflict;</li> <li>- needs in conflict;</li> <li>- possibilities;</li> <li>- body language;</li> <li>- "I" and "you" messages;</li> <li>- mediation and mediator;</li> <li>- respect and acceptance of diversity;</li> <li>- interdependence;</li> </ul>

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- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- understanding peace as a process;</li> <li>- encouraging students to interconnectedness of everyone at school;</li> <li>- raising awareness of the ways how people who are reliant on each other can help each other;</li> <li>- encouraging students to be helpful to each other</li> </ul> | <ul style="list-style-type: none"> <li>- compromise;</li> <li>- avoidance;</li> <li>- cooperation;</li> <li>- perceptions;</li> <li>- latent conflict;</li> <li>- open conflict;</li> <li>- surface conflict;</li> <li>- active non-violence;</li> <li>- power and types of power;</li> </ul> |
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The listed goals are realised through workshop-type classes, and the teacher must be trained for realisation of these activities.

## **2. Experiences**

In teaching in which education for peace was implemented through subjects, by talking to children and from their behaviour inside and outside of school, we realised that:

- children were more relaxed in classes;
- a topic that might have seemed uninteresting to children could become interesting;
- children recognised stereotypes and prejudices and that they tried to overcome them;
- a greater level of cooperativeness was achieved in the group;
- they developed the ability of "conversation", and not "speaking";
- they got to know each other better;
- they respected other people's needs and feelings;
- they accepted their friends the way they are, despite being different;
- they learnt not to sweep problems under the carpet, but to take them out in the open and try to solve them;
- now they respected each other more than before;
- the number of conflicts was reduced drastically;
- children from different ethnic and religious group were now socialising more than before and that they now knew different cultures better and spoke their languages;
- they expressed the wish to have joint classes organised with students of different ethnicity (it was shown that students whose mother tongue was Albanian and students whose mother tongue is Montenegrin, Serbian, Bosnian or Croatian understand each other excellently and that they showed a wish for cooperation).

## **3. Recommendations**

Even though we are successfully implementing elements of education for peace, it has been proven that the support by a wider community is very much important. Therefore it should be ensured that state or local media follow our activities and, if possible, they broadcast once a week a programme

dedicated to education for peace with representatives from NGO Nansen Dialogue Centre Montenegro, teachers who implement this programme and students as guests. It would also be good to organise lectures for broader public, parents and members of local communities. Teachers should always be working on their professional development and be focused on raising awareness of and overcoming prejudices and stereotypes of all kinds. I also believe that all teachers that yet need to start implementing education for peace must undergo special training so that they could correctly understand and implement the essence of this programme.

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## Lumnije Mustafa

### PROGRAMME FOR RESOLVING CONFLICTS BETWEEN STUDENTS

When students resolve conflicts, that means that they themselves take the responsibility for organising this important aspect of their lives.

Four primary schools in Bujanovac municipality: "Naim Frasheri", "Branko Radičević", "Vuk Karadžić" (in Levosoje village) and "Muharem Kadriu" (Veliki Trnovac village) participated in the project "School Cooperation, Bujanovac and Lillehammer Municipalities". Along the course of the project groups of peer mediators were formed in each school. These groups of students involved in mediation process were meeting each other, cooperated during the project and participated in the joint training on school mediation.

The goal of the project was to train teachers, students, parents and local community to understand mediation and to participate in the direct and preventive work with conflicts. Mediation, as a technique, supports development of positive communication and respect for individual, it helps in building human and democratic relationships. Mediation enables students to develop communication skills and fosters dialogue, to accept the differences and to cooperate with other ethnic groups. Also, mediation widens the perception of responsibility for one's acts and the citizen's responsibility is being improved. The schools included the school mediation as an alternative conflict resolution method in the Annual School Plans.

#### ***Peer mediation***

Mediators have got variety of methods they could use when they try to find the best ways of resolving conflicts between students. In addition to this, it is important to stress what is important for mediators. These are the following rules:<sup>26</sup>

- Participation in mediation process is voluntarily for both sides;
- Mediator(s) help sides resolve a problem. They do not resolve the problem instead of them;
- Exchange during mediation process is confidential. Everything said stays between mediator and sides in a conflict;
- Mediator(s) focus on what can be done (constructive solutions), and do not focus on the past; they do not blame any of the sides;
- When during mediation process sides in the conflict talk only about past events, mediator translates statements to "here and now";
- Mediators put the stress on the needs;
- What are the ways to satisfy the needs (requirements and potential solutions).

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<sup>26</sup> Trikić, Z., Koruga, D. Vranješević, J. Dejanović, V., Vidović: „Od svađe salđe, priručnik za voditelje radionica iz oblasti obrazovanja za veštine medijacije“, GTZ; Beograd, 2006, str. 117 - 188



School mediation as the process and the technique for peaceful conflict resolution, helps sides who are in conflict to reach the solution with the help of the third, neutral side – mediator. That is the process that has got several phases. The basis for mediation is non-violent, constructive approach to conflict, while sides to the conflict are responsible for finding the solution and for suggesting the agreement. It is of the utmost importance that peer mediators resolve conflicts, not teachers.

Practice from our school showed that it is the best to start the process of resolving a conflict during the break between classes or immediately after the last class of the day when conflict happened. It is important to provide the opportunity for reconciliation and the new start to the sides in conflict.

It is significant to mention that during the cooperation between colleagues from the schools in which teaching process is held in Serbian and schools in which teaching process is held in Albanian, as well as during study visits to the schools in Lillehammer, we noticed that conflict prevention work needs to be done continuously and in different ways. In every day's life we witness conflicts happening among students, between students and teachers, among teachers, between parents and students, between parents and school management, etc.

School management of “Naim Frasheri” Primary School accepted school mediation as conflict resolution mechanism. According to their evidence, four to five conflicts per month are being solved using mediation process.

The common causes of conflicts are: lack of tolerance, prejudices, different understanding of wishes and needs of the others, not sufficient information on a certain event, etc. Often it happens that some of conflict cases influence wider local community, so that some of its members need to be included in the mediation process. That is why teachers and students try to organise public promotions and

campaigns dedicated to peaceful conflict resolution, for example the joint celebration of the International Day of Peace, 21 September.

In our school the main goal of mediation is to recognise the rights of children and youth, to educate students to be aware of their rights and responsibilities, so that in that way we, teachers, influence improvement of relationships in the society in order to create the atmosphere of understanding and respect for all citizens. The other goal is to give opportunity to students to firstly participate in decision-making process in the school, then in other spheres of life, too, in the society.

The guiding principle in practicing school mediation activities is that students have to actively participate in the school life and in the promotion of their own rights. We also work on developing social skills and raising awareness among students on the importance of being active participants in social life. By investing in this field we wish to make the school ethos and local community safe places, places in which everyone knows and respects children's rights.

**Burim Ferati**

### **SCHOOL MEDIATION IN NAIM FRASHERI PRIMARY SCHOOL**

Four schools in the Municipality of Bujanovac participate in the programme "Education for Peace". Classes in these four schools are held in Albanian and Serbian languages. These are the following primary schools: "Naim Frasheri", "Branko Radičević", "Vuk Karadžić" (the village of Levosoje) and "Muharem Kadriu" (the village of Veliki Trnovac).

There is excellent cooperation between all these schools. Joint meetings are organised in which we discuss the realisation of programmes and concrete activities. Furthermore, we organise joint workshops for students from several schools.

Within extracurricular activities, teachers from all four schools organise workshops in the area of *peer mediation and social competences*. The implementation of these programmes is realised with the help from the Nansen Dialogue Centre Serbia, Lillehammer Municipality School Department and local self-government of the Municipality of Bujanovac.

Teachers are working on the implementation of school mediation and social competences programmes in order to:

- improve multiethnic cooperation and exchange experiences and socialization;
- work on conflict prevention;

- improve cooperation on relation: student-student, student-teacher, teacher-parent and parent-student;
- reduce the number of conflicts between students at school and outside of it;
- develop communication skills;
- encourage a more tolerant behaviour of students and all other actors (teachers, parents).

Through these programmes we help our colleagues, students and the school authority to:

- look at the problems they are experiencing;
- discover the reasons why conflicts happen;
- understand the ways to overcome obstacles and resolve conflict situations;
- live together despite mutual differences.

Here are some thoughts of teachers and students at "Naim Frasheri" Primary School who went through education training and tried the mediation process: "I listen to others much better now, including myself"; "I now have a better communication with friends, in the class and with my parents"; "I recognise my needs and the needs of my peers"; "We build friendship"; "Mediation in school life affects the development of mutual understanding. It also represents a much better option than quarrelling, it encourages young people to solve conflicts on their own", etc.

On the basis of these impressions and the experiences of teachers-school mediators, activities in the area of school mediation contribute to better communication and cooperation between students and teachers. Besides, they help in creating a positive atmosphere, in which conflicts at school are resolved constructively and peacefully.

## **HOW TO USE FILM IN THE TEACHING PROCESS**

Film as a medium enables teachers to transfer subject contents in an interesting, unique and receptive way. In that way the teaching process is more efficient and gained knowledge internalized. "Children love film. It provides the opportunity for research and for familiarizing with the world of grown-ups, the world which they eagerly want to take a peek in, which is still not allowed to them. Everything in that world is interesting and new to them, hence film appears to be a small encyclopedia in which all desired answers could be found. In addition, film presents many new and unexperienced situations. A child knows that he/she could hypothetically be in some of presented situations, so he/she observes how someone else would react and resolve a problem. A child watches and learns some of the possible outcomes of situations, examines and thinks how he/she would react in the shoes of the main character. In that way, film offers wide life experience, without the need to leave one's house."<sup>27</sup>

During the teaching process, film could be used in two ways: as a teaching tool, or as a goal of the class. Already made film is a significant motivational tool for work during the class. Film as a goal, id est, making the film, encourages gaining various knowledge and develops students' skills, during the preparation phase as well as during the shooting itself.

By means of video recording, students could see far away places, get to know people and events from the past, in a short period of time they could perceive processes that last for many days or months, or events that last for a very short time. Therefore, teachers use it gladly during the teaching process.

In order to use film as a teaching tool, it is necessary to provide conditions for screening and the plan for guided watching in order to fulfill objectives of the class. The main objectives of using film in teaching process are:

- enabling students for watching, receiving and interpreting film;
- to present processes, characters, geographical areas, phenomena which are far away or events that happened in the past, events that are too slow or too fast;
- To develop capacity to follow and value acts of film characters;
- developing creative thinking;
- learning basic film terminology;
- noticing literary, artistic, music and communicational film components.

It is very important that contents and terminology in the chosen film are appropriate for students' age. For the youngest students the most receptive are cartoons, animated and puppetry films. At a later

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<sup>27</sup> Mikić, K., „Film u nastavi medijske kulture“, Eduka, Zagreb, 2001

stage, longer and different forms could be gradually introduced (documentary, popular science, feature, film reportage, etc).

Taking into consideration that film could be put in a certain social or cultural context, it could be used as a basis for discussion on various themes: violence, tolerance, family, etc. It could be used in all programmes of regular curricula and in extracurriculum activities, during the classes of all subjects (Examples: Serbian language and literature - film could be made based on a piece of literature. The richness of photography, acting, film scenes and spoken language could help students to internalize literary work to a great extent. Often, we could use just a short sequence in order to initiate the talks, debate or analysis during the class. But, it is important to explain and stress to students that film could not be and must not be a substitute for reading a book; History – documentary or feature film will present clear pictures about events from the past to the students. Knowledge gained in such way is remembered for a longer period of time; Biology - growth and development of living beings, reproduction, living conditions for species growing up in faraway places; Geography - composition and layout of the soil, the movement of celestial bodies; Sciences – physics and chemistry experiments; Music – artists and their significant performances; Arts – artists and their work of arts; Physical education – sports events; Civic education – human rights and values, etc. )

Film is suitable for all types of classes: new lessons, reinforcing concepts, systematizations, testing lessons learned and for all types of work:

- Frontal: all students watch film together, each of them has got its own impressions, then they analyze it together,
- Individual: a student watches a film, does the research on its own and resolves the tasks,
- In pairs: students watch a film in a pair, jointly solve the tasks and report to other students; this method is very suitable for motivating peer learning,
- Group work: students watch film in small groups with each group having different research tasks; this method is really suitable for problem solving approach to film.

The important fact is that none of these approaches has got the advantage over the other. It is up to the teacher to choose the most efficient form of work for a particular type of class or part of the class and planned objectives. Namely, film could be used successfully in any phase of a class: at the beginning as a motivational factor, also at later stage as a source of information and theme for discussions.

During civic education and classroom community classes for students of primary and secondary schools, films made by Slobodna zona<sup>28</sup> which describe stereotypes, overcoming prejudices, developing critical thinking among youth and inspiring constructive ideas.

An NGO “Hajde da...” in cooperation with UNICEF within the programme “School Without Violence” created an animated serial “Uuu injustice” for the purpose of educating children and others in the field of education for peace. The main goal is gaining the knowledge and experience on tolerance, respect for differences and fostering cooperation and respect among students in the class.

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<sup>28</sup> Slobodna zona <http://www.freezonebelgrade.org/>

Making a film is a creative and inspirational activity for students during the teaching process. Both in school and in the activities for youth in the local community, different kinds of films could be made: animated, documentary, feature film. Themes and contents are usually related to the current activities and situations from everyday life of students (falling in love, learning, socializing, violence, sports, etc). It is recommendable that students do all the work during the process of making a film, while a teacher explains, guides, helps and controls the process. Nowadays it is possible to make audio and video recordings even by using mobile phone, hence the shooting process is well known to students. It often happens that during the process of making film, analyzing acts and feelings of actors, students resolve some mutual problem or conflict among themselves. Film made in such way could be used in future teaching process too, especially if the theme is popular. Teachers could be trained in different ways for making different kinds of films.

Film is one of many teaching tools which were adapted for the application in teaching process. It is most efficient when it is used in combination with other teaching methodologies during the class and when it is adequately related to the objectives of the class. Carefully chosen and timed in a good way, film helps a lot the teacher and to students alike while working on teaching contents.

Based on the things described above, we could rightfully state that film is very important teaching tool nowadays and that it could be used in all types of schools for children and grown-ups at different levels. With an adequate choice of a type of a film and with adaptation to the students' age and conditions for screening, film is a tool for the improvement of teaching process, it eases the process of learning and enables active participation of students in the teaching process.

**Zorica Ražić**

## **YOUTH WRITING AGENDA FOR THE NEW GOVERNMENT**

The public opinion poll "Personal and Social Youth Activism in Serbia" conducted by CESID in 2007 showed that only 6% see themselves as politically active persons, 32% were familiar with political life, were trying to be up to date, but did not personally engage. Research titled "Tailor to Your Own Size" established that a considerable percent of young people were not active at all – and by "active" it was meant in either sports, cultural, arts or some other youth organizations, or attending contents intended for youth or organised for the youth, mapped certain needs of the youth for activities that are organised for them and on their behalf. At the same time, young people do not have an opportunity to directly speak to political decision-makers and those in power about topics that affect the quality of their life.

### **Abstract**

Association for Creative Communication and Debate (ACCD) and organization *Initiatives*, which was the lead applicant for the project, participated in the implementation of a pre-election project called "Youth

Writing Agenda for the New Government" with the goal to provide young people aged 16-30 a possibility to directly debate with political decision-makers about the topics for which they believed were very important for improving the life of the youth. Four TV debates were recorded that were broadcast on three national TV stations (b92, Info Kanal, RT Vojvodina, TV Studio B) and on 17 local television stations at various time slots. A TV debate made up of the entire recorded footage was broadcast 51 time – a total of 2,562 minutes.

**Key words:** *TV debate, young, employment, migrations, youth health, education, preelection debate.*

### **How did we promote the project?**

The realization of project activities started in the last week of February 2012. *Initiatives*, through a network of partner organizations, worked for two weeks on promoting the project and informing young people about the activities to be implemented in the coming period. Partner organizations from four regions (south Serbia – Niš – *Superima*, organization for electronic learning; west Serbia – Novi Pazar – *Cultural Centre "Damad"*; east Serbia – Zaječar – *Youth Centre Timok*; Vojvodina – *Novi Sad JAZAS Youth*) during the two weeks from the end of February until the end of the first week in March distributed printed materials – leaflets in several location in the towns that they covered. The leaflets contained information about the project and about what young people gained by joining the project, as well as information about obligations related to direct joining the project implementation. All organizations included in the project consortium promoted the idea of the project, its goals and future activities via social networks (*Facebook* and *Twitter*). The project was also promoted on the web pages of all partner organizations, via their *Facebook* and *Twitter* accounts and on the special web page that was designed for the project "Youth Writing Agenda for the New Government" – [www.mladizavladu.rs](http://www.mladizavladu.rs).

### **How did we select candidates?**

During March 2012 a selection of candidates who applied to participate in the project was performed, but primarily for preparatory trainings. Information on training participants were distributed among partner organizations and trainers in order to achieve a final agreement about who the participants (youth) who would be part of the training would be.

### **Where did we realise the trainings?**

The trainings were realised in: Novi Pazar – in the Organisation for Security and Co-operation in Europe - OSCE Media Centre; Niš – in the Regional Centre for Career Counselling; Zaječar – in the building of the Municipality of Zaječar and in Novi Sad – in the building of the Faculty of Law.

### **Who were the attendants?**

The attendants were aged 16-30: pupils, students, the unemployed and employees of various professional backgrounds. 25 young people were educated in each of the regions.

### **What did we do?**

The trainings planned by the project were implemented by a team of eight trainers from Association for Creative Communication and Debate. The participants attended trainings on public appearance, debate and formulating questions, how to overcome stage fright, communication rules and how to be flexible in communication. In addition, they were informed about the TV programme format and they participated in the TV programme simulations. During one month (four extended weekends) a group of trainers

worked with each group separately in order to improve the knowledge of the young and to prepare them for a public dialogue with representatives of political parties and thus for recording of the TV debates.

### **What were the topics of the TV programmes?**

The young people from the four regions prepared for four topics that were of great importance for them and their peers. The young from east Serbia prepared for the TV debate on migrations, those from south Serbia – about youth employment, those in Vojvodina – about health and health protection of the young and those from Sandžak – about education.

### **Who else participated in the trainings?**

Simultaneously with the trainings, cooperation and communication with four experts were initiated who were hired to help young people to obtain quality information which they could use during the preparation and realization of the debates. The one in charge of the education topic was Dr Ljiljana Levkov, for migrations – Milena Milivojev, employment – Irma Lutovac, for youth health – Dr Predrag Đurić. All project participants were in direct communication with the experts, who processed each topic specified by the project on the ground. Thus, simultaneously with the trainings implemented by the Association for Creative Communication and Debate, the groups worked on learning more about the topics from the project.

### **What was the format of the TV debate?**

The TV debates were fashioned after *U Turn* programmes that is aired on BBC. The programme includes young people of different life styles, habits and education, unemployed, high school students, students and employees of different professional backgrounds and vocations. The guests on the programme were government representatives who answered the questions of the young people.

### **Who were the guests in the TV debates?**

Four programmes were recorded on the following topics:

- Migrations – participants in the debate with young people were Vladimir Cucić, Director of the Refugee Commissariat of the Republic of Serbia (the Party of United Pensioners of Serbia) and Mitar Đurašković, head of Department for Anti-trafficking (the Ministry of Interior);
- Education - participants in the debate with young people were Božidar Đelić, former minister of science and representative of the Democratic Party, and Miljenko Dereta, a deputy candidate and a representative of the Liberal Democratic Party;
- Employment - participants in the debate with young people were Jorgovanka Tabaković, member of the Serbian Progress Party Presidency, and Vljeko Senić, member of the Presidency of the United Regions of Serbia;
- Youth health - participants in the debate with young people were Zoran Stanković, minister of health, and Slavica Đukić Dejanović, Speaker of the National Parliament of the Republic of Serbia and acting president of the Republic of Serbia.

## **What did we record?**

One TV programme composed of all the rerecorded footage and four programmes on each of the topics were recorded. TV debates were broadcast on a large number of TV stations across Serbia, three of which were national TV stations (b92, Info Kanal, RT Vojvodina, TV Studio B) and on 17 local TV stations at various time slots. A TV debate made up of the entire recorded footage was broadcast 51 time – a total of 2,562 minutes. It is also available on the web page specially created for the needs of the project.<sup>29</sup>

## **Conclusion**

The television debates showed that the young were very much interested in solving problems and active participation in public life when they are given an opportunity to directly communicate with government representatives and political decision-makers.

**Ivana Gajović**

**Gary Shaw**

## **PEACE BUILDING CURRICULUM FOR DEVELOPING SAFE AND INCLUSIVE SCHOOLS**

### **Lessons from Montenegro and Australia**

The Project Peace building - developing safe and inclusive schools is a set of 10 peace education lessons designed for 11-15 year old students. The project was developed as part of the ongoing collaboration between members of the Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace Education Working Group.

GPPAC is a world-wide civil society network established in 15 regions and dedicated to promoting peace-building. GPPAC has a strong focus on conflict prevention and was established in 2003 in response to a call by the UN Secretary-General Kofi Annan for collaboration of civil society organizations working in the field of conflict prevention.

Peace Education is one of GPPAC's key areas for exchanging ideas and sharing resources. To help facilitate this process, GPPAC established a Peace Education Working Group comprised of scholars, educators, practitioners, and policy makers who have demonstrable expertise and are actively involved in peace education within their respective regions. The key strategic areas for the Peace Education Working Group include:

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<sup>29</sup> [www.mladizavladu.rs](http://www.mladizavladu.rs).

- building the capacity of regional educators and practitioners;
- exchanging resources including manuals and curriculum;
- promoting good practice in collaboration with Ministries of Education for inclusion in the national curriculum and in professional development;
- supporting faculty exchanges between countries; and,
- organizing international and regional conferences to exchange ideas and strengthen collaboration (GPPAC Working Group Terms of Reference, 2009).

Working Group members Gary Shaw, a senior advisor with the state Department of Education and Early Childhood Development in Melbourne, Australia and Ivana Gajovic, Executive Officer from the Nansen Dialogue Centre in Podgorica, Montenegro had been sharing resources and program ideas for some time. In April 2011 while visiting Italy, Gary was invited by Ivana to travel to Montenegro to help facilitate a one day workshop for teachers and principals on values based approaches to peace education based on resources and research from the Australian values education initiative.

Peace education can take on many forms depending on the context. In a migrant nation such as Australia, diversity is seen as an asset and there is focus on social emotional learning and developing skills, knowledge and attributes that promote social cohesion. For example the Australian curriculum articulates learning outcomes for intercultural understanding, ethical behaviour which are imbedded in key learning areas of Civics and Citizenship, English and History.

In post-conflict environments, a focus on teaching the skills of conflict prevention and healing may be more appropriate. Relationship building, understanding different perspectives and promoting community engagement can be key parts of a school curriculum in such contexts. Underpinning all efforts in peace education are foundational values that help articulate social and moral purpose and what is important to communities. Values education, a strategy to implement values, is inherent in most approaches used to promote peace and social cohesion and are typically designed to be transformative and cultivate understanding, knowledge and awareness that reflect human rights, dignity and respect.

These ideas were incorporated into the workshop conducted in Podgorica in 2011 and demonstrated the use and applicability of values based approaches particularly for engaging young people in resolving issues and contributing to solutions in their communities. The workshop was hosted by the Nansen Dialogue Centre, the Ministry of Education and Science and Teachers Commission in Podgorica. Participants were mostly English language teachers or from schools where English was taught. Peace education and conflict resolution education can be understood as life skills, built around the notion of care and compassion for other human beings. Such approaches are best built around positive and purposeful school and community relationships and are supported by an engaging curriculum and pedagogy.

Following this activity the organising team agreed that there was enough confidence in the approach to develop a set of peace education lessons. A proposal was generated to seek funding to involve interested teachers from Montenegro in developing lessons using values-based approaches that would specifically teach and built understanding of such values as respect, responsibility, care and compassion and

integrity. The central idea was to develop materials that could be used in Montenegrin schools but also to trial and use them in Australia. Once completed and tested it was proposed to put the lessons on a suitable peace education website such as the GPPAC Peace Education Portal.

Late in 2011 the Australian Embassy in Serbia kindly provided a small grant of \$5,500 to the project, primarily to pay for the teachers' time to write the lessons. In-kind support from the Victorian Department of Education and Early Childhood Development in Melbourne, Australia, the Nansen Dialogue Centre and the Ministry of Science and Education in Montenegro was designated to review and edit the units.

In April 2012, Gary (again on a personal visit to Italy) returned to Montenegro to run a workshop with teachers and other interested educators who attended the earlier workshop and were interested in writing the lessons. The result was an agreed writing template, timelines, content ideas and a commitment to produce lessons with support from senior educators in Ministry of Science and Education Montenegro.

After 4 months of on-line discussion, reviews and edits 10 lessons were written for 11-15 year old students and ready for trialling. The lessons were designed to engage students in discussing personal responsibility and community peace, and learning behaviours that would reduce conflict and empower young people to be active participants in building cultures of peace. The lessons provided a means to address issues such as discrimination, prejudice, bullying and exclusion and helped students develop skills, knowledge and strategies that would contribute to respectful and safe learning environments.

The general pedagogy was student centred, interactive and values based which would actively involve students in the learning process and developing the ideas on which further learning takes place.

Each lesson included a range of strategies which support students' open dialogue; critical thinking and analysis, values clarification and reflection. These strategies were designed to assist students in their inquiries in addition to creating a learning environment conducive to ethical and respectful thinking and the study of sensitive issues.

Throughout 2012, the learning modules were tested by teachers in Australia and are currently being tested in Montenegro. The initial assessment demonstrated that the project is highly appreciated by teachers and students.

The following report from Lauren, a teacher from Cobram Secondary College summarises the way in which she used the resources and endorses the universal nature of the key learning ideas.

I've currently been conducting some of the lessons created to address Peace Building and conflict resolution in my Humanities based Tour Asia class. Tour Asia (combined Year 8 and Year 9 class) is a

subject designed to address cultural difference, diversity and respect for all peoples, so these lessons fit in perfectly with our current topics.

At the moment, my students have been working through the lessons on 'Dealing with Prejudice' and I'm truly amazed and what they're getting out of it! They responded really well to the Human Bingo activity (Activity 1) and appeared to be very engaged – many students found out things that they did not know about each other. We continued the next lesson by completing Activity 2 – photographs of random individuals. It was very interesting to observe how students categorised peoples' faces into scary, sincere, smart, phony and calming. We had some great discussions about their decisions especially concerning how and why people discriminate according to a person's appearance and mannerisms.

To date, the BEST activity has been Activity 3 where I arranged students into different groups according to their eye colour, height and month of birth. I provided lots of examples of unfair situations and I was quite impressed with the level of maturity students showed through their connections with other forms of discrimination – race, sex, age, relationship status and religion.

Overall, the lessons created by teachers in Montenegro and Australia are an essential part of any school's curriculum. Personally, I have found these lessons to be vital in fostering peace and respect in all students. These lessons have been particularly important as they have enhanced some of the rich conversations surrounding 'boat people' (we have been analysing the SBS series "Go Back to Where You Came From") and the recent riots in Sydney. Both of these topics are quite important to Cobram Secondary College as we have refugees and many Muslim students in our school. I was only discussing this week with one of our Year 9 Arabic students how far our community and school community at that, has come in fostering a culture of understanding and respect between the various cultures that make up our school.

There is no doubt that education on peace and conflict resolution is beneficial in all classrooms in Australia.

Lauren McEwan, Cobram Secondary College, Victoria Australia

As soon as the final reviews from Montenegro and Australia are incorporated into the materials copies will be made available on the GPPAC Peace Education Portal for wider use.

The next phase of the project (at this stage unfunded) will include further networking and communication among practitioners from Australia and Montenegro including teachers, students, representatives of Ministries of Education with the aim to reinforce bilateral cooperation and cross-regional learning. Efforts are currently under way to establish sister school relations between schools in Australian and Montenegro.

The members of the GPPAC Peace Education Working Group from other countries will continue sharing their perspectives and lessons learned contributing towards reinforcing the cross-regional project between Australia and Montenegro.

## Appendix

The lessons have developed in response to teachers search to include creative ways to imbed values – based approaches in the curriculum. Australian values education resources developed by the Australian government with all states and territories, the Curriculum Corporation and schools during 2005-09 have underpinned this project. <http://www.valueseducation.edu.au/values/>

The Nansen Dialogue Centre – Montenegro is a non-governmental, non-party and non-profit organisation that began operations in May 2000, when it was registered according to the Law on Non-Government Organisations of the Republic of Montenegro.

The organisation is committed to the development of Montenegro as democratic, civil and sustainable society integrated in important regional and initiatives.

### **Dragana Radoman**

#### **DID YOU KNOW THAT 21<sup>ST</sup> SEPTEMBER, THE INTERNATIONAL DAY OF PEACE, IS ALSO CELEBRATED IN NIKŠIĆ?**

The students at "Milija Nikčević" Primary School have been trained for years to become peer mediators. One of the activities that they find the most interesting takes place at the beginning of the school year. In the last two years, our school's peer mediators have invested much good will, creativity, enthusiasm and time to promote 21<sup>st</sup> September – the International Day of Peace, both in their own school and in their home town.

In this article, I will try to transfer a part of the atmosphere from our preparations and present how important detailed planning and preparation of the event in the local community are and whose bearers are the students of the school. We do not lack motivation and positive energy. In the past two years it has been proven that children/students are ready to dedicate all their spare time to prepare the event with which they want to contribute to raising awareness of the importance of peace in society and make the Day of Peace recognisable with their actions in our community.

#### **What steps need to be taken and how to get organised?**

Before the event itself, a great number of steps needs to be taken to ensure that the event itself takes place in the best way possible and that students carry out the prepared activities with pleasure.



In the first workshop/meeting of the group, the students are introduced to the action's topic of promoting the International Day of Peace. The topic is chosen in the meeting of the regional group for education for peace through Nansen Dialogue Centre Montenegro and Nansen Dialogue Centre Serbia's project "Educational Institutions Implement Education For Peace". Other schools from the region also organise events in their communities. The students afterwards share their ideas and what they think that we as a group could prepare and implement. Once you have a formed group that is ready and motivated to work, it is important not to impose ideas on them, but to give them freedom and room to openly express their attitudes. Each student should be given a chance to give their own suggestion, regardless of how feasible or unfeasible or realistic or unrealistic it is... Their suggestions are various, unexpected and above all – concrete. Besides, it is interesting that students had very similar ideas as the representatives of the regional group.

The second step is to assess which suggestions are realistic to implement and prepare, but also if there are available capacities and talents in our group for all the activities that have been suggested. Since it will be the students who will make the appropriate materials/props, it is important to have a realistic view of what can and cannot be implemented. Namely, for some ideas there are not enough financial possibilities, while for some we do not have enough time to prepare/coordinate, and some the rest of the group is not interested in... The most important thing, however, is that each member of the group is included in the planning and preparation process, as well as in the realisation of the event.

Before the next meeting, students would be given enough time to think about some additional and possible suggestions, and during that time, the material for the already accepted suggestions should be acquired.



In this regard, the school principal's support was important for us and without whose effort, communication with institutions and without whose skills to find the financial means, it would not have been possible to organise the event in the way we had imagined. Also, in the event held in 2012, we had secured escort of the officers of the Ministry of Interior, the Regional Unit in Nikšić who accompanied us from the school to the centre of the town and back. The students were delighted that they had police escort which in their opinion just added to the importance of our action.

**This school year 2012/2013 the topic of the action was "My Contribution to Peace", and we organised our action/event in town under the title "We Cheer for Peace".**

We made origami peace doves that students gave to passersby, congratulating them the Peace Day, and if they were interested, they were explaining them the goal of our event. The group's motivation to work was proved by the fact that students made over 1,500 origami peace doves. We went through the centre of the town dressed in kits of different sports teams, wearing hand-made hats, carrying flags and scarves with the name of our school and the motto of our action, singing Đorđe Balašević's song "Let There Be No War". We wanted to show that it didn't matter which team we rooted for – we could all celebrate peace and non-violence together.

An additional effort was made by a group of student who knitted thread bracelets with *peace* message on them and by a group of talented students who painted symbols of peace on one of the walls in our school and wrote out the motto of our action.



Before going out to town, school mediators, together with teachers, held a lesson with the topic "My contribution to peace in my family, school, community and the world" in all classes, and then with students from all classes they drew symbols and messages of peace on school pavements. The messages that were written in class were read to assembled audience in the local community. We drew passersby's attention with a big peace puzzle, held by 20 students while singing our action's song. Then we made a semi-circle leaving room in the centre for our school's students to read messages about how we could contribute to peace. One number of students remained at the stall and welcomed those who were interested, while others walked in the town handing out the peace doves. We left the square singing, encouraging fellow citizens to join us.

As one can notice, much time was invested in preparing the materials necessary for this action, so I would like to thank all school mediators, big and small, for their ideas, commitment, enthusiasm and perseverance in their preparation.

The action performed in town lasted for two hours, its preparation lasted for about 20 days, and the impressions do not fade so fast. After each organised event, we meet up and review our impressions. The overall atmosphere, positive, negative and unexpected situations... What could have we done differently? What was brilliant? What could have we done better?... We also hear what situations students found themselves in and how they reacted to them. Some of the students' comments were: "One man told me that what we were doing was great and that it was great to see us young and smiling, fighting for true values"; "They asked me how much they needed to pay me for the peace dove. I could barely convince that sweet baby's mother to take back the Euro coin that she put in my basket to take it back"; "This was really great. Teacher, what will we do next?", etc.

### **Some recommendations for a successful implementation of the event**

One of the important preparation steps is the discussion/workshop about expected obstacles during the implementation of the action. We tried to predict all situations that might come up on the ground and how we should react to them. We acted out different situations and different reactions: how to react when some of the passersby does not want to hear you out, or take the peace dove or send a message? How to react if someone was teasing you for your enthusiasm and energy? What if you only had a minute to say all you want to say? If it started to rain? etc. We considered various situations so that we could prevent that some of the students feel hurt by the comments from people who may not have understanding for our action. All students impatiently awaited the event, but there was also uncertainty/fear whether everything would go as planned. In that regard, among other things, the students stated the following: "We learned how to improvise and adjust to situations, how to support our friends and how to help them"; "We practiced to wish a good day and congratulate the Day of Peace to a passerby if they didn't want to hear us out"; "We practiced how to stop passersby in the street, how to start the conversation, what was important to hear", etc.



It is necessary to inform the parents and ask for their permission for their children to participate in the event and that their photographs to be published in magazines and articles related to education. Parents supported us both times both during preparations and the implementation of the actions. They were there to support their children and their fight for peace.

It is very important that all members of the group participate in the activity. The roles are divided as early as in the workshops, so that when the action starts, everybody knows what their task is. Wishes and affinities of students are respected and taken into account. Some would like to be at the stand and

share information, others to walk in the town and hand out peace doves to passersby, others to take photographs and interview passersby, some would like to lead the group with "walking" ad-panels and start the song "Let There be No War". There is a role for everybody in which they feel ready, safe and relaxed.

The team in charge of the media was also important for the success of the activity. Several students chose to be in charge of the communication with reporters and camera people, while other students referred reporters to the students to give a statement to the media. This proved to be quite efficient, because this team of students prepared particularly for possible questions and the message which was to be delivered to citizens.

### **Until next activity...**

As soon as we finish one activity, we start planning the next one: bigger, better, more comprehensive... It is a joy to work with this group of keen, talented and inspired young people. They are our present, not our future. They are the architects and bearers of changes in society. They act with their heart and fight for peace, for peace in themselves, in their families, in school, for the peace in the local community, in society, in the world. They give their contribution by their example what can be accomplished if there is a will. They are school mediators of "Milija Nikčević" Primary School in Nikšić in Montenegro. And we, (teachers) are here to support them in their realisation and "give them wind beneath their wings".

### **Dragana Šarengaća**

#### **RESOLUTION THROUGH DIALOGUE - EDUCATION FOR PEACE IN THE MUNICIPALITY OF RAKOVICA**

The article describes experiences of implementing NDC Serbia's accredited training programme titled *Education for Peace - Resolution Through Dialogue* which was held at *Ivo Andrić* Primary School in the Municipality of Rakovica, in Belgrade.

The training was implemented in collaboration with the Unit for the Prevention of Violence of the Ministry of Education, Science and Technological Development of the Republic of Serbia in the period from October to December 2012.

Key words: dialogue and communication skills, team work, conflict analysis tools and techniques, constructive conflict resolution, action plans.

Our organisation, NDC Serbia, has been organising conflict resolution trainings for teachers and pupils from Serbia and from the region for more than a decade. In such way, a network of peace educators is broadened with the aim to build safe schools, i.e. schools promoting nonviolence in multiethnic communities.

The Institute for Education Advancement accredited NDC Serbia's training programme *Education for Peace - Resolution Through Dialogue* in May 2012 as a programme for continuous professional development of teachers for the school years 2012/2013 and 2013/2014.

While creating the training programme, we tried to adjust the goals of the training with the Competence Standards for Teachers and Teachers' Professional Development<sup>30</sup> so they are complimentary to the strategies for professional development which were prescribed by the Ministry of Education, Science and Technological Development. Specific goals of the training first of all relate to: enabling teachers and pupils to apply conflict resolution techniques in practice, connecting and cooperating with all actors important for a successful educational and upbringing process (school management, psychologists, pedagogues, teachers, parents, pupils, representatives of local self-government).

A good cooperation with the Ministry of Education, Science and Technological Development has lasted for a couple of years now. In consultation with the coordinator of the Unit for the Prevention of Violence, we started running our accredited training programme at *Ivo Andrić* Primary School in the Municipality of Rakovica, in Belgrade. There was a need for professional development of teachers in the school and for developing their capacities for the prevention of violence. The school management, pedagogues and psychologists supported the implementation of the training and provided Tatjana Popović and myself, as the authors and facilitators of the training programme, with excellent conditions for work. The training was held for a group of 26 participants in the period from October to December 2012.

The structure of the participants was diverse: teachers, school pedagogue and representative of the Secretariat for Education at the Municipality of Rakovica. The participants too differentiated by their previous knowledge and experiences related to interactive and workshop methodology of work. There were some colleagues who already applied a workshop - type methodology, however almost half of the group did not use this methodology.

We divided thematic units of the workshops into the units on acquiring dialogue and communication skills and the units on acquiring conflict resolution tools and techniques. The most important themes that we worked on were: *Nansen Dialogue Model, Differences Between Dialogue and Debate, Phases of Conflict, Conflict Styles, Onion Analysis (Positions, Needs and Interests), Mapping and Negotiation Techniques*.<sup>31</sup>

The work on the themes was organised entirely by using an interactive technique, by enhancing cooperation and exchange of experiences among the participants. During the communication exercises, the participants worked in pairs and in mixed groups (teachers, subject teachers and school pedagogue) to jointly prepare the scenes that reflected real conflicts from their work involving teacher and pupil, pupils themselves and teachers themselves. We paid special attention to social skills by working on the matrix for development of pupils' skills in the field of empathy, cooperative skills, self-affirmation, self-control, responsibility, play, joy and humour. In addition, we used the experiences gained in the work with schools in Bujanovac (south Serbia) and in the region, but also the experiences of Norwegian colleagues who integrate social skills into daily educational and pedagogical work of schools.

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<sup>30</sup> <http://www.zuov.rs>

<sup>31</sup> Tools and techniques for constructive conflict resolution are presented in details in the handbook *Resolution Through Dialogue*, a handbook for non-violent conflict resolution published by Nansen Dialogue Centre Serbia, Belgrade, 2008.



At the end of the training and as part of the third workshop, the participants created action plans for the period until the end of the school year 2012/2013 and defined activities which inspire cooperative work and constructive conflict resolution through a cooperation of: pupils and teachers in the class; teachers and parents; all teachers in the school, the Team for the Prevention of Violence, pedagogical and psychological service in the school and the local community.

The representative of the Secretariat for Education at the Municipality of Rakovica actively participated in the training and in that way supported the teachers, pedagogues and psychologists.

We provided participants with all training materials and presentations of thematic units as well as scenarios/case studies of the conflicts that were used in the role plays. Creativity and adaptability to each individual group is required when using methodology of a workshop and therefore we used different forms of workshops: presentations by facilitators, individual work, pair work and group work. The team work was enhanced by multipurpose team exercises in which the participants were focused on joint problem solving of the tasks and were physically active at the same time. The aim of the exercises was to enhance cooperative atmosphere, team work and communication among the participants. Active participation and concrete examples from real life showed us that the participants reacted positively to the workshops and exercises. The work in Rakovica is an important experience for our organisation and we are pleased to have established cooperation with *Ivo Andrić* Primary School and the municipality.

To us who have chosen civil society sector as a field of work with the aim to contribute to peace, it is not easy to sometimes describe the results of our work through visible and measurable indicators. The

reason for that is that we have been focused on a long-term process of peacebuilding. The process requires the work on a better understanding of the values of peace and non-violence, change of already adopted behaviours and attitudes and raising awareness on the importance of active participation of individuals, groups and institutions in societal processes. In such way, progressive processes in a society are initiated. Education for peace is the most important field of our work and is the reason why we have worked continuously on developing personal and professional capacities of pupils in educational and upbringing processes through acquiring skills and knowledge on peaceful conflict resolution. The accreditation of the training programme made all of us on the NDC Serbia team really happy and is seen as an acknowledgement of the efforts invested and the work on the creation of the programme. It is a motivation and an incentive to contribute further with our activities to the positive changes, particularly in the field of educational reform and the prevention of violence.

# **LESSONS PREPARATIONS CONTAINING ELEMENTS OF EDUCATION FOR PEACE**

Lesson preparation
<b>School, city, state:</b> Primary school "Učitelj Tasa", Niš, Srbija
<b>Teacher:</b> Milena Mladenović
<b>Grade/student age:</b> II grade, 8 years
<b>Subject:</b> Serbian language
<b>Lesson topic/teaching unit:</b> The Sparrow and The Swallow, text analysis
<b>Operational goals:</b> -to understand and perceive the text, -to understand the cause of conflict situation, -to develop capacity for cherishing basic human values.
<b>Outcomes in relation to education for peace:</b> -students give their unique opinion on the perception of the text, -students resolve group tasks through cooperation and agreement, respecting one's own opinion and opinions of the peers, -students can define the needs of the sparrow and the swallow and can connect them to the conflict described in the text, -students found the resolution to the conflict using non-violent methods (I statements, mediation in conflict resolution)
<b>Key words:</b> needs, conflict, agreement, mediation, emotions
<b>Focus questions (to be adapted to the objectives and standards of competences):</b> Why did conflict happen? What could have prevented the conflict? Is there violence in this story? How can we help characters from the story to resolve the conflict in the non-violent way?
<b>What is necessary for students to know?</b> Students need to know: -communication (verbal and non-verbal) -tolerance, -rights.
<b>Lesson type:</b> new text analysis
<b>Teaching methods:</b> the methodology of guided class with predictions, Venn's diagram, dialogue method and demonstrative methodology.
<b>Forms of work:</b> frontal, small group work and individual.
<b>Teaching aid:</b> "In the kingdom of words", Radmila Žeželj Rajjić and notebooks for Serbian language
<b>Required materials:</b> - cards and pictures for group work, inset 1 and 2, - The sparrow and the swallow, text, inset 3
<b>Correlation:</b> - World around us, - Classroom meeting/leading teacher class
<b>Lesson procedure:</b>

**Introduction to the class (7min)**

Small group formation and giving roles to the students in groups:

1. Students choose papers or cards from the hat. There is a name of one bird on each card (swallow, sparrow, stork, owl, crow)
2. In the spots designed for the group work there is a picture of one of the birds (swallow, sparrow, stork, owl, and crow). Students find the picture of the bird on the card they chose and form the groups in that way.
3. There are 5 markers of different colours (red, black, green, yellow and brown) on the table in each group. Students take one marker each.
4. Upon choosing colours, teacher gives them roles connected to colours (teacher uncovers the chart paper on which roles are written related to colours). The student who took black marker has got the task to write down answers to the questions, the student who took the green marker to present the answers, students with red markers to illustrate the answers, students with yellow and brown markers to prepare a role-play in the group. Note: Students prepare a role-play at homes, with the support of the whole group through consultations. The role-play could be performed during the classroom teacher's class.

**Main part of the class (10min)**

Guided reading with predictions

1. Teacher reads the text Sparrow and The Swallow following previously chosen logical parts,
2. After the teacher reads each part, students give their opinions on how the continuation of the story may go.

Open end questions (23 min):

1. The teachers gives a list of questions to each group (supplement 5);
2. One student reads all questions to the others in the group;
3. Students give suggestions individually on what answers may be;
4. Students agree on the best answers to the given questions;
5. One student writes down the answers;
6. The student reporter presents the best answers to all questions to the class.

The final part of the class (5 min):

Defining the needs of the sides in conflict and recognizing the mutual needs:

1. The teacher draws Venn's diagram on the board (supplement 6);
2. Students name the sparrow's need and swallow's need;
3. Teacher notes down the needs in Venn's diagram, the review of specific and mutual needs are complete in this way;
4. Students give their observations related to the diagram.

**Supplements**

**Supplement 1 and 2: cards and pictures for the group work. Cards:**

pigeon	sparrow	swallow	owl	stork
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**Supplement 3: The Sparrow and the Swallow, Tolstoj, Lav**

Once I was standing in the garden and observed a swallow's nest under the eaves. Both swallows flew away while I was standing there and the nest was left empty. Meanwhile, while they were absent, the sparrow landed from the roof, jumped into the nest, looked back and forth, hid in the nest, then slicked his head from the nest and chirped. Soon after, the sparrow flew to the nest. (Students give their

opinions on how could the story develop further).

The Swallow darted towards the nest, but as soon as she saw the guest she flattered the wings and flew away. The sparrow was not afraid; he was chirping and turning his head left and right. All of a sudden, the flock of swallows flew to the nest, looked at the sparrow and flew away again. Sparrow was not afraid; he was turning his head and chirped. Swallows were flying to the nest again; they were doing something and flying away again. Swallows were not flying in vain: each was carrying mud in the beak and little by little smeared the entrance of the nest.

(Students give their opinions on how could the story develop further).

Again and again the sparrow were flying away and coming back, smearing more and more the entrance and the opening was becoming narrower and narrower. In the beginning the sparrow's neck was visible, and then just the head, then only a small beak and then nothing could be seen. The swallow's built him into the nest, flew away and started to circle around the house.

#### **Supplement 4**

Roles distributions in small groups – roles related to colours of markers:

Black marker – student writes down the answers agreed by the group,

Red marker – the student illustrates the answer on the paper,

Green marker – presents the list of answers made by the group and the illustration created by the student with this task,

Yellow and brown marker – students create the role –play in which non-violent solution to the conflict is presented with the support of the third character – the wise owl.

#### **Supplement 5: lists with questions for the groups**

The 1<sup>st</sup> group questions – recognizing socially acceptable and socially not acceptable behaviour:

What did you like best in the story? Explain why.

What did you dislike in the story? Explain why.

The second group questions: cause – effect relationships:

Why did sparrow moved into the swallows' nest?

Why did swallows built in sparrow in the nest?

The 3<sup>rd</sup> group - communication:

Did sparrow and swallows talk/communicated in some other way?

If you were a swallow what would you say to the sparrow?

If you were the sparrow what would you say to the swallow?

The 4<sup>th</sup> group questions - rights:

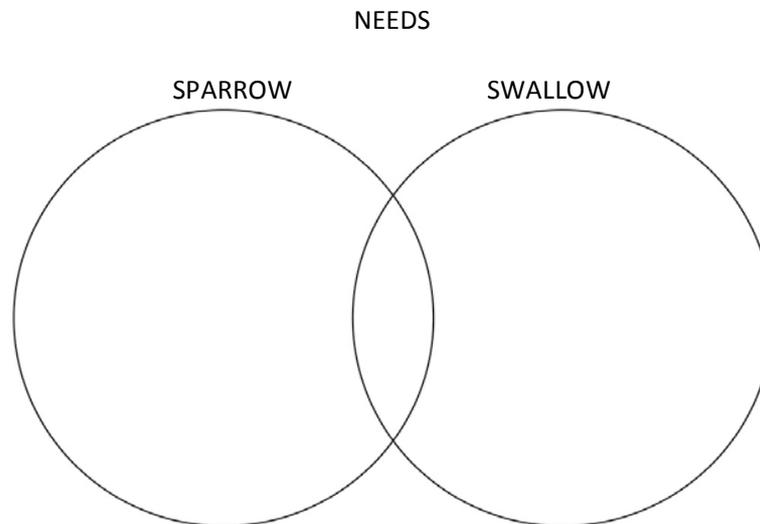
What did sparrow deny to the swallow with his act? (Which right?)

What did swallows deny to the sparrow with their action? (Which right?)

The 5<sup>th</sup> group – Non-violent conflict resolution: the new character is introduced in the story - the wise

owl. If you were the wise owl what would you advise to the sparrow and to the swallow?

Supplement 6: Venn's diagram



#### Connecting with the standards

General standards of achievements, Serbian language:

-1SJ.0.1.7 – Student can describe his/her own idea in a few lines

-1SJ.2.2.2 – Student can make his/her own conclusions in relation to the text by analysing and taking into the consideration information given in the different parts of the text,

-1SJ.2.3.4 – Student sticks to the theme, he builds up his presentation around the basic idea of the text, substantiated by adequate details.

**Evaluation** (estimation of successfulness of the class – contents and elements of education for peace)

The process of evaluation was done in two ways:

-Through the homework in which students had to present peaceful ways of resolving conflict between the sparrow and the swallow in the form of a drama text;

Through internal evaluation of the fulfillments of standards from the field of quality of teaching and learning by following indicators set in advance. Eight teachers observed the class and followed the indicators indicating fulfillment of the standards of a good quality teaching.

#### Observations and advises for teachers

During the class we noticed that students had the need to discuss about the causes of events from the text, and for finding non-violent solutions for the conflict. Based on this, the advise to teachers is to use this text for the continuation of discussion during the classroom teacher's class.

Lesson preparation
<b>School, city, state:</b> "Miroslav Antić" Primary School, Belgrade, Serbia
<b>Teacher:</b> Dragana Pejčić and Nina Vasiljević
<b>Grade/student age:</b> 4 <sup>th</sup> grade (10 years)
<b>Subject:</b> Arts Education
<b>Lesson topic/teaching unit:</b> Composition (static, dynamic)
<b>Operational goals:</b> <ul style="list-style-type: none"> <li>- enable students to be able to make a difference between static and dynamic elements in a painting;</li> <li>- enable students for independent aesthetic evaluation of student's artworks by making difference between static and dynamic elements in a painting;</li> <li>- enable students to understand the importance of harmonic relations for group development, i.e. the society as a whole through their work;</li> </ul>
<b>Outcomes in relation to education for peace:</b> students understand that peace among people is very important as are the rules of behaviour; they understand the importance of harmony and cooperation within a group and in society; they enrich their knowledge about the terms: <i>tolerance, humanity, love, work, cooperation and solidarity</i> .
<b>Key words:</b> universe, harmony, peace, respecting the rules.
<b>Lesson type:</b> processing and exercising
<b>Teaching methods:</b> dialogue, illustrative-demonstrative and practical work methods.
<b>Form of work:</b> frontal, group and individual work.
<b>Teaching aids:</b> PowerPoint presentation, pieces of paper for group selections, photographs and texts from magazines and drawing "Universe without Planets".
<b>Required materials:</b> paper and drawing kits.
<b>Correlation:</b> Serbian language (informative text function).
<b>Lesson progress</b> <ol style="list-style-type: none"> <li>1. <b>activity</b> (5 min): <ul style="list-style-type: none"> <li>- students take a piece of paper with a term (humanity, love, tolerance, solidarity, work or cooperation) – supplement 1, and form the groups.</li> </ul> </li> <li>2. <b>activity</b> (15-20 min): <ul style="list-style-type: none"> <li>- students watch the first PowerPoint slide (enclosed supplement 2) showing two paintings of seascape by Turner (one is of a sea storm, unrest, dark and heavy clouds..., while the other shows calm waters and environment, light colours, serenity...);</li> <li>- the teacher shares basic information about the author;</li> <li>- students list the differences in the composition of the paintings;</li> <li>- students watch the second PowerPoint slide showing space (enclosed supplement 3);</li> <li>- students discuss with the teacher the static and dynamic aspects of the universe, that everything moves in it, but according to specific rules; peace and order in the universe are associated with peace and order among people and with observing the law and rules of behaviour. In a guided dialogue, the teacher takes care that the terms dynamic and static <i>a priori</i> are not taken as synonyms for something good or bad, i.e. that statics is good or dynamics bad. The teacher writes the word <i>universe</i> (svemir in Serbian) on the blackboard in which two important words are distinctive <i>sve</i> – meaning all and <i>mir</i> – meaning peace (interesting coincidence or not?)</li> </ul> </li> </ol>

3. **activity** (20-25 min):

- the students get a task to make their own planet within their group. They name the planets: humanity, love, tolerance, solidarity, work, cooperation, etc. They paste the magazine cut-outs and add drawings of what is necessary to create their planet (they follow the example of a teacher who brought cut-outs of photographs and headlines from papers about various events);
- Students choose from the materials they brought and the materials received from the teacher, they agree, choose past and add drawing of what is necessary. The teacher gives them the instruction not to write the name of their planet;
- the teacher makes rounds during group work and if necessary, helps the students and performs individual corrections;

4. **activity** (5 min):

- once they have finished, the students hang their planet in the universe that is located on the classroom wall.

5. **activity** (30 min):

- students perform aesthetic evaluation of group works according to specific criteria (degree of task achievement and originality);
- they agree within the group who will evaluate which request in the table. Every group member has a task to observe the works of other groups and respond to one requirement in the table (supplement 4). This task can be done in pairs, if the number of students is higher;
- the tables are put up on the billboard and analysed when necessary, if someone needs an explanation about a reply;

6. **activity** (10 min):

**Evaluation** (assessing the success of the lesson – contents and elements of education for peace):

- each group expresses values (in percents) of the degree of achievement of the goals and atmosphere in a class.

**Supplement 1 – pieces of paper for forming the groups**

Humanity	Love	Tolerance	Work	Cooperation	Solidarity
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**Supplement 2**





**Supplement 3**



**Supplement 4**

Name the three most visible elements on this planet.	What do you think this planet is called?	With mark from 2 to 5, grade the creativity and originality of this work.	Single out one element of statics and one element of dynamics on this planet.
1. group			
2. group			
3. group			
4. group			
5. group			
6. group			

**Review of lesson realisation and tips to teachers**

Lesson preparation
<b>School, city, state:</b> "Miroslav Antić", Primary School, Belgrade, Serbia
<b>Teacher:</b> Dragana Pejčić
<b>Grade/student age:</b> 3 <sup>rd</sup> grade (10 years)
<b>Subject:</b> Inter-disciplinary approach (Arts, Serbian language, Mathematics, Music, Civic Education, Nature and society)
<b>Lesson topic/teaching unit:</b> Creation of animated film Time period: 4 classes
<b>Operational goals:</b> -Students are introduced to the process of making a film -To make animated film, -To make the story and the film based on the contemporary themes from the school (friendship, support, cooperation, tolerance, etc). -To recognize feelings and needs of the characters, -To develop sense for a team work.
<b>Outcomes in relation to education for peace:</b> -Students create the story jointly, make the film and analyse the events and feelings of the characters. -Students inspire each other to be tolerant, support each other during the work process and socialize. -Students collaborate, respect team spirit and make agreements jointly.
<b>Key words:</b> animation, team work, cooperation, tolerance, socializing.
<b>Focus questions:</b> How to animate film? Which are different ways of resolving conflicts among children? What are needs and feeling of parties to conflict? In which way a team could fulfill a task successfully?
<b>What is necessary for students to know:</b> -Were they participants in a conflict situation and in situations of resolving conflict? -Have they got experience in group work? -How to mount pictures the special programme?
<b>Lesson type:</b> work on the new lesson, exercises.
<b>Teaching methods:</b> conversation, demonstration, learning by discovering, solving problems, divergent methods and game.
<b>Forms of work:</b> frontal, group and individual work.
<b>Teaching aid:</b> Lego cubes, small toys, photo-cameras with stands, computers, software, folder with music and video projector.
<b>Required materials:</b> thick coloured paper, paper, drawing colours and modelling clay.
<b>Correlation:</b> Serbian language – writing a story, using letter J in words; Arts – drawing and sculpturing on a given subject; Civic education – friendship; Nature and society – healthy food: Music – choosing adequate music for the film; Mathematics – objects in space and relationships between them.
As a preparation for this class, students did the following: They chose the theme for the story, created the story to be animated, chose the technique to be used during the class and formed work groups, they

informed themselves about the procedure of mounting material in Movie Maker programme and prepared material (drawing colours, modelling clay, Lego cubes and figures).

**Lesson procedure:**

1<sup>st</sup> activity (10min): Teacher gives instructions, explains the sequence of activities and rules of behaviour: we work without the bell, groups make breaks when they need them, each student can ask for help from a teacher when they need it, you can walk around and observe how other groups are doing, give suggestions or ask for help. Teacher reminds students on the importance of collaboration within the group and between groups.

2<sup>nd</sup> activity (20 min): Students agree within the groups and make action plans, draw scenes of the film on the paper marked with 6-8 parts.

3<sup>rd</sup> activity (25 – 30 min): Creation of scenes and characters in accordance to the created story (drawing, sculpturing, positioning figures). Students make the scene for their story, put paper and other requisites in order. They make the characters: 1<sup>st</sup> group has got ready made figures – Lego cubes, while 2<sup>nd</sup> and 3<sup>rd</sup> put toys in order, the 4<sup>th</sup> group makes figures of pears, carrots, coke, sweets using modelling clay, and the 5<sup>th</sup> group draws letters and parts (cuts and prepares them for movements) of the scene in the discotheque.

4<sup>th</sup> activity (60 – 100 min): each group has got its own camera on the stands and the scene for the film. Taking photos of the plot of the play begins. Students animate characters by moving them on the pad. Each movement is being photographed in as many steps as possible, so that the effect of movement is accomplished in montages of film. It is important to follow the group work and guide students. They take pictures themselves.

5<sup>th</sup> activity (20-50 min): Editing of a photographed material. Students who know how to do it make the film of photographed pictures. First they download them from the camera on the computer, then they put them in order in the editing programme. The teacher helps if necessary. If any of the groups do not have the editing programme, friends from the other groups help. They also agree what kind of music to use. It is obligatory that film has got introductory scenes with the title and basic data and at the end the names of the authors.

6<sup>th</sup> activity (10-15 min): The teacher and the students watch made films, students comment how successful was their own work and work of other groups.

**Relation to the standards:**

-1SJ.2.3.4. The students stick to the topic; presentation is based on the general idea of the text, enriched by arguments;

-1SJ:2.5.4. The students determine an outstanding characteristics, feelings, appearances, acts and relationships of characters in the text;

-1PD.1.5.2. The student knows basic rules of behaviour in the family, in the school and in the local community.

**Evaluation:** (estimation of successfulness of the class – contents and elements of education for peace)  
Students created five stories and made five films. "Friendship" talks about the boy – the man who is trying to build a house on his own and it keeps falling down. Then his friends come with building materials and together they quickly and easily make the beautiful house. "Rescueing" is the story about animals, i.e. about hatchlings who go to the picnic and swim in the pool. When one of them starts to drown, the others save him and they all go back home happily. The film "Friendship" is about Roma boy who is trying to play with children who ignores him, then a girl comes and starts to play with him, the rest realise their mistake and join them. The group which made the film was inspired by the story of the member of the group – the Roma boy who was in a similar situation. The film "The Bandit" is about the

letter “J” which comes to the disco club in which the visitors are words, it tries to insert itself in some of them, but the words would not let him do it. The bodyguards takes it out from the words in which it slipped by mistake. The film “The Health Race is the Race of Healthy and not Healthy “Heroes” on the running track. The healthy food (cabbage, strawberries, banana, lemon and pear) come first to the target, the race is lost for hamburger, coke, toffees and chocolate, and at the very beginning cigarettes and chips fall down.

**Observations and advises for teachers**

This activity was realized in time planned for it – in 4 school classes. On the following day only the editing of two films was done. The preparations were good, which contributed a lot to the success of the activity. All students worked on their own tasks and were very satisfied with the results. The teacher thought that it would be necessary to help them more in the process of moving the “characters”, but it was more important to take care about batteries in cameras, flashes and handling cameras.

The recommendation is that two teachers follow students for the purpose of better organisation. We are all very satisfied by the work process and by films which we put on the you tube.



Lesson preparation
<b>School, city, state:</b> "Oktoih" Primary School, Podgorica, Montenegro
<b>Teacher:</b> Sava Kovačević
<b>Grade/student age:</b> 1 <sup>st</sup> grade (age 6-7)
<b>Subject:</b> Montenegrin – Serbian, Bosnian, Croatian Language and Literature
<b>Lesson topic/teaching unit:</b> From the Wolf's Angle, 4 <sup>th</sup> lesson
<p><b>Operational goals</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- develop the ability to listen, experience and talk about literary texts;</li> <li>- recognise a fairytale based on its characteristics: the typical beginning and the special tone of narration (once upon a time);</li> <li>- recognise positive and negative characters in the fairytale;</li> </ul>
<p><b>Outcomes in relation to education for peace:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- develop critical thinking;</li> <li>- respect others in the group;</li> <li>- work together in the group respecting their own opinion and the opinions of their peers;</li> <li>- develop empathy;</li> <li>- understand the behaviour of the other side in conflict;</li> <li>- find out solutions to conflict in a creative way through drawing.</li> </ul>
<p><b>Key words:</b> literary text, writer, fairytale, understanding, listening, quarrel, from the wolf's angle (decentration).</p>
<p><b>Focus questions</b></p> <p>The questions focus on the behaviour of the characters in the fairytale. Based on the behaviour analysis, students draw conclusions about what is going on. By comparing characters' behaviour with their own behaviour, the students understand better the terms: <i>quarrel</i>, (non)listening, deceneration as well as the positions of the other side. It is very important that the questions are adjusted to the age of the students and their previous knowledge (depends on the class and their preparedness).</p>

<p>Questions:</p> <ul style="list-style-type: none"> <li>- What would be important so that you can work together?</li> <li>- When are two people in conflict? Why?</li> <li>- What do you need from others so as not to be in conflict?</li> <li>- Do you think about the other person when you are in conflict?</li> <li>- Is there any violence in the story? Please explain!</li> </ul>
<p><b>What is necessary for students to know?</b></p> <p>The students should:</p> <ol style="list-style-type: none"> <li>1. know the contents of the text;</li> <li>2. define characters' behaviour;</li> <li>3. analyse the text with teacher's help;</li> <li>4. compare the text with their life;</li> <li>5. understand the behaviour of the other;</li> <li>6. seek solutions for support.</li> </ol>
<p><b>Lesson type:</b> expanding knowledge</p> <p>This lesson is the fourth (4<sup>th</sup>) in a series of lessons in which the students get familiar with the text contents.</p>
<p><b>Teaching methods:</b> meaningful-verbal-receptive learning, practical meaningful learning, cooperative learning (S-S, T-S, T-T), divergent and convergent learning.</p>
<p><b>Forms of work:</b> group work, work in pairs and frontal work.</p>
<p><b>Teaching aids:</b></p> <ul style="list-style-type: none"> <li>- for students: encyclopaedias, children's picture books, drawing pad, felt tip pens, colouring pencils,</li> <li>- for teachers: the Internet, encyclopaedias, internal materials and immediate lesson preparation.</li> </ul>
<p><b>Required materials:</b> cards for groups, envelopes, a letter and big sheet of white paper.</p>
<p><b>Correlation</b> (internal and cross-subject):</p> <ul style="list-style-type: none"> <li>- Montenegrin – Serbian, Bosnian, Croatian Language and Literature (they understand the importance of the written language for communication, learning new things and for fun; they develop the ability to speak clearly and naturally and get used to correct pronunciation; they develop communication skills / listening, speaking clearly / and self-confidence);</li> <li>- Nature and Society (developing tolerance, accepting diversity);</li> <li>- Arts Education (they develop creativity and imagination, develop skills for creating masks for play performance, get information about spatial ratios);</li> <li>- Physical Education (mastering basic arms and legs movements, pantomime, mastering motor skills).</li> </ul>

**Lesson procedure:**

**A1: BIT BY BIT TO THE LITTLE RED RIDING HOOD (15 MINS)**

The children receive bits from different sections of the "Little Red Riding Hood" story (images).

Once they have found all the images that make up the story, their task is to arrange the images in the sequence of events and tell the story to each other in the following way:

Step 1: the person that has the image from the first section will be telling the story first. The second person will continue – the one that has the image of the second section; then the third – with the image of the third section, and then the fourth person with the image of the fourth section.

Step 2: the students shall ask one question to others in the group in order to exchanges contents.



Questions:

1. What is the fastest way to reach the goal?
2. What did you need in order to put the pieces of the puzzle together?
3. Can the puzzle exist without your group?
4. How did you reach agreements?
5. Was any of you a leader in your group?
6. What does it mean to be a leader?
7. How did you get along?
8. What did you need to work together?
9. What do we need in school to work together successfully?

**A2: FROM THE WOLF'S PAWS (20 MINS)**

*Exercise in decentration*

Unexpectedly, the student on duty brings a letter from the wolf addressed to the class 1/4, "Oktoih" Primary School. The teacher dramatises the situation and reads the letter sent by the wolf.

1. The teacher reads the story titled *From the Wolf's Angle* to the students who listen to it.
2. The reading is followed by discussion.
3. During the discussion, the teacher pastes the drawn terms (supplement):  
agreement – cooperation, running away, attack and talk, as well as the feelings how the wolf the Little Red Riding Hood felt in those situations.

Discussion:

1. What do you think of the Wolf now?
2. How many people does it take for a quarrel?
3. What were the reasons for the quarrel between the Wolf and the Red Riding Hood?
4. What would you say to the Red Riding Hood now?
5. How would you reconcile the wolf and the Red Riding Hood?
6. What is the first thing you need to do before you start quarrelling with someone?
7. Do we know the reason for the quarrel?

**A3: RECONCILIATION (30 MINS)**

Arts Education: students are drawing a comic "The Reconciliation Between the Red Riding Hood and the Wolf".

Instead of writing, the children are saying the lines (acting in pairs) of the Red Riding Hood and the Wolf.

Envelope – letter



### Supplements

Cards for groups



The letter:

#### FROM THE WOLF'S ANGLE

I was living in the woods. That was my home I was taking care of and which I always tried to keep clean and tidy.

One sunny day, as I was cleaning the remaining food that people had left behind, I heard steps. I looked behind a tree and saw a girl with a basket walking along the road. I thought her suspicious as she was dressed unusually, all in red, with a kerchief around her head, as if she wanted not to be recognised.

Even though I knew that the way she was dressed didn't mean much, she was in my woods and I thought it was completely OK to find out something more about her. I asked her how she was and where she came from and things like that. First, she rudely replied that she didn't speak to strangers. Me, a stranger? I, who with his whole family lived in these woods, a stranger?! She then calmed down and told me the story about her grandma. Her grandma was ill, and she was taking her lunch. At first, the girl seemed to be an honest person and I thought that she could learn some manners and that it wasn't nice of her to sneak through someone else's yard dressed like that.

I let her go her way, but I rushed to take the shortcut to her grandmother's house. When I met her grandmother, I explained her the whole situation, and she agreed with me that her granddaughter should be more considerate to others. We agreed that she should hide under the bed, until I called her.

When the girl arrived, I invited her to the bedroom, where I lay dressed in her grandmother's clothes. With her cheeks red, she entered the room and insulted me straight away by asking me why I had such big ears. It had happened to me before to be insulted by others, and I tried not to think much of it, so I just simply replied that my ears were big so I could hear better. What I wanted to say was that I liked her and that she should mind how she spoke to others. She then mocked me about my eyes! Imagine that! You now do realise that when someone tells you too something that offends you, you cannot exactly be friends with them.

However, I was a wolf and a grown up and did not really get mad, so I told her my eyes were big so that I could see better.

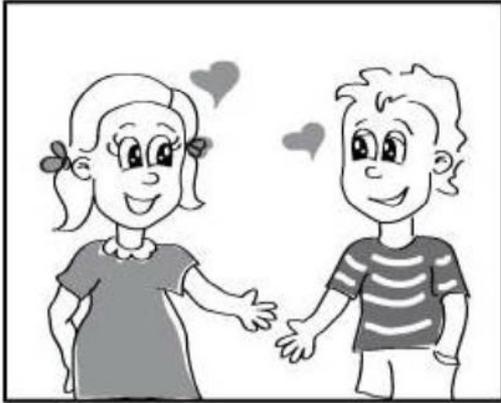
Her next insult, however, was one drop too many. I otherwise really have problems with my big teeth and that girl had nothing else better to tell me than reminding me of my big teeth. I know I shouldn't have reacted so impulsively, but I jumped off the bed growling at her that my big teeth would help me eat her!

I must tell you straight away that no wolf would eat a little girl. Everybody knows that, but she then started running around the house screaming. I ran after her to calm her down, I took her grandmother's

clothes off. Then, suddenly, there was noise: bang, bang... and then a woodsman appeared at the door, two metres tall, holding an axe in his hands. Once I saw him, I realised I was in great trouble. I quickly jumped out of the window and ran away.

It would have been nice if the story ended there, but the grandmother never told my side of the story to anyone. Soon the rumour spread that I was a terrible creature who could not be trusted. I don't know what happened to the girl afterwards, but I can tell you that I remained unhappy until the end of my days.

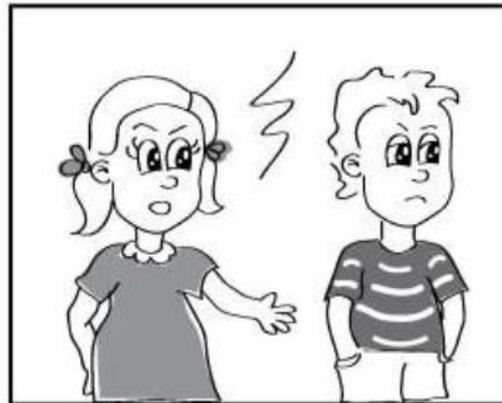
**Great sheet of white paper with characters and solutions to the problems:**



**TALKING**



**ARGUING**



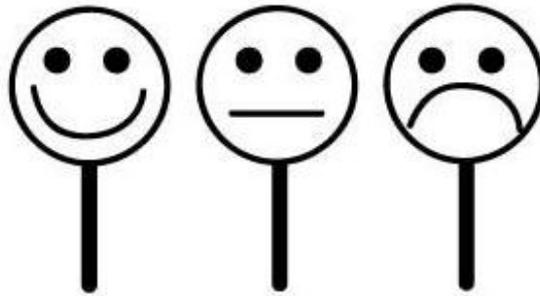
**RUNNING AWAY**

**Connecting to standards:**

1. The students individually and with understanding, to themselves or aloud, read literary texts and are able to answer the questions about important information: what the text is about, what happened, where the action takes place and who the literary characters are.
2. The students understand the motives for literary characters' behaviour and are able to:
  - tell the protagonists apart from side characters in a familiar text;
  - talk, i.e. write about identifying with the literary character in a familiar and unfamiliar text.
3. The students understand on their own the literary space and time of action and are able to describe that.
4. The students follow the events, connect them with the theme of the text and know how to:

- tell events apart, tell main and side events apart, main and site motives and static and dynamic motives apart;
- orally or in writing, recount the action of the read literary text.

**Evaluation** (assessment of the level of success of the lesson – contents and elements of education for peace): at the end of the lesson, the students receive sticks with a smiley, sad or indifferent smiley face on them which they attribute to the character images of Red Riding Hood or the Wolf that are hanged in the classroom. The teacher asks a couple of students why they attributed their sticks to that particular character.



Lesson preparation
<b>School, city, state:</b> "Oktoih" Primary School, Podgorica, Montenegro
<b>Teacher:</b> Sava Kovačević
<b>Grade/student age:</b> 1 <sup>st</sup> grade (6-7 years)
<b>Subject:</b> Nature and society and extra curriculum activities
<b>Lesson topic/teaching unit:</b> Traffic during the school break
<b>Operational goals:</b> -development of positive attitude towards the traffic culture -development of communication skills and conflict resolution skills in situations related to traffic events.
<b>Outcomes in relation to education for peace:</b> -Students participate in resolving problem, -Students cooperate with citizens taking part in the traffic, -Students respect their own opinion and opinions of their peers, -Students listen to each other, -Students understand behaviour of the other side in conflict, -Students find solutions by using non-violent means of conflict resolution.
<b>Key words:</b> Traffic culture and behaviour, understanding, non-violent conflict resolution, listening.
<b>Focus questions (To be in accordance with objectives and standards of competences – explain to students) :</b> -How did you feel during the activity? -What does quarrel mean to you? -Why do you usually fight? -How do you treat others who do something wrong to you? -What can we do in order not to fight with others? -What are the ways to help to the person who wants to fight?
<b>What is necessary for students to know?</b>
<b>Lesson type:</b> Broadening the knowledge
<b>Teaching methods:</b> meaningful-verbal-receptive learning, practical-meaningful learning
<b>Forms of work:</b> small groups, work in pairs and frontal form of work.
<b>Teaching aid:</b> -For students: encyclopaedias, traffic practice book and children's magazines, -For teacher: internet, traffic practice book <i>From home to school</i> , encyclopaedia and practice book <i>Sweeter than quarrel</i> , practice book for trainers of workshops on peer mediation.
<b>Required materials:</b> Cards with problematic situations, masks of: a car, traffic lights, ball, children, street and pavement.
<b>Correlation: Internal and between subjects: Montenegrin language and literature (students inform themselves about the importance of written language for communication, learn new skills by having fun; develop the skill to talk clearly, naturally and with right pronunciation; develop self-respect, communication skills and public speech; Nature and Society (develop tolerance, acceptance of differences, apply the knowledge about the traffic, develop traffic culture and inform themselves about the rules for pedestrians and behaviour in the public transport); Arts (students develop imagination and and creativity, practice to make theatre masks and inform themselves about positioning in space);</b>

Physical education (Students practice arms and legs movements, pantomime and motoric functions);  
Music Student understand what music tells us and develop the sense for rhythm and rhythmical dance,  
and the sense for the ending the musical piece).

**Lesson procedure:**

A1: I froze

Students get ready for forum theatre role-play in the way that each of the group (in turns) “freezes” their problem (transforms it in the frozen situation), while other groups try to guess what is the problem.

Preparations for forum theatre – extracurricular activities – 5 classes.

Realization of a class: 20 min times 5. (It could last longer or shorter, depending on students’ motivation to participate in activities).

A2: Preparations

During the extracurricular activities students prepare themselves for forum theatre play. They prepare the scene and costumes for presenting problematic situation in the best way (in the supplement).The situations could be created on the basis of needs of a class. (The situations presented here are based on real-life situations in which students participated).

Students work in 4 small groups, each group prepares its own situation to be performed. They got the roles based topics of problematic situations: traffic lights, driver, children, even a ball.

Students go out to the school break wearing the masks for the performance.

Steps for performing the role-play:

1. Teacher explains the rules and techniques of forum theatre plays to the participating students;
2. Acting out the problematic situation:
3. “Freezing” the situation;
4. Discussion on the problem (students in the audience can offer their solutions, while actors act out the suggested version of the solution),
5. Joint suggestion on the solution of the problem.

Final discussion with participants of forum-theatre.

Questions for discussion/reflection:

- How did you feel during the activity?
- What does quarrel mean to you?
- Why do you usually fight?
- How do you treat others who do something wrong to you?
- What can we do in order not to fight with others?
- What are the ways to help to the person who wants to fight?

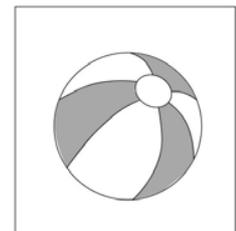
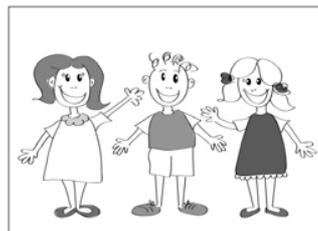
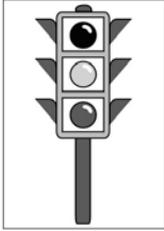
A3: Let us end the activity with the song and dance

The song Let us not fight, let us kiss is played. All participants in the forum theatre paly and all students sing the song and dance.

**Supplements**

Small group formed on the basic of following pictures:

Find the pictures of: traffic lights, a driver in a car, three children standing and a ball



**Problematic situations** which students perform in forum theatre

Students who do not act in forum theatre play could suggest problematic traffic situations in which they participated and are related to the interpersonal relationships.

**1<sup>st</sup> situation: Two friends**

Two friends were playing with the ball at the school playground. The ball escaped and fell on the street. The car creaked strongly (ZZZZ) while the ball was passing under it. The friends had a quarrel over the ball. How do you react?

**2<sup>nd</sup> situation: The anger**

Some friends were playing football at the playground nearby. Marko came on his bike and took the ball. Everyone was angry. How do you react?

**3<sup>rd</sup> situation: In the car:**

Sasha's father drove Petar and Dragan home from school. During the ride, Petar said that Dragan was not listening to the teacher. Dragan replied that that was not true and they started quarrelling. How do you react?

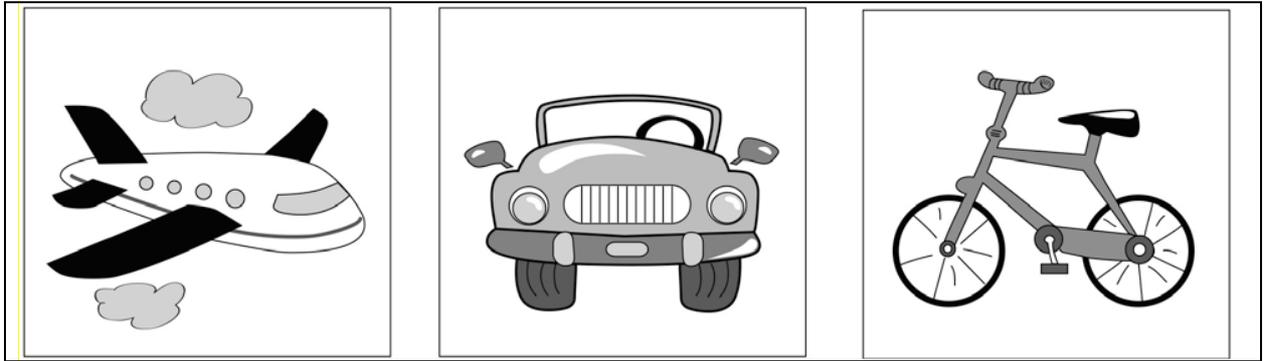
**4<sup>th</sup> situation: Driver and I**

I was walking on the pavement while going back home from school. At the same time, I was playing with the ball. I came to the traffic lights. The ball fell out and rolled down to the car. I started to run. The car creaked and I got afraid. A man came out of the car and started yelling at me. How do you react?

Relation to the standards:

- Students know how to behave properly on the way back home from school;
- They could name all means of transport that are used in the town;
- Each student knows that bad behaviour in traffic situations could be life threatening;
- Students understand themselves and the others, develops interpersonal relationship, gender tolerance;
- Students understand complexity of human relationships (love, respect, cooperation, conflict);
- Developing tolerance towards different people and accepting principles of gender equality;
- Developing attitude of respect towards nature, cultural and social environment;
- Becoming able to behave safely and respect rules of traffic.

Find the pictures of: an airplane, a car (a picture taken from the front side) and a bicycle.



Lesson preparation
<b>School, city, state:</b> "Oktoih" Primary School, Podgorica, Montenegro
<b>Teacher:</b> Sava Kovačević
<b>Grade/student age:</b> 3 <sup>rd</sup> grade (age 8 years)
<b>Subject:</b> Mathematics
<b>Lesson topic/teaching unit:</b> Conflict of Numbers and Characters
<p><b>Operational goals:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- apply multiplication and division operations;</li> <li>- solve problems through textual tasks;</li> <li>- determine the number several times smaller than the given number and for several number smaller than the given number;</li> <li>- development of communication skills and non-violent conflict resolution.</li> </ul>
<p><b>Outcomes in relation to education for peace:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- recognise the problem between the two sides in conflict;</li> <li>- analyse needs and define common needs of two sides in conflict;</li> <li>- understand the importance of including a third side in conflict – the mediator;</li> </ul>
<b>Key words:</b> multiplication, division, the number several times smaller, the number for several numbers smaller, understanding, non-violent conflict resolution, mediator.
<p><b>Focus questions</b> (harmonise with knowledge goals and standards – give additional explanations):</p> <ul style="list-style-type: none"> <li>- When do you quarrel, argue?</li> <li>- What do you quarrel about?</li> <li>- How do you act in situations when you are quarrelling?</li> <li>- What can we do not to quarrel with others?</li> <li>- How can we help the person that wants to quarrel?</li> </ul>
<b>Lesson type:</b> practicing and expanding knowledge.
<b>Teaching methods:</b> meaningful-verbal-receptive learning, practical meaningful learning, cooperative learning (S-S, T-S, T-T), divergent and convergent learning.
<b>Forms of work:</b> group work, work in pairs and frontal work.
<p><b>Teaching aids:</b></p> <ul style="list-style-type: none"> <li>- for students: "Winnie-the-Pooh" book, math textbook for 3<sup>rd</sup> grade primary school;</li> </ul>

- for teachers: the Internet, *Sweeter Than Quarrel*, *the Manual for Workshop Facilitators in the Area of Education for Mediation Skills* and the manual for maths teachers;

**Required materials:**

- Cards with tasks and sayings, *The Nails in the Fence* presentation - laptop and video beam and the poster with characters from the book.

**Correlation** (internal and cross-subject):

- *Montenegrin Language and Literature* (they learn the importance of the written language for communication, learning new things and for fun; they develop the ability to speak clearly and naturally and get used to correct pronunciation; they develop communication skills, develop self-confidence and public appearance and problem-solving skills);
- *Nature and Society* (they understand the necessity of cooperation and tolerance in their class collective; they understand why they should respect the rights and needs of others in their collective; they understand that friendship means to be ready to help your friend and to work with them together and they also understand the necessity of cooperation and tolerance between people);
- Physical Education (mastering basic arms and legs movements, pantomime, mastering motor skills).

**Lesson procedure:**

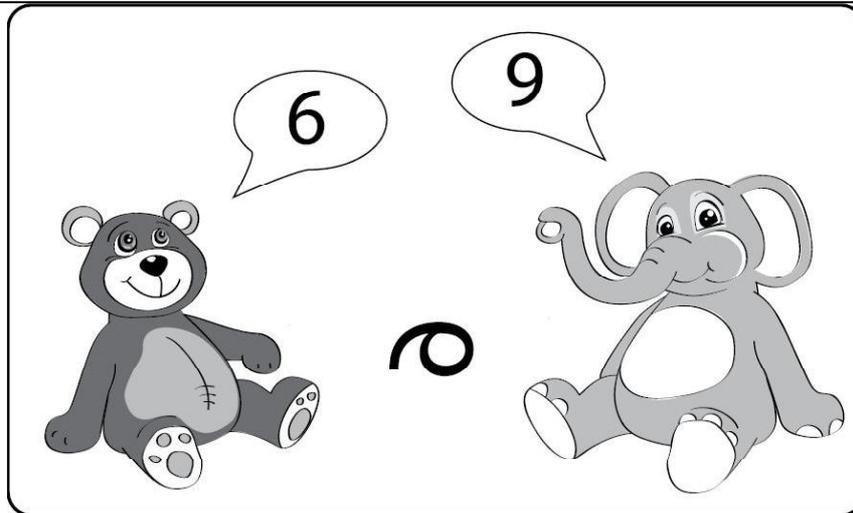
As the students enter the classroom, the teacher hands out to them a randomly chosen medal. By using the medal – a piece of paper - they will be divided into pairs or groups in class. They hang the piece of paper around their neck.

**A1: ANECDOTE ABOUT NUMBERS**

The students have previously done the Winnie the Pooh book in their Montenegrin – Serbian, Bosnian, Croatian Language and Literature lessons. As the book has 8 chapters, the teacher continues to talk about the book through the 9<sup>th</sup> chapter as an anecdote about numbers. In this way the teacher links the mathematics contents to students' previous experience they got through the Winnie the Pooh book.

The anecdote follows:

"Winnie the Pooh and Piglet argued about two numbers. Winnie the Pooh was saying it was the number 6 and Piglet said that Winnie was wrong and that it was the number 9. No one could have convinced them otherwise.... Maybe we could help them!"



*Working in pairs:* the students are divided into pairs based on the point of view of either Piglet or Winnie the Pooh's and get into two parallel rows. The first row gets the piece of paper for Piglet and what he sees, and the other gets the piece of paper for Winnie the Pooh and what he sees. This is then followed by a discussion.

Discussion: What number do you see? Who is right? Why? What would you do if you were in Piglet's position? What would you do if you were in Winnie the Pooh's position? What should happen so that they can understand what is going on?

## **A2: LET'S SOLVE PROBLEMS!**

The structure of working in groups:

Step 1: students are divided into groups based on numbers 1 – 6. The groups have pieces of paper of different colours:

- RED – presenter and time-keeper
- BLUE – note-keeper and reads the task
- GREEN – asks each member in the group about their opinion
- YELLOW – takes care of the discipline.

Step 2: students receive differentiated tasks on their coloured pieces of paper (each group has 4 different tasks).

Step 3 (5 min): students do their tasks individually.

Step 4 (3 min x 4): the student with the number 1 reads the task to others and speaks about how he/she solved it.

Step 5: other students participate individually in "correcting" the task.

Step 6: presenting the results and filling out the table in which the solutions are presented in a visual way.

**TASKS:**

- 1. Winnie the Pooh has 32kg of honey. Christopher Robin advises him to share the honey with Piglet, Eeyore and Rabbit. Winnie the Pooh got angry and left.**

What do you think, why did Winnie the Pooh get angry?

---

What advice would you give him? Why?

---

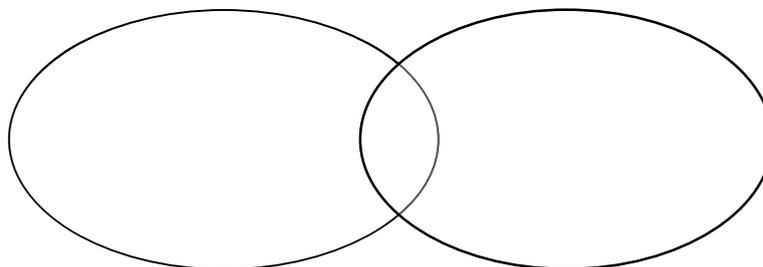
How much would each of them get had Winnie the Pooh shared his honey?

---

How much would Winnie the Pooh have remaining?

---

What does Winnie the Pooh need?



What does Christopher Robin need?

What do they both need?

**2. Eeyore hee-hawed and hee-hawed. We could hear him deep in the Hundred Acre Wood. We rushed to him. He had spilled the berries and now had 5 times less berries than this morning. Piglet started laughing at Eeyore saying that he now had the most berries – 30 of them. I, Winnie the Pooh, didn't know what to do!**

How did Eeyore feel? Why?

---

How many berries did he have remaining?

---

What did Piglet do?

---

What did Winnie the Pooh do?

---

What would you tell them?

---

**3. Rabbit and Piglet were arguing about who had more carrots. Rabbit said he had 4 less than Piglet, and Piglet that he had 3 times less cabbage. Each of them had 27 pieces. Help them solve the riddle!**

What do you think about their argument?

---

What were they arguing about?

---

How many carrots does Rabbit have?

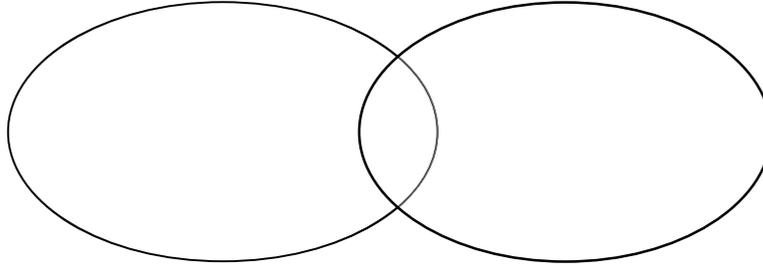
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How many cabbages does Piglet have?

---

Suggest to them to find the result without arguing?

---



What does Piglet need?

What does Rabbit need?

What do they both need?

- 4. Christopher Robin was saying to Rabbit: "If you walk the road that is 45m long, and you cover 5 times less than that, then you will have how much more left to cover..." During that time Owl was laughing at them. They asked Owl what was going on, but he didn't reply anything!**

What is Owl's behaviour like?

---

Help Christopher finish his sentence?

---

What did Owl need?

---

What would you have done in Owl's place?

---

**A3: PROBLEMS ARE SOLVED TOGETHER**

The presentation of group work follows next. Students from the same group come together and present the solution to their task. During work, a class table is filled out that reminds us of problem solving.

Situation	Task solution	Problem	Possible solution
1.			
2.			
3.			
4.			

**A4: CHRISTOPHER ROBIN AS MEDIATOR**

Christopher Robin thought all of this to be unusual. He decided to gather all characters from the story and read them a story called *The Nails in the Fence* (presentation).

Discussion: What did you learn from this story?

**Supplements**

Part of pieces of paper for pairs:

6 () 9Example of papers for groups – front page:

<p>Winnie the Pooh has 32kg of honey. Christopher Robin advised him to share the honey with Piglet, Eeyore and Rabbit. Winnie the Pooh got angry and left.</p>	<p>Eeyore hee-hawed and hee-hawed. We could hear him deep in the Hundred Acre Wood. We rushed over to him. He had spilled berries which he had 5 times less now than this morning. Piglet started to laugh at him and said that he now had the most berries – 30. I, Winnie the Pooh, didn't know what to do!</p>	<p>Christopher Robin was saying to Rabbit: "If you walk the road that is 45m long, and you cover 5 times less than that, then you will have how much more left to cover..." During that time Owl was laughing at them. They asked Owl what was going on, but he didn't reply anything!</p>	<p>Rabbit and Piglet were arguing about who had more carrots. Rabbit said he had 4 less than Piglet, and Piglet that he had 3 times less cabbage. Each of them had 27 pieces. Help them solve the riddle!</p>
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Back – second page:

<p>PIGLET</p> <p style="text-align: center;">1</p>	<p>WINNIE THE POOH</p> <p style="text-align: center;">2</p>	<p>PIGLET</p> <p style="text-align: center;">3</p>	<p>WINNIE THE POOH</p> <p style="text-align: center;">4</p>
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### Linking to standards

Students:

- know multiplication table in the scope 10 x 10 and quotients related to the multiplication table;
- they are able to solve textual tasks involving one or two arithmetic operations;
- they can do multiplication and division up to 100, can use brackets and order of mathematical operations.

**Evaluation** (assessment of the level of success of the lesson – contents and elements of education for peace)

Students stand in a circle. Their task is to stand in the centre of the circle and say one word or sentence they learned in order to solve problems **by singing it and dancing**, while other students repeat it.

For example: proooooooooobleeeeeem sooolviiiiing toooleeeerance...

Lesson preparation
<b>School, city, state:</b> Intended for primary and secondary schools in Serbia and in Montenegro
<b>Teacher:</b> Milena Mladenović and Ana Mandić
<b>Grade/student age:</b> 4 <sup>th</sup> grade. 11 years
<b>Subject:</b> Arts
<b>Lesson topic/teaching unit:</b> Poster, billboard, advertisement (Visual information and messages, poster creation) – “Fritjof Nansen – the Man Who Built Peace” (Arts competition)
<p><b>Operational goals:</b></p> <ul style="list-style-type: none"> <li>-Learning terms: poster, billboard and advertisement as the means of visual communication and how to use them as means for individual artistic performance;</li> <li>-Presenting work biography and Fridtjof Nansen’ philosophy to the students</li> <li>-Promotion of humanistic and peace values upon which Fridtjof Nansen based his life and work</li> </ul>
<p><b>Outcomes in relation to education for peace:</b></p> <ul style="list-style-type: none"> <li>-Students informed about life and work of Fridtjof Nansen;</li> <li>-Students can symbolically present a peace message;</li> <li>-Students are able to create and realize art works in which values such as peace and peaceful conflict resolution are promoted;</li> <li>-They show ability to combine, to research and to experiment with different arts material and techniques for arts work, as well as ability to plan, create and model different forms.</li> <li>-They communicate with arts media, state their attitudes, events and emotions by creatively using arts language;</li> </ul> <p>Students connect acquired knowledge and skills with other teaching contents, by which transfer of students’ knowledge from one field to the other is fostered;</p> <ul style="list-style-type: none"> <li>-Empathy and the feeling of humanity developed;</li> <li>-Students individually find and systemize information from different sources.</li> </ul>
<b>Key words:</b> Peace, humanity, solidarity, support, empathy, poster, visual communication
<p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>-What is the culture of peace for you?</li> <li>-Which are the most common causes for conflicts between people?</li> </ul>

<p>-What can we do in order not to quarrel with the others?</p> <p>-<b>Do you know who</b> Fridtjof Nansen was?</p> <p>-What is humanity for you?</p>
<p><b>Lesson type: broadening the knowledge, practical work</b></p>
<p><b>Teaching methods: dialogue method, illustration method, research method.</b></p>
<p><b>Forms of work:</b> frontal, individual and group.</p>
<p><b>Teaching aid: chosen texts, photos, illustrations (from encyclopaedia, from the internet, from newspapers).</b></p> <p><b>Reproductions of pictures of famous artists with similar topics.</b></p> <p><b>Texts that students prepared after the research work on life and work of</b> Fridtjof Nansen.</p> <p>Art works presenting persons famous for promoting humanistic ideas and peace values, e.g. <i>Give Peace a Chance</i>, Steward Hampton (John Lennon picture and the quote)</p>
<p><b>Required materials:</b> thick paper, brushes, coloured pencils, aquarelle colours, water colours, scissors, coloured papers for collage. Materials should be chosen in accordance with the arts technique chosen in accordance with arts competition propositions.</p>
<p><b>Correlation</b></p> <p>Nature and society: Traces of the past; Wars in the past on the territory of Serbia (The First and the Second Serbia Uprising against the Turks, The First and the Second World War)</p> <p>Serbian language – Symbols.</p>
<p><b>Lesson procedure:</b></p> <p>Note: Schedule is made for 2 classes held together (90 min)</p> <p><b>Introduction to the class:</b></p> <p><b>Activity 1:</b> Small groups formation and roles distributions to the members of groups (3min)</p>

-Teacher gives a term to each student, based on them the groups are formed. The terms are: love, faith, peace, happiness, and human rights.

-In the group work spaces there is a picture illustrating these five terms (supplement 1.)

**Activity 2:** Discussion about symbolic artistic presentation of terms (7 min)

Questions for discussion:

-How did you know where your work group was?

-Which of these two pictures helped you more in finding your group?

-Is there any picture that was not clear enough?

-How can people pass the message through art works?

**Activity 3:** Information on the life and work of Fridtjof Nansen (10 min)

-Students present their findings on the life and work of Fridtjof Nansen;

-Teacher shows photos and pictures of Fridtjof Nansen;

-Teacher explains on which occasions we mention Fridtjof Nansen and answers the questions:

Which values did he promote? In what way did he contribute to making peace in the world? Could you give an example of peaceful conflict resolution?

**Activity 4.** Announcement of the teaching unit (5 min)

Teacher announces the theme of arts competition and writes it on the board: "Fridtjof Nansen – the Man Who Built Peace". Teacher gives information to the students that their art work will be sent to the arts competition for the calendar that promotes non-violent conflict resolution, peace calendar for the next year.

**The main part of the class**

**Activity 5.** Work instructions (5 min)

Teacher talks with students about techniques that could be used: tempera, collage, mosaic, etc). It is important to stress that each member of the group should contribute to the art work by suggesting at least one element which could become part of the arts work. Teacher reminds students to make an

effort to find the best ways to present the themes a result of mutual agreement.

**Activity:** Students work in small groups (45 min)

Students work in small work groups. Teacher observes the groups, listens presented solutions, gives support and advise to students. so that their art pieces will be in accordance to the theme.

### Final part of the class

**Activity:** Analysis of art works (5min)

Representatives of groups present their works. Students from other groups, those who did not participate in creations of art pieces are given priority to make comments. Then students who presented the art piece explain their choise solution and of technique, as well as the decision-making process in the group. If it is needed teacher adds his observations to the analysis.

### Supplements

**Supplement 1:** Pictures for work group creation

#### LOVE



#### FAITH



**PEACE**



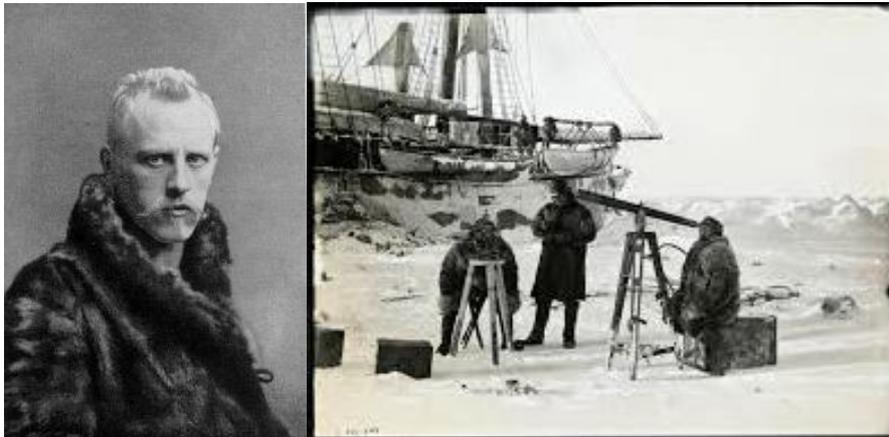
**HAPPINESS**



**HUMAN RIGHTS**



**Supplement 2:** Photos and pictures of Fridtjof Nansen



Correlation to the standards:

L.K.1.2.3. Student describes his/hers art pieces and the work of the others (expresses impression),

L.K.1.3.4. Student knows several examples of visual art in ever day's life,

L.K.2.2.1. Student chooses adequate content in order to present an idea or concept,

L.K. 2.3. 1. Student can locate chosen art works in historical and societal context,

L.K.3.1.1. Student knows and uses expressive potentials of classical and contemporary media, techniques and materials for production of visual arts.

L.K.3.1.2. Student chooses adequate means (materials, technique, process, media) in order to realize the idea in the best possible way;

L.K.3.2.2. Student creates art pieces with a certain attention, using visual elements and principles to achieve certain effects,

L.K.3.3.4. Student understands mutual relationship between arts and other life spheres.

**Evaluation**

Success of the class could be evaluated through: (estimation of success of the class – contents and elements of education for peace)

-Final arts pieces and questions: How successfully students replied to the theme? In what ways did they understand and presented the theme, taking into the consideration the presentation, the creativity level

and value of artistic and esthetical elements;

-Asking students the questions on what did they learn about Fridtjof Nansen, about his life and work. What are the new aspects of the terms: love, humanity and solidarity that you learned?

Lesson preparation
<b>School, city, state:</b> "Marko Miljanov" Primary School, Podgorica, Montenegro
<b>Teacher:</b> Nataša Popović
<b>Grade/student age:</b> 3 <sup>rd</sup> grade
<b>Subject:</b> Montenegrin – Serbian, Bosnian, Croatian Language and Literature
<b>Lesson topic/teaching unit:</b> Text <i>The Little Sparrow</i>
<b>Operational goals:</b> The students develop the ability to understand and experience a literary text, they are enabled to recognise literary characters, to identify with a literary character and understand the motives for literary characters' actions, they develop the understanding of the cause and effect sequence of events.
<b>Outcomes in relation to education for peace:</b> in groups, students solve tasks through agreement and cooperation, stating their opinion and respecting their peers' opinions; they find out solutions to conflicts by using non-violent conflict resolution.
<b>Key words:</b> trouble, happiness, misfortune, love, danger, conflict, agreement, emotions, conflict mediation.
<b>Focus questions:</b> <ul style="list-style-type: none"><li>- Why was there a conflict?</li><li>- What could have prevented the conflict?</li><li>- Is there any violence in this story?</li><li>- How can we help the characters in the story to solve the conflict without violence?</li></ul>
<b>Prior learning/skills of students:</b> cooperation, tolerance, communication (verbal/non-verbal) and respect.

<b>Lesson type:</b> analysis
<b>Teaching methods:</b> dialogue method, text method and demonstration method.
<b>Teaching techniques:</b> meaningful verbal learning, cooperative learning and learning by solving problems.
<b>Forms of work:</b> frontal, group and individual work.
<b>Teaching aids:</b> appropriate texts and associations poster.
<b>Required materials:</b> pictures for dividing into groups and pieces of paper with questions for the groups.
<b>Correlation:</b> Nature and Society, and Arts Education.
<p><b>Lesson procedure – student activities:</b></p> <ol style="list-style-type: none"> <li>1. They participate in the associations’ game (supplement 1), they uncover the fields and find solutions to associations.</li> <li>2. They form groups based on the pictures on small cardboard pieces (supplement 2)</li> <li>3. They listen to the text being read and participate in its analysis, they answer the questions and, if needed, they argument their answers with text: Who is this story about? Where is Pudik? What season of the year is it? Where did mother sparrow go? What advice did she give to Pudik? What happened while mother was away? Why?</li> <li>4. On the group level they solve the tasks (supplement 3); they agree on who will be the group leader, who will read the questions, who will write the answers in the worksheet, and who will report; they analyse questions, recognise demands, discuss, argue and compare opinions agreeing on the final solution.</li> <li>5. They listen to results of group work announced by their leaders, with assistance and additions from others in the group (each group answers first 1<sup>st</sup> question, then 2<sup>nd</sup> all the way to the 5<sup>th</sup> question); they support their answers with arguments.</li> <li>6. On the class level, they analyse answers to each question, and if there are different opinions, they discuss it and bring joint conclusions.</li> <li>7. They share their observations about Pudik and explain his action.</li> </ol>

**Supplements**

**Supplement 1: associations**

<b>A1 SWALLOW</b>	<b>B1 CHICK</b>	<b>V1 EAVES</b>
<b>A2 OWL</b>	<b>B2 EGG</b>	<b>V2 WINTER</b>
<b>A3 WOODPECKER</b>	<b>B3 TREE</b>	<b>V3 NON MIGRATORY</b>
<b>BIRD</b>	<b>NEST</b>	<b>RESIDENT</b>
<b>S P A R R O W</b>		

**Supplement 2: pictures for division into groups**



**Supplement 3: paper with problem situations (group work)**

**group:** recognising socially acceptable and non-acceptable actions

**Pudik explains everything in his own way...**

**group:** relations of cause and effect

**Pudik wants to grow up, but...**

**group:** conflict, conflict mediation, love, danger, emotions

**I watched the conflict between mother sparrow and cat...**

**group:** trouble, non-violent conflict resolution

**Pudik gets into trouble, but his mother saves him...**

**group:** rights, who is denied what?

**Cat's lost its catch...**

### **Linking to standards**

Students listen and understand the narration/reading of the literary text adjusted to their age. After listening/reading they are able to answer the questions related to basic information: What is this text about? What is the story about and where does it take place? Who are the literary characters? Students draw simple conclusions regarding the text, understand the motives for literary characters' actions (positive and negative) and are able to explain the reasons for their behaviour.

### **THE LITTLE SPARROW**

Maxim Gorky

Once upon a time, there lived a yellow-beaked sparrow. His name was Pudik. He lived above a tiny window, just under the eaves in a warm nest made of oakum, moss and other materials. To fly – he hadn't tried yet, but he flapped his wings and always peered out of his nest: he was impatient to learn about the wide world and whether he would like it.

- What is it, what? – asked mother sparrow. He would shake his wings and chirp, looking down at the ground:
- It is black, too black!
- His father flew in, bringing tiny bugs for Pudik and showing off:
- Chirp, chirp!
- Pudik swallowed the bugs thinking:
- "What are they so proud of?! They gave me a worm with legs, big deal!"
- He kept peering out of the nest, looking around.
- My dear, my dear! – his mother worried. – Be careful, you will fall out.

- Why, why? – wondered Pudik.
- What do you mean why? You'll fall out to the ground, the cat – hop! It will eat you! – explained the father flying off to hunt.

And so it was, and the wings were in no rush to grow.

One day a strong wind started to blow, and Pudik asked:

- What is it, what is it?
- Swoosh, the wind will blow and throw you to the ground – to the cat – explained the mother.

Pudik did not like this, and said: - Why are the trees swaying? Let them stop, and the wind will too.

The mother tried to explain to him that this could not be, but he did not believe her. He liked to explain everything in his own way.

A peasant walked by them, swinging his arms.

- The cat must have plucked his wings – said Pudik – only the bones remained!
- Well, it's a man, none of them have wings! – said mother sparrow.
- Why?
- That's how they are, they live without wings. They are always on their feet, they jump, you understand?
- And why is that?
- If they had wings, they would hunt us, just as dad and me hunt for flies...
- Awful – said Pudik – awful, stupid! Everyone ought to have wings. It is much worse on the ground than in the air!...
- When I grow up, I'll see to it that everyone can fly.

Pudik did not believe his Mum. He still did not know that those who do not believe their Mum do not do well. He was sitting on the very edge of the nest, singing at the top of his lungs. And so he sang and sang – until he fell out of the nest. Mother sparrow went after him, but a cat, a ginger one with green eyes was there in no time.

Pudik got scared. He spread his wings, staggering on his little gray legs chirping:

- I am honoured, I am honoured...

Mother sparrow pushed him aside. She was all fluffed up – scary, brave. She opened her beak aiming for the cat's eye.

- Away, away. Fly, Pudik, fly to the window, fly...

Fear lifted the little sparrow off the ground. He jumped, flapped his wings – and one, two! There he was at the window. Then his Mum flew over too – without her tail, but overwhelmed with joy. She sat next to him, pecked him at the back of his head and said:

- What did I tell you, what?
- Well, there you go – said Pudik. – One can't learn everything at once!

The cat was sitting on the ground, cleaning feathers off its paws, watching them – all ginger and with green eyes – meowing sadly:

- Soft, such a soft sparrow, like a little mouse... meeeoow...

And so, if we leave out the fact that Mum had lost her tail, it all ended well...

Lesson preparation
<b>School, city, state:</b> "Marshall Tito", Ulcinj, Montenegro
<b>Teacher:</b> Verica Janković
<b>Grade/student age:</b> 1 <sup>st</sup> and 2 <sup>nd</sup> grade, 6 and 7 years
<b>Subject:</b> Montenegrin, Serbian, Croatian and Bosnian language and literature
<b>Lesson topic/teaching unit:</b> <i>Rules of Good Behaviour</i>
<p><b>Operational goals:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>-Learn rules of good behaviour: How and when to ask someone for something; How and when to apologize to someone;</li> <li>-Develop readiness to talk with the teacher and with peers from the class;</li> <li>-Develop the ability to talk in front of the class;</li> <li>-Learn the ways of resolving every day's life problems.</li> </ul>
<b>Outcomes in relation to education for peace:</b> Students know the rules of nice behaviour and the ways of resolving every day's life problems.
<b>Key words:</b> rules of good behaviour, words: thank you, sorry, please.
<p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>-When and how to kindly ask someone for something?</li> <li>- When and how to thank someone for something?</li> <li>- When and how to apologize to someone?</li> </ul>
<p><b>What is necessary for students to know?</b></p> <p>Students know rules of good behaviour.</p>
<b>Lesson type:</b> broadening the knowledge

<b>Teaching methods:</b> dialogue method, demonstration and illustration method.
<b>Forms of work:</b> frontal, individual, pair and group.
<b>Teaching aid:</b> Poster with pictures story, illustrations, CD and CD player.
<b>Correlation:</b> Arts and Music
<p><b>Lesson procedure:</b></p> <p>Students' activities:</p> <ol style="list-style-type: none"> <li>1. They watch the picture of a girl and a boy who are arguing about the toys (supplement 1). They talk about the causes of such behaviour and then make the statement on what could they do to help the boy and the girl to reconcile.</li> <li>2. Students carefully watch tale in pictures (supplement 2), observe situations presented on pictures, listen to the text in "clouds", understand how children behave, say the reasons for their behaviour and with the help of the teacher, make the story based on pictures.</li> <li>3. Students participate in the conversation about the story by noticing terms and rules of good behaviour, recognize the situations in the story when children use them. Then they talk about situations when it is needed to apologize to someone, when and how to thank someone and when and how to kindly request something.</li> <li>4. Students tell about similar situations from their own experience, participate in the role play based on the picture tales (supplement 1) and try to resolve problem by using terms of good behaviour (magic words).</li> <li>5. Students solve tasks in groups: resolving conflicts presented on pictures (supplement 3, each group gets one situation) by using terms of good behaviour (please, thank you sorry, etc.); then they present it in the role-play; each group presents it, the other groups make comments, finds acceptable solutions and say would they change it in some way.</li> <li>6. Students resolve the picture rebus, the solution is the word peace (supplement 4) and comment what does the term mean to them.</li> <li>7. Students sing a song "Let us be friends" (Radović, Duško, Klepić, Miroslav).</li> </ol>
<b>Correlation with standards</b>
Students know how to kindly ask for something they need, to thank and to apologize for something.

Observations: The class was very successful. The children of this age mastered the terms of good behaviour and they were resolving conflicts by using "magic words": sorry, thank you, please. My opinion is that by realizing set goals we could successfully start introducing the elements of education for peace already in the first grade.

### Supplement 1



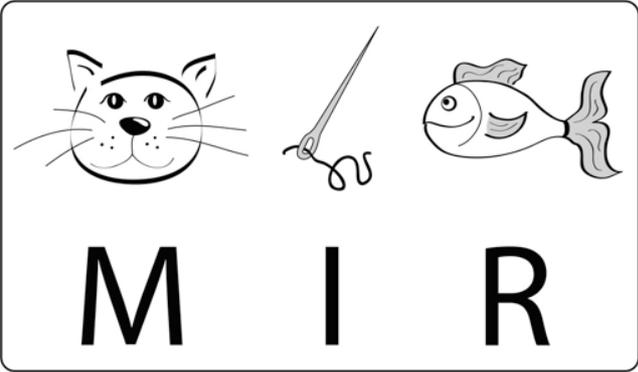
### Supplement 2



Supplement 3



Supplement 4



Lesson preparation
<b>School, city, state:</b> Montenegro
<b>Teacher:</b> Dušanka Popović
<b>Grade/student age:</b> 6 <sup>th</sup> grade (age 11)
<b>Subject:</b> Montenegrin – Serbian, Bosnian, Croatian Language and Literature
<b>Lesson topic/teaching unit:</b> <i>Official Language</i>
<p><b>Operational goals</b></p> <p>Students learn about and understand the term <i>official language</i>, can distinguish the terms <i>official language</i> and <i>the language in official use</i>, they can name official languages in Montenegro and can list the names of official languages in the countries bordering with Montenegro; they develop their awareness of their own language and respect other languages and nations.</p>
<p><b>Outcomes in relation to education for peace:</b> Students know that respecting particularities of different nations, and in this case the language, is important for developing good neighbourly relations, respect and tolerance; they know that the mother tongue is the most convenient and most efficient means of communication, and aware of that fact, they respect and accept mother tongues of minority groups in their environment.</p>
<p><b>Key words:</b> official language, language in official use, communication, mutual respect.</p>
<p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>- What is official language?</li> <li>- What other languages, besides the official one, are spoken in Montenegro?</li> <li>- Where are they spoken?</li> <li>- Why is it important that we know this?</li> <li>- In what way do we respect these languages in our environment?</li> </ul>
<p><b>What is necessary for students to know?</b></p> <p>The students have learned to recognise various possibilities of communication in their surroundings, i.e. language environment:</p> <ul style="list-style-type: none"> <li>- they know what people accomplish with words, as well as other forms of communication between people,</li> <li>- they know that different languages are used in their surroundings,</li> <li>- they understand and use the terms <i>mother tongue</i> and <i>foreign language</i>,</li> </ul>

<ul style="list-style-type: none"> <li>- they can list the names of languages they have heard or they are learning,</li> <li>- understand the importance of learning foreign languages.</li> </ul>
<b>Lesson type:</b> expanding knowledge.
<b>Teaching methods:</b> dialogue method, text method and demonstration method.
<b>Forms of work:</b> frontal and group work.
<b>Teaching aid:</b> projector.
<b>Required materials:</b> <ul style="list-style-type: none"> <li>- prepared texts to initiate discussion, develop discussion and arrive at the term <i>official language</i> (supplement 1);</li> <li>- prepared photographs (supplement 2) to start the conversation and develop discussion about using two (or more) languages in official use on the territory of a state, as well as notices in a foreign language intended for tourists (supplement 3).</li> </ul>
<b>Correlation:</b> foreign language, geography, history and civic education.
<b>Lesson procedure:</b> <b>Students:</b> <ol style="list-style-type: none"> <li>1. they observe and analyse different non-literary texts of practical use: travel time-tables in the daily papers, a page from the daily paper, a page from a student's book, official documents, single-language notices around town (road signs, information), etc. (supplement 1); they realise that is the language that a majority of population speaks, that official documents and notices are written in it, and with teacher's help they realise it is the official language<sup>33</sup></li> <li>2. they observe and analyse bilingual captions/titles (supplement 2) and recognising the text (Albanian) they explain why it is so (children whose mother tongue is Albanian read the inscriptions and help others to pronounce them correctly); they explain what the term <i>a language in official use</i> is and name more examples of bilingual inscriptions;</li> <li>3. they look at the photographs with signs with information in English, they read explanations and recognise where they are and who they are intended for (notices about various interesting destinations in the capital: the museum, the park, sports centre, etc (supplement 2); they draw conclusions why there are notices around town in foreign languages;</li> <li>4. they do tasks in groups: they read a text in English and translate it into the official language; they read a text in Albanian and translate it into the official language; they translate a text that is in the official language into Albanian and English; they share their solutions and explain their importance;</li> </ol>

<sup>33</sup> According to the Constitution of Montenegro, the *official* language is the Montenegrin language, while Bosnian, Serbian, Albanian and Croatian are in official use.

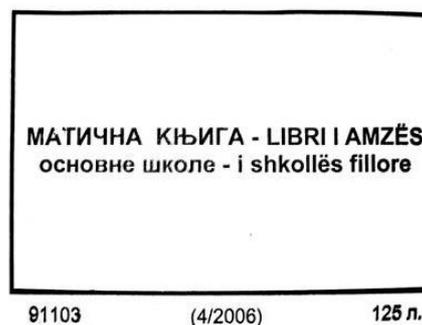
- they discuss and draw conclusions why it is good to use all these languages – possibility of communicating and understanding as a condition for good neighbourly relations, respect and tolerance; possibility of communicating on an international level.

## Supplements

### Supplement 1



### Supplement 2



### Supplement 3



### Linking to standards

The students know the role and the position of the Montenegrin language as the official language and they can name official languages in Montenegro, as well as the names of the official languages in the countries bordering with Montenegro; in different situations, they listen, ask, react to what others say, express and they defend their opinions both orally and in written form. They are aware that speech and writing are activities that are performed between people and that it is necessary to respect the one you speak with and to take into account the speech situation; they know the rules of good communication and mutual respect.

Lesson preparation
<b>School, city, state: "Miroslav Antić", Primary School, Belgrade, Serbia</b>
<b>Teacher:</b> Katarina Sando
<b>Grade/student age:</b> 11 – 15 years old
<b>Subject:</b> Serbian language and literature
<b>Lesson topic/teaching unit:</b> Peace as a motif in literature
<p><b>Operational goals:</b></p> <ul style="list-style-type: none"> <li>-Enabling students to use the basic techniques in comparative literature approach;</li> <li>-Connecting the knowledge from literature (literary-theoretical analysis) with cultural understanding of the term peace;</li> <li>-Motivating students to individually (under the aesthetic impression of the text from literature) broaden their own understanding of the term peace as social and personal value.</li> </ul>
<p><b>Outcomes in relation to education for peace:</b></p> <ul style="list-style-type: none"> <li>-Each student notices motif of peace in literary work (by noticing relations with other literary work based on the peace motif or by writing an individual essay with peace motif);</li> <li>-Most of students successfully compared different variations of peace motif;</li> <li>-Each student expressed his/hers observations about peace using semantically layering of the term (association, homonymy, antonymia), along with the individual instructions given by teacher.</li> <li>-Students discovered some of the ways of reaching peace through dialogue;</li> <li>-Summing up the contents of the class through analysis of aesthetic motivation of peace motif in literature;</li> <li>-All students handed filled evaluation questionnaires;</li> <li>-One of the students was interested in working on processing data from evaluation questionnaires.</li> </ul>
<b>Key words:</b> motif, variation, peace, unrest, understanding, reconciliation, virtue, community.
<b>Focus questions – to be in accordance with goals and knowledge standards</b>
<p><b>What is necessary for students to know?</b></p> <ul style="list-style-type: none"> <li>-Peace as inspiration for writers;</li> </ul>

<ul style="list-style-type: none"> <li>-Motif of peace is often varied in literature;</li> <li>-Literary works with peace motifs analyzed during Serbian language classes;</li> <li>-Peace and reconciliation as social values and virtues of individuals.</li> </ul>
<p><b>Lesson type:</b> broadening the knowledge of learned lessons</p>
<p><b>Teaching methods:</b> dialogue, research (work on text) and demonstrative method.</p>
<p><b>Forms of work:</b> frontal, individual, group work.</p>
<p><b>Teaching aid:</b> white board and evaluation questionnaires.</p>
<p><b>Required materials:</b> results of research tasks (students' preparations).</p>
<p><b>Correlation:</b> History, Civic Education and Religious Education.</p>
<p><b>Lesson procedure:</b></p> <p><b>Notice 1:</b> Students got research tasks in advance, in the form of preparation for class, in the way that they chose one of the offered literary works and analysed peace motif in that particular work. The other group of students wrote an essay for the purpose of using the peace motif as a reply to the given theme.</p> <p><b>Note 2:</b> Before the beginning of the class, students got evaluation questionnaires with the clear instructions on how to fill them in individually during the class. The questionnaires contain one line or each literary work or student's essay (students fill in the answers by filling in the thick paper placed next to the white board). The questions: How was peace motif addressed in this work? What makes peace in this work? What destroys peace in this work? How could peace be achieved in this work? What do you think about this presentation (clarity of expression, comprehensibility, attractiveness)?</p> <p><b>Introductory part:</b> Dialogue session about communities, human interconnectedness and cooperation.</p> <p><b>Activity:</b> Demonstration of communion – all students seated in the circle stand up and form the circle by reaching out to the person next to them and accepting the hand of the neighbour. It is important to stress the importance of linking and human cooperation.</p> <p><b>Steps:</b></p> <p>How do we connect with people around us? Do we lend the hand or ask others to give us a hand?</p> <p>If we connect to our neighbours, with whom we are connected at the same time? With everyone in the circle.</p>

What happens to those who would not land the hand to their neighbours? It could happen that he/she stays lonesome (not connected) and to cut off the link between the other, in that way the circle breaks.

**The main part:** Noticing peace motif in literature works, variation of motifs, students analyse literature works in the context of peace motif.

**Activities:** Chairs are placed to form the circle, each student is sitting on one of the chairs; there is a white board in the middle of the circle so that each presenter is symbolically a part of the community. Several students present one literary work at the time, as a result of research tasks. Other students participate actively by asking questions and giving comments.

**Steps:**

-Steps are in accordance to students presentations,

-Teacher listens tentatively and by doing so fosters students' independent presentations, at the same time demonstrating "active listening". If the need occurs, teachers give some guidelines or instructions so that dialogue on literary process develops among students.

**Final part:** Students who did not give presentations read essays in which peace motif was analysed on the previously determined themes, inspired by literary works e.g. Peace as the bridge that connects us, Overcome divisions – reach reconciliation, The diary of the girl whose peace was taken away).

Activity: Students read the essays, short discussion follows.

Teacher's conclusion through the dialogue with students: We recognized peace motif in literary works. Then we heard in what ways students from our school analysed peace motif? What was the common element? Why do people write about peace? Why do we think about peace? Why is peace important in human lives? How come that people do not keep peace? Who guards peace? Do you guard peace? How? What else could we do in order to preserve peace within us and around us?

Research tasks for students:

1. Individual analysis of one of the literary works prescribed by the subject programme:

Ivo Andrić - Bridges, Isidora Sekulić – In the village of my origin, Aleksa Šantić – My homeland, Folk poem – Division of Jakšić family, National legend – Saint Sava and brothers who divide family inheritance, Desanka Maksimović – A bloody fairytale, Vladislav Petković Dis – Among my people, Ana Mari Frank – Anne Frank diary, Đura Jakšić – The homeland, Isidora Sekulić – The letters from Norway

2. Writing an essay with peace as a theme.
<b>Supplements: Additional literature in accordance to students' needs during the analysis, as a preparation for class.</b>
Correlation with standards: SJ.1.4.1, 1.4.6, 1.4.7, 1.4.8, 1.4.9, 2.4.1, 2.4.4, 2.4.6, 3.4.3, 3.4.6, 3.4.7, 3.4.8.
<b>Evaluation</b> (estimation of successfulness of the class – contents and elements of education for peace)  During the main part of the class teachers takes care about time needed for presentations and suggests equal amount of time for each student. Also, teacher takes care that all other students participate by listening carefully and filling in the evaluation questionnaires, stressing the importance of active listening for peace building, for reconciliation and for overcoming misunderstandings.

Lesson preparation
<b>School, city, state:</b> Montenegro
<b>Teacher:</b> Dušanka Popović
<b>Grade/student age:</b> 8 <sup>th</sup> (age 13)
<b>Subject:</b> Montenegrin – Serbian, Bosnian, Croatian Language and Literature
<b>Lesson topic/teaching unit:</b> <i>A Folk Tale</i>
<p><b>Operational goals:</b></p> <p>Students experience, recognise and understand the characteristics of a folk tale (they recognise characters and events); they recognise different perspectives of literary characters, they understand their interdependence and compare them; they recognise the motives of literary characters; they get to know other nations' folk literature and understand that it contains typical motives and characters, but also universal human values (supplement: <i>Faith in People</i>, Arabian folk tale)</p>
<p><b>Outcomes in relation to education for peace:</b> Students have and improve a positive attitude towards other cultures and nations.</p>
<p><b>Key words:</b> folk tale, typical motives and characters, universal human values.</p>
<p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>- What is a folk tale?</li> <li>- What are the main characteristics of a folk tale?</li> <li>- What human virtues does this Arabian folk tale underline?</li> <li>- What human virtues are underlined in our folk tales?</li> <li>- Why are similar or the same values found in stories of different nations?</li> </ul>
<p><b>What is necessary for students to know?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- can tell apart folk prose from art prose and can differentiate the types of folk stories;</li> <li>- know the features of a folk tale as a prose form, they understand it and value it;</li> <li>- they can determine the topic and the idea of the story, what the story is about, where and when the story is taking place, why something happened, who the literary characters are, what consequences were caused by literary characters' actions; they recognise static and dynamic motives in the story, the plot;</li> <li>- they understand what folk literary work means.</li> </ul>

<b>Lesson type:</b> expanding knowledge.
<b>Teaching methods:</b> dialogue method, text method and demonstration method.
<b>Forms of work:</b> frontal and group work.
<b>Teaching aid:</b> projector, laptop.
<b>Required materials:</b> <ul style="list-style-type: none"> <li>- trailer for the film <i>Black Gold</i> (<a href="https://www.youtube.com/watch?v=ChArUKGvKkA">https://www.youtube.com/watch?v=ChArUKGvKkA</a>)</li> <li>- a copy of the book by Marko Miljanov: <i>Examples of Humanity and Bravery</i></li> </ul>
<b>Correlation:</b> history, geography, civic education.
<b>Lesson procedure – students' activities:</b> <b>Students:</b> <ol style="list-style-type: none"> <li>6. They watch a video clip – trailer for the film <i>Black Gold</i> and understand the particularities of that culture: houses, clothes, customs, faith...; they recall what they already know about that culture; they talk about it.</li> <li>7. They read the story <b><i>Faith in People</i></b> and talk about the content of the story; they recognise the main event and characters (<i>What event does the story start with? What happened to the young man? What was the role of Ebu Zeb? How does the young man act? What is the event that the story ends with?</i>); they talk about characters and recognise their qualities: they analyse the actions of Omer and Ebu Zeb and on the basis of them they make their judgement about caliph and the young man explaining their opinion; they discuss the verdict: how did caliph Omer pass the verdict on the young man; they discuss the verdict <i>head for a head</i>, death penalty as a verdict, they talk about what they would have done if they were in caliph Omer's place.</li> <li>8. They talk about expectations they had regarding the young man's action: whether he would return, what they would have done in his place, why exactly that, etc; they discuss the reasons that made Ebu Zeb decide to vouch for someone he didn't know and discuss these reasons; they discuss what it means to <i>forgive</i>: have they ever been in a situation to forgive someone something, what happened, did they forgive them in the end; is forgiveness a virtue or a flaw, should one forgive, what kind of a person is the one who forgives, etc; what is faith, do you trust each other, when does a man believe, can we trust people, do they trust others and can they rely on others...</li> <li>9. They think about how they would act in such situation, whether they would vouch for someone they didn't know, risking their own life; they recognise, write down and discuss characters' key statements: <i>There is no more faith in people, There is no more nobility among people, There is no more humanity among people</i>; they discuss the end of the story saying whether they expected such an end to the events; they take part in discussing the topic and the idea of the story (which values do the characters from the story wish to save from forgetting, whether there are such values today).</li> </ol>

10. On the group level the compare the situation from the Arabian folk tale to the general human values; they identify similar texts in domestic literature (Marko Miljanov's *Examples of Humanity and Bravery*) and determine typical motives and characters; they find common (general human) motives in the Arabian story and the stories by Marko Miljanov: forgiveness, humanity, bravery, nobleness... they compare them with folk tales of other nations that they read; one group prepares and performs a dramatised text as a play (supplement 1).

## Supplements

Supplement 1

### FAITH IN PEOPLE

#### Arabian folk tale

NARRATOR: While caliph Omer was sitting with his subjects and judged the people, two beautiful young men came bringing a youth.

BROTHERS: My lord, we like justice and righteousness. We had a father who was old, smart and honourable. He came out for a walk today and this young man killed him. We are asking for a trial head for a head.

CALIPH OMER: You heard what these to have said, what do you say to that?

YOUNG MAN: My lord, it is all true what these you men just said. I am from the desert and a bad year made me bring my camels near this city. Among my camels there was a male one, and when the camels started reaching for the branches I started driving them away, but an old man came all of a sudden, with a stone in his hand and hit the male camel. The male camel fell and died. I burst into anger, took that same stone, hit the old man who uttered a cry and died.

CALIPH OMER: You just admitted to being guilty, so the only thing to do is to pass the verdict head for a head.

YOUNG MAN: I obey and observe you and the law. However, I have a little brother whose father left him a large sum of gold coins. He gave me those coins for safe keeping. If you give me three days to find someone who will take care of him, I will come back.

CALIPH OMER: Who will vouch for you that you will come back?

YOUNG MAN (pointing at Ebu Zeb): He will vouch for me.

CALIPH OMER: Oh, Ebu Zeb, will you vouch for him?

EBU ZEB: I will, I vouch that he will be back in three days.

YOUNG MAN (goes to the door)

NARRATOR: After the three days have passed, those two men came again to caliph Omer. Ebu Zeb was also there. The only one missing was the young man.

BROTHERS: Where is the young man, Ebu Zeb? We are not going to leave, you vouched for him

EBU ZEB: If the young man does not show up, execute me.

CALIPH OMER: If the young man does not show up, I swear I will have your head!

NARRATOR: Suddenly, the young man showed up, cheerful and in good mood.

YOUNG MAN (arriving and approaching caliph Omer): My lord, I gave my brother to his uncles and come as an honourable man to keep my word. I rushed here so that people would not say "There's no faith in people anymore".

BROTHERS: We forgive this young man his crime, so that people would not say: "There is no humanity among people anymore".

NARRATOR: Caliph Omer was glad that the young man was forgiven and that he had proved that there still was faith in people.

*The story was dramatised by 4<sup>th</sup> year students of the Philosophical Faculty,*

*Department for Serbian Language and South Slavic Literatures, Nikšić, School Year 2010/2011*

#### **Linking to standards**

Students develop interest in reading prose and are enabled for a critical approach to an epic work; they can describe a folk tale, name and explain differences between folk and artistic expression; they can orally, and in written form, explain the topic of the text and analyse the external structure (paragraph, chapter); they have and improve a positive attitude towards other cultures and nations.

Lesson preparation
<b>School, city, state:</b> Podgorica, Montenegro
<b>Teacher:</b> Branka Kankaraš
<b>Grade/student age:</b> 5 <sup>th</sup> grade
<b>Subject:</b> Mathematics
<b>Lesson topic/teaching unit:</b> The angle and how to measure the angle
<p><b>Operational goals</b></p> <p>Student:</p> <ul style="list-style-type: none"> <li>-knows to show, draw and to mark the central angle:</li> <li>-compares central angles and corresponding tendons,</li> <li>-compares arbitrary angles according to size, roughly, using a pair of compasses, using transparent paper,</li> <li>-names different types of angles and puts them in categories: full angel, zero angel, convex angel, sharp and obtuse angel, stretched angel; in its surroundings finds models for different angels,</li> <li>- makes the conclusions in relation to the radical changes of someone's behaviour, attitudes and opinions;</li> <li>-Connects common sayings:"To be changed for 180 degrees", and "To be changed for 360 degrees" with the size of the angel, and with the change of behaviour, attitudes, opinions.</li> </ul>
<p><b>Outcomes in relation to education for peace:</b></p> <ul style="list-style-type: none"> <li>-Students understand angle, measuring the angel and differentiate angels by type and size.</li> </ul>
<p><b>Key words:</b> angle, the central angel of the circle, tendon, full angel, zero angel, convex angel, sharp and obtuse angel, stretched angel, 180 degrees and 360 degrees angel.</p>
<p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>-What is the angel?</li> <li>-Which are the basic elements of the angel?</li> <li>-Give examples when the term angel is used in every day's life situations.</li> <li>-Make the connection between the size of the angle and size of some objects in the environment and figurative meaning of size related to behaviour.</li> <li>-What does it mean to be changed for 180 or 360 degrees?</li> </ul>

<p>-Why does the change in behaviour happens?</p> <p>-Why do we use the size of the angle for the figurative meaning of change of behaviour?</p>
<p><b>What is necessary for students to know?</b></p> <p>Students previously learned:</p> <ul style="list-style-type: none"> <li>-To recognize elements of the angle;</li> <li>-to mark and write down the angle;</li> <li>-to notice examples for different types of angels (sharp, right and obtuse angels) in the surroundings;</li> <li>-the importance of learning geometry;</li> <li>-the causes of the change of behaviour and consequences of those changes.</li> </ul>
<p><b>Lesson type:</b> broadening the knowledge of learned lessons</p>
<p><b>Teaching methods:</b> dialogue method, text method, demonstration, discussion and research</p>
<p><b>Forms of work:</b> frontal, pair work and group work.</p>
<p><b>Teaching aid:</b> a pair of compasses</p>
<p><b>Required materials:</b> texts prepared in advance (students find them on the internet), on which conversations are based discussions developed; the poster with presented group work.</p>
<p><b>Correlation:</b> Technical education, Civic Education, Arts, Montenegrin language and Literature, Extra-curriculum activities, the classroom teacher class.</p>
<p><b>Lesson procedure</b></p> <p>Introductory activity:</p> <ul style="list-style-type: none"> <li>-Students repeat previously gained knowledge about the angel.</li> </ul> <p><b>Steps</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- Define the term angle using precisely and correctly mathematical symbolic,</li> <li>-compare and measure arbitrary angel using the transparent paper, then graphically by the measures; make conclusions about concrete situations.</li> </ul>

**Main activity:**

-Students broaden acquired knowledge and connect them with life situations, as well as with the potential changes of attitudes and behaviour.

**Steps**

Students:

-give examples of different types of angles and put them in categories: convex, non-convex angle, full angle, zero angle, convex angle, sharp and obtuse angle, stretched angle; in their surroundings find examples for models of certain angles;

-make connections between stretched angle (180 degrees) and full angle (360 degrees) with the change of attitudes, behaviour and opinions;

-discuss about the reasons for using the term stretched and full angle (180 and 360 degrees) for figuratively presenting the change in every day's life situations;

-analyse the incorrect use of the terminology;

In pairs make their own examples (and examples from the surroundings) and discuss about these situations;

-shortly present results of work in pairs;

-working in groups find interesting examples on the internet related to phrases: "change for 180 percent" and "change for 360 percent";

-discuss about these situations, analyze them and make conclusions.

**Final activity**

Students' steps:

-notice the importance of changes in behaviour and attitudes (in the positive sense) because of circumstances, good communication and dialogue and its influence on less number of conflicts;

-analyze consequences that are results of the mentioned changes.

**Correlation with the standards**

Students know how to define the term angle, to measure and compare arbitrary angle. They understand the meaning of the saying: "To be changed for 180 degrees" and "To be changed for 360 degrees", when it is usually used and what are common mistakes. They analyze whether the saying: "To be changed for 360 degrees" is a mistake or is it the case that the one who uses it does not know the mathematical

terminology and does it really refer to the radical changes. They analyze the reasons for radical changes (do they happen because of circumstances, needs, behaviour or dialogue process) and the consequences of these changes.

**Evaluation** (estimation of successfulness of the class – contents and elements of education for peace)

Exchange of impressions in small groups.

Individual students' reflections: a short knowledge test.

Lesson preparation
<b>School, city, state:</b> Podgorica, Montenegro
<b>Teacher:</b> Branka Kankaraš
<b>Grade/student age:</b> 8 <sup>th</sup> grade (age 13)
<b>Subject:</b> Maths
<b>Lesson topic:</b> The Disc and the Circle
<p><b>Operational goals:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- revise the terms <i>circle, disc, circle centre, radius and diameter and chords</i>;</li> <li>- use the compass correctly when drawing the circular line (circle) and its parts;</li> <li>- recognise opposite attitudes in different areas and analyse them;</li> <li>- correlate the terms <i>diametrically opposed attitudes, behaviour, etc.</i> with the term <i>diameter in maths</i>;</li> <li>- recognise the importance of communication between people which results from changes of attitudes;</li> <li>- recognise the importance of dialogue and its influence on changing opposite attitudes;</li> <li>- recognise the influence of opposite attitudes to conflict creation;</li> </ul>
<p><b>Outcomes in relation to education for peace:</b> students recognise the importance of opposite opinions (both in positive and negative sense), they understand how opposite opinions and attitudes can lead to conflict, they improve their attitudes depending on the possibilities of solving conflicts, they re-examine possible ways of "getting closer" and the consequences of "diametrically opposite attitudes".</p>
<p><b>Key words:</b> disc, circle, diameter, diametrically opposite, opposite attitudes, conflict.</p>
<p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>- What is a circle? What is a disc? What is the difference?</li> <li>- What are the main elements of a circle?</li> <li>- Name examples of using a disc and a circle, or their elements, in other subjects.</li> <li>- Name examples of using a disc and a circle, or their elements, are used for things in everyday life.</li> <li>- What does to have diametrically opposite opinion mean (in colloquial speech)?</li> <li>- Why is diameter used to emphasise such relationship?</li> </ul>

<ul style="list-style-type: none"> <li>- How do opposed attitudes affect creation of conflicts?</li> </ul>
<p><b>What is necessary for students to know?</b></p> <p>Students previously learned to:</p> <ul style="list-style-type: none"> <li>- draw geometric shapes in a plane;</li> <li>- recognise shapes in a plane and their relations;</li> <li>- recognise the terms <i>disc</i> and <i>circle</i>;</li> <li>- freely use drawing kits;</li> <li>- know the term <i>angle measuring</i>;</li> <li>- know to sort the lines by length;</li> <li>- know the term <i>chord</i>;</li> <li>- see different links between scientific (professional) terms and their use in everyday speech in order to clarify certain conditions or occurrences.</li> </ul>
<p><b>Lesson type:</b> lesson revision.</p>
<p><b>Teaching methods:</b> dialogue method, demonstration method, discussion and research.</p>
<p><b>Forms of work:</b> frontal, work in pairs and in small groups.</p>
<p><b>Teaching aids:</b> compass and computers (it is intended that the lesson should be held in an IT classroom).</p>
<p><b>Required materials:</b></p> <ul style="list-style-type: none"> <li>- prepared texts (that students find on the Internet) which are used to initiate conversation and develop discussion about diametrically opposed attitudes;</li> <li>- billboard with presented group work results;</li> <li>- a short test of acquired knowledge.</li> </ul>
<p><b>Correlation:</b></p> <ul style="list-style-type: none"> <li>- technique fundamentals;</li> <li>- civic education;</li> <li>- Montenegrin language and literature;</li> <li>- free activities and extracurricular classes;</li> <li>- classroom student body meeting.</li> </ul>

**Lesson procedure:**

**Introductory activity**

Steps

Students:

- Revise the terms *circle*, *disc*, *radius*, *diameter* and recognise objects and occurrences from their environment where they can recognise a circle (disc);
- name examples of using a circle and a disc, i.e. diameter in other teaching subjects.

**Main activity**

Steps

Students:

- name examples of *diametrically opposite* things in everyday life;
- correlate chord and diameter, end points of diameter to opposing attitudes and explain why they exactly are used as an example of opposed attitudes;
- analyse how and why opposed attitudes are created;
- discuss whether opposed attitudes are good or bad (name various examples);
- explain how opposite attitudes affect creation of conflict;
- discuss how they can be changed and why;
- in pairs, they draw circles on whose diameters and chords they mark points they believe illustrate a situation they wish to present;
- shortly comment on their impressions;
- in groups, they find on the Internet interesting texts that refer to diametrically opposite attitudes (situations) and discuss them;
- discuss such situations, analyse whether they necessarily lead to a conflict and try to display that graphically;
- present results of their work in groups.

**End activity**

## Steps

- they realise the importance of communication and dialogue and their influence on changing opposite attitudes summarising the results of their group work through a brief exchange of ideas and conclusions;
- in a short test, they check their acquired knowledge and explain their attitudes.

**Students' activities in correlation with the teacher**

**Supplements:** posters with presented results with materials from the Internet, i.e. computer presentation (by choice).

**Linking to standards**

Students know how to make a difference between the terms *disc* and *circle* and to recognise a diameter. They understand what the expression "diametrically opposite" means in everyday speech, when it is used and why the term *diameter* is used to denote opposed attitudes. Students understand the importance, role and position of people in opposed relations (through history, politics, relations between men and women, in relation to prejudices, etc). In various communication situations they listen, ask questions and react to what others say and they express and explain their opinions.

**Evaluation** (assessment of the level of success of the lesson – contents and elements of education for peace): exchange of impressions in groups.

**Student's individual reflections:** a short test of knowledge.

Lesson preparation
<b>School, city, state:</b> "Milija Nikčević" and "Jovan Draganić", Primary Schools, Nikšić, Montenegro
<b>Teacher:</b> Dragana Radoman and Milka Cerović
<b>Grade/student age:</b> VIII i/ili IX razred, 14/15 godina
<b>Subject:</b> English language and literature
<b>Lesson topic/teaching unit:</b> Conflict Styles
<p><b>Operational goals:</b></p> <ul style="list-style-type: none"> <li>- To develop an understanding about the importance of taking responsibility;</li> <li>- To raise awareness of different styles of responding to conflict situations;</li> <li>- To promote upstander (responsible) rather than (indifferent or irresponsible) bystander behaviour;</li> </ul>
<p><b>Outcomes in relation to education for peace:</b></p> <ul style="list-style-type: none"> <li>- Students understand the importance of taking responsibility for their own actions;</li> <li>- Students become familiar with different conflict styles of responding to conflict situation;</li> <li>- Students become aware of their own conflict styles;</li> </ul>
<p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>- <i>peace</i> - a state of mutual harmony between people or groups; the normal, non-warring condition of a nation, group of nations, or the world;</li> <li>- <i>collaboration</i> - the act of working with another or others on a joint project;</li> <li>- <i>values</i> - a principle, standard, or quality considered worthwhile or desirable;</li> <li>- <i>care</i> - concern and interest in others;</li> <li>- <i>compassion</i> - a feeling of distress and pity for the suffering or misfortune of another, often including the desire to alleviate it;</li> <li>- <i>conflict</i> - a state of open, often prolonged fighting;</li> <li>- <i>honesty</i> - truthfulness; sincerity;</li> <li>- <i>trustworthiness</i> - confidence and faith in others;</li> <li>- <i>respect</i> - a feeling of appreciative regard; esteem;</li> <li>- <i>responsibility</i> - reliability; a duty, obligation;</li> <li>- <i>bullying</i> - treating somebody in an overbearing or intimidating manner.</li> </ul>
<p><b>Focus questions – to be in accordance with goals and knowledge standards</b></p> <ul style="list-style-type: none"> <li>➤ What does it mean when someone is described as responsible?</li> <li>➤ What feelings are present during conflicts?</li> <li>➤ What is your usual conflict style?</li> <li>➤ Why is it important to know about different conflict styles?</li> <li>➤ How can you manage conflict situations?</li> <li>➤ In what ways can conflict be positive and negative?</li> </ul>

### What is necessary for students to know?

Before undertaking this activity students should have:

- learned how to work collaboratively and listen to others;
- learned how to give opinions and participate in short conversations.

### Lesson type: Presentation

**Methods:** Communicative approach

**Forms of work:** Frontal, individual, pair and group work

### Teaching aids

### Reference materials

- Handout 1 – Generation Gap
- Handout 2 – Match the words with explanations
- Handout 3 – role-play cards
- Handout 4 – slides from power point presentation
- Annex 1 – What’s your style
- Laptop
- Projector

### Correlation:

- Mother tongue
- Civic Education
- Class lesson

### Lesson procedure:

#### Activity 1 – Warm-up

As a whole class students discuss questions:

- What does it mean when someone is described as a “responsible” person?
- What are some of your responsibilities?
- Do your parents or teachers consider you responsible? Why? Why not?

Students do ex. 1 from the handout “Generation Gap” - ***Which of these things do you argue about with your parents?*** ([Handout 1](#))

Give students time to read through the list of things. As a class, students say which of the things they argue about with their parents.

#### Activity 2 – What do you argue about at home?

Students read the articles from the [Handout 1](#) and are given [Handout 2](#) to match the unknown words

with their explanations.

After that students find out the things from Exercise 1 that the people argue about (answers: Andy and Susan: homework, playing computer games, having an earring; Jessica and Karen: getting home late, making phone calls at home, working hard at school; Edward and George: Edward's room, doing household chores)

### **Activity 3 – Role-plays**

Students work in pairs. Each pair gets their role-play cards ([Handout 3](#)) and thinks of the dialogue that might follow and decides how to react to the given situations. Each pair then rehearses a role play on the two situations.

Pairs choose to act out one of their situations for the class and then as a whole group discuss their interpretations.

- What feelings are evident in these conversations?
- What ways of communication were used?
- What reactions provoked conflict?
- What were the positive or negative outcomes?
- What strategies were used to manage potential conflict?

### **Activity 4 – Conflict styles**

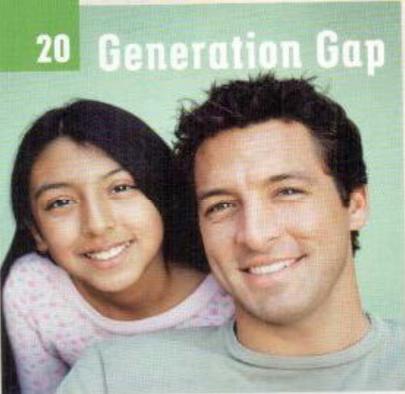
Students are introduced to the different styles of behaving in conflict situations (power point presentation - [Handout 4](#)). After presentation of different conflict styles and the concern those styles have for self and others ([Annex 1](#) – for teachers), Students discuss their own conflict styles. Questions for discussion:

- What is your usual conflict style?
- Do you always do the same, or your style differs from situation to situation? Why is that so?
- Why is it important to know about these different styles?
- How can it help you in the conflict situations?
- What are the potential consequences for each of these styles?

## Handouts

### Handout 1: Generation Gap

**20 Generation Gap**



**Warm-up**

1 Which of these things do you argue about with your parents?

- homework • your clothes • your room
- playing computer games • watching TV
- your hair • your friends • your mobile phone
- making phone calls at home • getting home late
- doing household chores • playing music too loud
- having a tattoo or body piercing

**Reading**

2 Read the magazine article. Which of the things in Exercise 1 do the people argue about?

# What do you argue about at home?

We asked three teenagers (and their parents!).

**Andy:** My mum's a bit irritating. I mean, I'm nearly sixteen and she won't let me have an earring. We argue about homework and she makes me go to extra classes after school. When she goes out, I can't use the computer because she won't tell me the password for it!

**Susan:** I'm very proud of him. He's very creative and he does well at school but he's a bit lazy about doing his homework – he prefers playing computer games! He can be stubborn, too and hates it when people tell him what to do. He wants an earring but I think I'll make him wait until he's eighteen!

**Jessica:** I love my mum but we argue a lot these days. She says I'm always late home but I'm not. And she says it's my fault our phone bills are so big! She gets angry when I fail school exams. She says I don't make an effort in some subjects but I do my best – most of the time!

**Karen:** She makes friends easily. She's very outgoing, like me and loves to chat with her friends – she spends hours on the phone! I let her go out at weekends but she sometimes forgets to ring me up when she's late. She's a bit moody, too, especially in the morning. I was exactly the same at her age!

**Edward:** My dad can be so embarrassing. When my friends come round, he tries to be 'funny'. We don't argue much but he makes a fuss about my room. I know where to find everything but he says it's untidy. He makes me tidy it at weekends.

**George:** We like a lot of the same music and films. I think there's less of a generation gap these days. Of course, he's annoying sometimes, that's only natural. His room is a disaster zone. He won't make his bed and he makes a mess in the living room, too. He never offers to do the washing-up – I have to make him do it!

68

<b>Handout 2: Match the words and the explanation</b>		
<b>1. irritating</b>		a) to give permission or opportunity, to allow
<b>2. stubborn</b>		b) causing irritation
<b>3. fault</b>		c) to force somebody to do something
<b>4. get angry</b>		d) to object or complain about an unimportant matter
<b>5. fail</b>		e) a mistake, an error
<b>6. make an effort</b>		f) firmly resolved or determined, resolute
<b>7. moody</b>		g) not succeed
<b>8. embarrassing</b>		h) often changing quickly from being in a good temper to being in a bad temper
<b>9. make a fuss</b>		i) making you feel shy or ashamed
<b>10. annoying</b>		j) making you feel nervous or uncomfortable
<b>11. make sb do sth</b>		k) to try hard to achieve something or succeed
<b>12. let sb do sth</b>		l) to become mad or upset about something
Key: 1-j, 2-f, 3-e, 4-l, 5-g, 6-k, 7-h, 8-i, 9-d, 10-b, 11-c, 12-a		
<b>Handout 3: Role-plays</b>		
<p>Role-play 1</p> <p>It is eleven o'clock on a Saturday night. You are a parent. Your 15-year-old son/daughter is out with friends. You think he/she went to a youth club but you are not sure. He/she has got a mobile phone. He/she usually comes home about ten o'clock. You are worried. Then he/she comes through the door.</p>	<p>Role-play 1</p> <p>You are 15 years old. It is eleven o'clock on a Saturday night and you are going into your house. You went out at seven o'clock with your friends to a youth club. You usually go home about ten o'clock but tonight you are late. Why? Why didn't you phone your parents from your mobile? Your mother/father speaks as you go in the door.</p>	
<p>Role-play 2</p> <p>You are 15 years old. You want to get a tattoo. (what part of your body?) Your parents won't let you. It is breakfast time and you are at the table with your mother or father. You raise the subject again.</p> <p>You start, e.g. <i>Er, can I ask you something?</i></p>	<p>Role-play 2</p> <p>You are a parent. Your son/daughter wants to get a tattoo. You and husband/wife don't want him/her to get a tattoo. It is breakfast time.</p> <p>Your son/daughter raises the subject again.</p>	
<b>Supplements:</b>		
<b>Annex 1 - What's Your Style?</b>		
<p>Most people have a dominant method or style of dealing with conflict. In some cases, that style can be good, but it may not be, depending on the situation. In most cases, the best style to use is one that achieves an acceptable solution to both sides in the conflict situations. This is a collaborating style, and to a lesser extent, a compromising style. This list of styles describes the five most common styles people use to deal with conflict. Which one describes you best?</p>		

1. **Competing** – shark - Win in the conflict situation by defeating somebody else (high concern for self, low for others)
2. **Avoiding** – tortoise - Keep away from conflict situations and stay away from any confrontations (low concern for self and others)
3. **Accommodating** – teddy bear - Fit in with someone's wishes or demands in conflict situations (low concern for self, high for others)
4. **Compromising** – fox - Find a middle-ground solution for both sides in the conflict situations, where both sides have to give up from something in order to make a compromise (middle concern for self and for others)
5. **Collaborating** – dolphin – Work and cooperate with someone to find a solution that is good for both sides in conflict situation (high concern for self and others)

#### Handout 4 – Conflict styles – Power Point Presentation



#### Links to learning standards and specific learning goals

Links to Montenegrin National Curriculum – level A2+

- Students ask for and give opinions;
- Students agree and disagree with somebody;

- Students learn how to permit or force somebody to do something;
- Students develop strategies for solving conflicts and overcoming obstacles in communication.

### **Evaluation – assessment of peace education content**

Students work in pairs on the same situations they were given in Activity 3 – [Handout 3](#), to think of a different ending of the conflict situations, trying out different styles of behaving in conflict situations.

### **Extension**

1. Students could devise their own conflict situations based on the types of conflicts they experience in school and try out different styles.
2. Teachers bring some everyday examples of the conflict situations into the classroom and students use those examples to identify different conflict management styles.

### **Reference focus questions particularly**

- What is your usual conflict style?
- Why is it important to know about different conflict styles?
- How can you manage conflict situations?
- In what ways can conflict be positive and negative?

### **Tips for teachers**

- Prepare enough copies of handouts.
- Provide laptop and projector.
- Encourage students to self-evaluate their reactions in conflict situations and to try out a different approach.
- Values such as responsibility and respect may need to be explicitly explained, taught and then modelled through practice.

### **Retrospect on the lesson**

Lesson preparation
<b>School, city, state:</b> "Milija Nikčević" and "Jovan Draganić", Primary Schools, Nikšić, Montenegro
<b>Teacher:</b> Dragana Radoman and Milka Cerović
<b>Grade/student age:</b> VIII i/ili IX razred, 14/15 godina
<b>Subject:</b> English language and literature
<b>Lesson topic/teaching unit:</b> Dealing with Prejudice
<p><b>Operational goals:</b></p> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>- To develop an understanding of common prejudices in our society and the personal and collective impact of prejudice and discrimination;</li> <li>- To test opinions based on diversity such as appearance, age, nationality, gender and sexual orientation;</li> </ul> <p><b>Key words</b></p> <ul style="list-style-type: none"> <li>➤ <i>peace</i> - a state of mutual harmony between people or groups; the normal, non-warring condition of a nation, group of nations, or the world;</li> <li>➤ <i>discrimination</i> - treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit;</li> <li>➤ <i>prejudice</i> - It is an adverse, usually preconceived opinion or judgment formed with limited knowledge or facts that leads to an irrational fear or hatred;</li> <li>➤ <i>stereotypes</i> - a conventional, formulaic, and oversimplified conception, opinion, or image;</li> <li>➤ <i>values</i> - a principle, standard, or quality considered worthwhile or desirable;</li> <li>➤ <i>conflict</i> - a state of open, often prolonged fighting;</li> <li>➤ <i>honesty</i> - truthfulness; sincerity;</li> <li>➤ <i>respect</i> - a feeling of appreciative regard; esteem;</li> <li>➤ <i>responsibility</i> - reliability; a duty, obligation.</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>➤ What are first impressions and how are these used to judge others?</li> <li>➤ What is prejudice and discrimination?</li> <li>➤ How are prejudices formed (learned) and maintained?</li> <li>➤ In what ways do we see or experience prejudice or discrimination?</li> <li>➤ What are the consequences of prejudice and discrimination?</li> <li>➤ How can prejudice and discrimination be reduced or eliminated?</li> </ul> <p><b>Prior learning</b></p> <p>Before undertaking this activity students should have:</p> <ul style="list-style-type: none"> <li>➤ learned how to form groups independently, work collaboratively and listen to others;</li> <li>➤ learned how to give opinions and participate in short conversations;</li> <li>➤ learned to use comparative and superlative of short and long adjectives (for English learners).</li> </ul>

**Lesson type:** Presentation

**Methods:** Communicative approach

**Forms of work:** Frontal, individual, pair and group work

**Teaching aids**

**Reference materials**

- Handout 1 – Bingo card
- Annex 1 – an envelope with pictures of different people
- Handout 2 – a list of five adjectives (scary, sincere, smart, phony and calming)
- Handout 3 – examples of prejudice and discrimination
- Blank A4 paper
- Stick tape
- Drawn chart.

**Correlation**

- Mother Tongue
- Civic Education
- Music
- PE
- Class lesson.

**Lesson procedure**

**Activity 1 – Warm-up – Human Bingo**

In this Human Bingo game students find other students in the room according to the information on the bingo card (Handout 1) such as: speaks another language, enjoys school, enjoys football or plays a musical instrument, can define prejudice, has seen an example of discrimination, etc. A small prize could be given for the first student to complete a horizontal or vertical line of 6 answers. The winning card should be read out to check and confirm the answers (the teacher could also participate). Other students could be asked to share their answers to promote discussion around such questions as:

- Are all of us here exactly the same?
- In what ways are we different?
- In what ways are we alike?
- How would you define prejudice?
- What do you find interesting or surprising about members of your class?
- In what ways can our differences or similarities contribute to our class, school or community or cause conflict?

### **Activity 2 – First impressions**

Students are divided into six groups – five students per group. Each group is given an envelope with pictures of different people (Annex 1). Pictures are numbered. Students are also given a list of 5 adjectives (scary, sincere, smart, phony and calming) – Handout 2. In groups they compare people in pictures using given adjectives. They need to agree upon who is the scariest person of them, who is the most sincere person of them, etc.

Students discuss and write down their opinion on the separate sheets of paper, one per each adjective. These papers will be used for comparing opinions of the groups and analyzing the results. Students choose who will present their opinion/comparison. They can choose one or more representatives. Representative(s) of the groups present their opinion about people in the pictures. Other students listen for the similarities and differences among all groups' opinions. Each group sticks their opinion on the drawn chart on the blackboard/flipchart board.

After all six groups have presented their opinions, they are asked:

- Did you notice any similarities/differences?
- In your opinion: Who is the scariest/the most sincere/the smartest/the falsest/the most calming person?
- Was it easy for you to decide? Why? Why not? Was it easier to compare your friends or unknown people? Why?

You have just compared unknown people according to the way they look.

- Do you usually make an opinion about a person according to their appearance?
- Are there times when it would help to learn more about someone before making a judgment?
- Have you ever heard about the term – prejudice? It is an adverse opinion or judgment formed with limited knowledge or facts - when you make a preconceived judgment that leads to an irrational fear or hatred.
- How do people become prejudiced? Where do they learn to behave like that?
- Have you ever experienced prejudice? In what way? How did you feel? Is it possible to be free of prejudice? Have you ever met anyone who was? What can you do about it?
- What can prejudice lead to? What kind of attitude, behaviours and feelings?
- Identify any examples of where discrimination or prejudice has been changed e.g. through a campaign, social media, new rules?

### **Activity 3 – Fairness**

Students are divided in three groups/rows. Each group/row groups themselves according to one of these three categories: eye colour (blue, green, brown), height (short, tall) and month of birth (January-December). For each category a teacher gives an example of an unfair situation.

Examples:

- Eyes: What if today I only let those who have brown eyes go out after the class?
- Height: What if today only the shortest ones can ask questions?
- Month of birth: What if today only those who are born in summer don't have to do their homework?

Ask for examples of where people are treated fairly and unfairly. How do (people) you usually react/feel

in these situations?

In smaller groups list feelings that people are likely to express if they are discriminated against and a list of feelings they are likely to express if they are given privilege in a school and community.

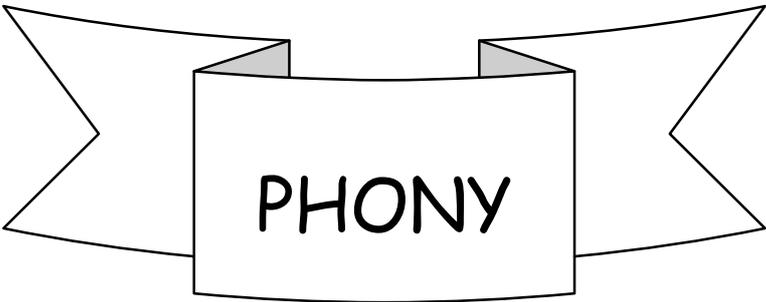
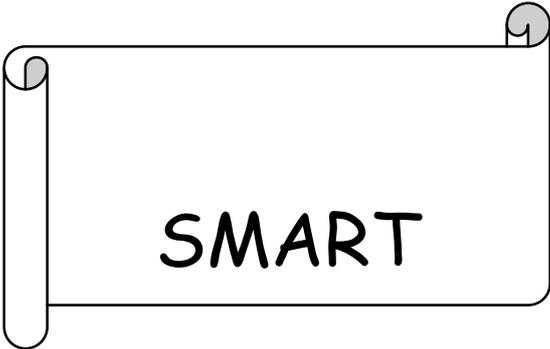
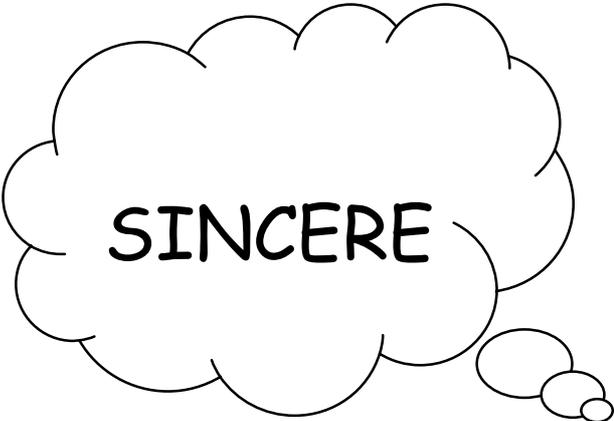
Compare and discuss the lists particularly in relation to the behaviours that could flow from them e.g. discrimination – anger, frustration, aggression or for privilege – pleasure, superiority, importance.

Finish by identifying any strategies that can be used to challenge unfair treatment and list them on poster paper and display them in classroom for future reference.

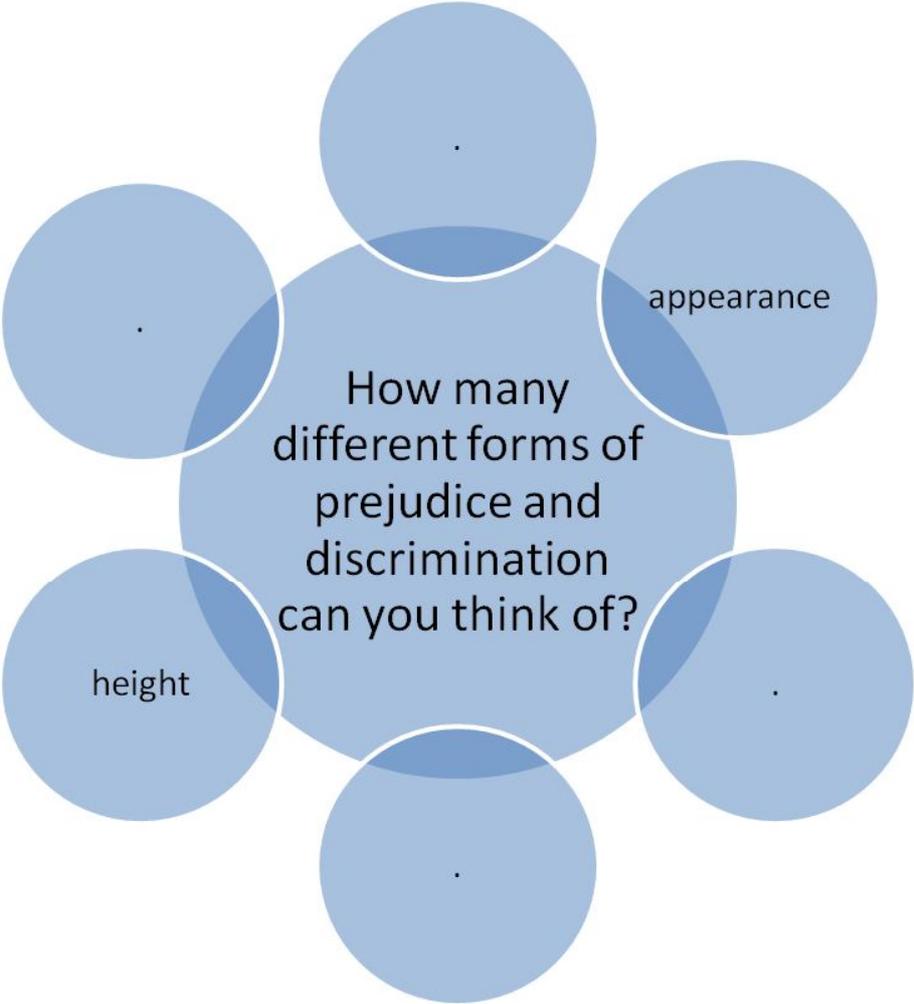
### Handout 1

<b>Has travelled to another country</b>	<b>Can speak at least two languages</b>	<b>Was born in another country</b>	<b>Can define bullying</b>	<b>Would like to travel to another country</b>	<b>Would like to learn another language</b>
Ans_____	Ans_____	Ans_____	Ans_____	Ans_____	Ans_____
Has been to Australia	Is involved in an on-line social network	Is a citizen of Montenegro	Will share an interesting fact about them that others would not know	Knows why we celebrate Independence Day	Has been on an international exchange
Ans_____	Ans_____	Ans_____	Ans_____	Ans_____	Ans_____
Is interested in fashion	Can define discrimination	Has lived in the same house for more than 10 years	Buys clothes made in China	Enjoys sushi	Can name 5 countries in Europe
		Ans_____	Ans_____		

Ans_____	Ans_____			Ans_____	Ans_____
Has tried snails?  Ans_____	Can speak more than one language  Ans_____	Likes learning about the world  Ans_____	Has a passport  Ans_____	Can define prejudice  Ans_____	Plays a musical instrument or can sing  Ans_____
Has their own website  Ans_____	Plays a sport  Ans_____	Has a great smile  Ans_____	Has watched a Harry Potter movie  Ans_____	Sees themselves as a citizen of the world  Ans_____	Has been a refugee or migrant  Ans_____
Likes Italian food  Ans_____	Has more than 3 close friends  Ans_____	Has family living in another country  Ans_____	Has ever been stereotyped  Ans_____	Is concerned about climate change  Ans_____	Has an interesting hobby  Ans_____



**Handout 3**



### **Links to learning standards and specific learning goals**

### **Links to Montenegrin National Curriculum – level A2+**

- Students give their opinions and justify them.
- Students contribute to the formation of an autonomous, democratic, emphatic personality and developing an awareness of their own cultural values, they will be able to act appropriately in intercultural and multilingual environment.

### **Evaluation – assessment of peace education content**

Pair work – Students are given Handout 3 with 2 characteristics around which prejudice and discrimination may occur.

Their tasks are to identify

- any other different forms of prejudice and discrimination with an example if possible. Suggested answers: nationality – stereotyped in the media; gender – defined roles in work; race – bullied or teased; religion – ostracized or persecuted; age – bullied or teased, etc.
- at least two ways that prejudice and discrimination can be reduced. Suggested answers: personal intervention, developing local codes of behavior based on human values such as respect and empathy, media campaigns, upstander intervention, legislation such as human rights or anti-religious vilification policies and anti-bullying programs and policies, etc.

### **Reference the focus questions for student assessment**

- In what ways do we see or experience prejudice or discrimination?
- What are the consequences of prejudice and discrimination?
- How can prejudice and discrimination be reduced or eliminated?

**Tips for teachers**

- Prepare enough copies of handouts, blank A4 paper, envelopes, stick tape, drawn chart.
- Encourage students to join the discussion and give their opinions.
- Choose the ways to divide students into groups such as numbering them off, 1.2.3.4. then 1,2,3,4.....1s then 2s together and so on.

**Retrospect on the lesson**

Lesson preparation
<b>School, city, state:</b> Marko Miljanov Primary School, Podgorica, Montenegro
<b>Teacher:</b> Magdalena Lazović
<b>Grade/student age:</b> VIII and/or IX razred, 14/15 godina
<b>Subject:</b> English language and literature
<b>Lesson topic/teaching unit:</b> Care and Compassion
<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>- To develop values for self and other's feelings;</li> <li>- To feel more comfortable in the community;</li> <li>- To raise awareness of problems in schools such as bullying</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- Students understand the importance of taking responsibility for social actions;</li> <li>- Students become familiar with emotions that different situations cause;</li> <li>- Students become aware of self and other's feelings.</li> </ul> <p><b>Key words</b></p> <ul style="list-style-type: none"> <li>➤ <i>peace</i> - a state of mutual harmony between people or groups; the normal, non-warring condition of a nation, group of nations, or the world;</li> <li>➤ <i>discrimination</i> - treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit;</li> <li>➤ <i>prejudice</i> - an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason;</li> <li>➤ <i>stereotypes</i> - a conventional, formulaic, and oversimplified conception, opinion, or image;</li> <li>➤ <i>collaboration</i> - the act of working with another or others on a joint project;</li> <li>➤ <i>values</i> - a principle, standard, or quality considered worthwhile or desirable;</li> <li>➤ <i>citizenship</i> - the status of a citizen with its attendant duties, rights, and privileges;</li> <li>➤ <i>care</i> - concern;</li> <li>➤ <i>compassion</i> - a feeling of distress and pity for the suffering or misfortune of another, often including the desire to alleviate it;</li> <li>➤ <i>conflict</i> - a state of open, often prolonged fighting;</li> <li>➤ <i>honesty</i> - truthfulness; sincerity;</li> <li>➤ <i>trustworthiness</i> - confidence</li> <li>➤ <i>respect</i> - a feeling of appreciative regard; esteem;</li> <li>➤ <i>responsibility</i> – reliability; a duty, obligation;</li> <li>➤ <i>bullying</i> - treating somebody in an overbearing or intimidating manner.</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>➤ What are the attributes of friendship?</li> <li>➤ How do we look after our friends if they are in trouble or have a problem?</li> <li>➤ What feelings do the conflict situations cause?</li> <li>➤ What is bullying and how do we reduce its effect?</li> </ul>

### **Prior learning**

Before undertaking this activity students should have:

- learned how to work collaboratively and listen to others
- learned to name and identify feelings associated with friendship and conflict
- identified and named core human values such as care and compassion and respect
- learned how to give advice and participate in short conversation

**Lesson type:** Presentation

**Methods:** Communicative approach

**Forms of work:** Frontal, individual, pair and group work

### **Teaching aids**

#### **Reference materials**

- Handout 1 – Bingo card
- Annex 1 – an envelope with pictures of different people
- Handout 2 – a list of five adjectives (scary, sincere, smart, phony and calming)
- Handout 3 – examples of prejudice and discrimination
- Blank A4 paper
- Stick tape
- Drawn chart.

#### **Correlation**

- Mother Tongue
- Civic Education
- Music
- PE
- Class lesson.

### **Lesson procedure**

#### **Activity 1 – Warm-up – Human Bingo**

In this Human Bingo game students find other students in the room according to the information on the bingo card (Handout 1) such as: speaks another language, enjoys school, enjoys football or plays a musical instrument, can define prejudice, has seen an example of discrimination, etc. A small prize could be given for the first student to complete a horizontal or vertical line of 6 answers. The winning card should be read out to check and confirm the answers (the teacher could also participate). Other students could be asked to share their answers to promote discussion around such questions as:

- Are all of us here exactly the same?
- In what ways are we different?
- In what ways are we alike?
- How would you define prejudice?
- What do you find interesting or surprising about members of your class?
- In what ways can our differences or similarities contribute to our class, school or community or cause conflict?

### **Activity 2 – First impressions**

Students are divided into six groups – five students per group. Each group is given an envelope with pictures of different people (Annex 1). Pictures are numbered. Students are also given a list of 5 adjectives (scary, sincere, smart, phony and calming) – Handout 2. In groups they compare people in pictures using given adjectives. They need to agree upon who is the scariest person of them, who is the most sincere person of them, etc.

Students discuss and write down their opinion on the separate sheets of paper, one per each adjective. These papers will be used for comparing opinions of the groups and analyzing the results. Students choose who will present their opinion/comparison. They can choose one or more representatives. Representative(s) of the groups present their opinion about people in the pictures. Other students listen for the similarities and differences among all groups' opinions. Each group sticks their opinion on the drawn chart on the blackboard/flipchart board.

After all six groups have presented their opinions, they are asked:

- Did you notice any similarities/differences?
- In your opinion: Who is the scariest/the most sincere/the smartest/the falsest/the most calming person?
- Was it easy for you to decide? Why? Why not? Was it easier to compare your friends or unknown people? Why?

You have just compared unknown people according to the way they look.

- Do you usually make an opinion about a person according to their appearance?
- Are there times when it would help to learn more about someone before making a judgment?
- Have you ever heard about the term – prejudice? It is an adverse opinion or judgment formed with limited knowledge or facts - when you make a preconceived judgment that leads to an irrational fear or hatred.
- How do people become prejudiced? Where do they learn to behave like that?
- Have you ever experienced prejudice? In what way? How did you feel? Is it possible to be free of prejudice? Have you ever met anyone who was? What can you do about it?
- What can prejudice lead to? What kind of attitude, behaviours and feelings?
- Identify any examples of where discrimination or prejudice has been changed e.g. through a campaign, social media, new rules?
-

### Activity 3 – Fairness

Students are divided in three groups/rows. Each group/row groups themselves according to one of these three categories: eye colour (blue, green, brown), height (short, tall) and month of birth (January-December). For each category a teacher gives an example of an unfair situation.

Examples:

- Eyes: What if today I only let those who have brown eyes go out after the class?
- Height: What if today only the shortest ones can ask questions?
- Month of birth: What if today only those who are born in summer don't have to do their homework?

Ask for examples of where people are treated fairly and unfairly. How do (people) you usually react/feel in these situations?

In smaller groups list feelings that people are likely to express if they are discriminated against and a list of feelings they are likely to express if they are given privilege in a school and community.

Compare and discuss the lists particularly in relation to the behaviours that could flow from them e.g. discrimination – anger, frustration, aggression or for privilege – pleasure, superiority, importance.

Finish by identifying any strategies that can be used to challenge unfair treatment and list them on poster paper and display them in classroom for future reference.

### Annex 1 – People's feelings



bored



anxious



annoyed



angry



upset



sad



furious



excited



depressed



delighted

Handout 1

**Who Are You?**

1. *The most important thing in a boyfriend or girlfriend is ...*
  - a) *personality*
  - b) *looks*
  - c) *common interest*
2. *When I do something stupid and people laugh, I ...*
  - a) *don't care*
  - b) *get upset*
  - c) *laugh with them*
3. *You're in a line for school snack bar. Someone you don't recognize pushes past you in the line. So you ...*
  - a) *do nothing. You will all get service anyway.*
  - b) *feel annoyed. It's your turn, right!*
  - c) *tap him and say: I believe I was next.*
4. *Your best friend passed the audition but you didn't. You ...*
  - a) *are excited. It was a fair go.*
  - b) *feel depressed you didn't.*
  - c) *decide not to compete anymore.*
5. *Your friend is a bit under the weather, you*
  - a) *are relaxed, it's his problem.*
  - b) *are worried and arrange a doctor's visit.*

*c) are anxious and don't know what to do.*

*6. You're at a picnic. There was a small fire and you*

*a) stay calm and don't panic.*

*b) feel upset and start to shout.*

## 19 Problem Page

### Warm-up

1 Look at the Key Words. Which words are positive and which are negative? Use them to describe the people in the photos.

**Key Words: Feelings**

angry, annoyed, anxious, bored, delighted, depressed, excited, furious, nervous, relaxed, sad, scared, upset, worried

2 Do you read advice columns in magazines? What problems do people often describe in their letters?

3 Read the letters (1-4) and match them with the replies (a-d).

4 Which problem is the most serious? Why?



## Problem Busters

### Problems? We'll sort you out!

1 I have a crush on this girl but I'm scared to ask her out. I know that when I ask her, she'll turn me down. What should I do?

2 My friends think I'm happy but I'm not. I'm often depressed but I just don't show it. Should I tell people about my feelings?

3 I look very young. I'm going to college soon and I'm worried that people will laugh at me. What can I do?

4 I'm so upset! I need glasses but I'll look stupid if I wear them. What should I do?

a You should learn to express your feelings. When you feel sad, talk to someone. You won't feel better unless you share your feelings with a friend. And your friendships will also grow stronger when you open up to your friends.

b Just be yourself - if people tease you, don't react and don't be annoyed. There will always be people who love you just as you are. Remember, looking young isn't so bad - you'll look 30 when you're 50.

c If you don't take care of your eyes now, you'll regret it later. Glasses make your life easier. You'll see the difference when you start wearing them. And don't worry! A lot of people look much better with their glasses than without.

d Just ask her out. She won't know you're interested unless you talk to her. If she turns you down, just move on. There are lots of other girls out there!



### Handout 3

Match the words (1-9) with the definitions (a-i)

1. Buster		a) find a solution to a problem
2. to sort out		b) one that breaks up sth
3. to have crush on sb		c) to like sb, to be interested in sb
4. to turn sb down		d) to poke fun at sb or sth
5. to tease sb		e) to reject, to say no to sb
6. to be depressed		f) to feel nervous or uncomfortable
7. to take care of		g) to arouse to impatience or anger
8. to be annoyed		h) to assume responsibility for the maintenance, support or treatment of
9. to be upset		i) to be in a state of emotional or mental distress

Key: 1-b; 2-a; 3-c; 4-e; 5-d; 6-i; 7-h; 8-f; 9-g

### Handout 4

#### I group

Read Maria's letter. Write three pieces of advice to help her to solve the problem.

#### Maria, 14

Some guys from the class are very rude  
to one of my friends. They call her different names.



It makes others laugh, but not me. So I would like

to help her, but I don't dare to tell her anything.

She cries a lot because it's offensive.

I'm so sorry for her, and I constantly try to comfort her.

So I would like to stop the peers teasing her. What should I do?

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

## II group

Read Tom's letter. Write three pieces of advice to help him to solve the problem.

Tom, 15

I have a crush on a girl in my class and I want to

invite her to a party. But I'm afraid she will turn me down.

My friends tease me because I'm shy and then I get

very anxious. If I don't speak to this girl

I'm sure I'll regret it. I really want my friendship

with her to grow stronger. What should I do?



1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

## Links to learning standards and specific learning goals

Links to Montenegrin National Curriculum: Level A2+

- Students talk about possible future events and their consequences;
- Students give advice.

**Evaluation - assessment of peace education content**

**Pair work.** Students think of different endings of the conflict situations ([Handout 3](#)) to think of a possible problem resolution.

**Tips for teachers**

- Prepare enough copies of handouts, coloured paper, stick tape;
- Provide lap top;
- Teacher monitors the activities all the time. If students have difficulties with giving advice, the teacher should arise discussion through questions;
- Choose the way how to divide students into groups e.g. for 6 groups, number off students 1-6, select from a bag of 6 types of sweets or according to birthdays in two-month periods.

**Retrospect on the lesson**

Lesson preparation
<b>School, city, state:</b> Marko Miljanov Primary School, Podgorica, Montenegro
<b>Teacher:</b> Magdalena Lazović
<b>Grade/student age:</b> VIII and/or IX razred, 14/15 godina
<b>Subject:</b> English language and literature
<b>Lesson topic/teaching unit:</b> Environmental Peace
<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>- To develop values of care for our environment;</li> <li>- To respect individual and community needs;</li> <li>- To raise awareness in schools about teaching care for environment;</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- Students understand the importance of taking responsibility for their environment</li> <li>- Students become familiar with negative influence to the environment</li> <li>- Students become aware of their own contribution to the environmental peace</li> </ul> <p><b>Key words</b></p> <ul style="list-style-type: none"> <li>➤ <i>peace</i> - a state of mutual harmony between people or groups; the normal, non-warring condition of a nation, group of nations, or the world;</li> <li>➤ <i>discrimination</i> - treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit;</li> <li>➤ <i>prejudice</i> - an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason;</li> <li>➤ <i>stereotypes</i> - a conventional, formulaic, and oversimplified conception, opinion, or image;</li> <li>➤ <i>collaboration</i> - the act of working with another or others on a joint project;</li> <li>➤ <i>values</i> - a principle, standard, or quality considered worthwhile or desirable;</li> <li>➤ <i>citizenship</i> - the status of a citizen with its attendant duties, rights, and privileges;</li> <li>➤ <i>care</i> - concern;</li> <li>➤ <i>compassion</i> - a feeling of distress and pity for the suffering or misfortune of another, often including the desire to alleviate it;</li> <li>➤ <i>conflict</i> - a state of open, often prolonged fighting;</li> <li>➤ <i>honesty</i> - truthfulness; sincerity;</li> <li>➤ <i>trustworthiness</i> - confidence</li> <li>➤ <i>respect</i> - a feeling of appreciative regard; esteem;</li> <li>➤ <i>responsibility</i> - reliability; a duty, obligation;</li> <li>➤ <i>bullying</i> - treating somebody in an overbearing or intimidating manner.</li> </ul>

**Focus questions**

- How responsible are you to your environment?
- What is pollution and what forms does it take?
- Are you an eco-friendly?

**Prior learning**

Before undertaking this activity students should have:

- learned how to work collaboratively and listen to each other
- learned how to give advice and participate in short conversation

**Lesson type:** Presentation

**Methods:** Communicative approach

**Forms of work:** Frontal, individual, pair and group work

**Teaching aids****Reference materials**

- Handout 1 – Bingo card
- Annex 1 – an envelope with pictures of different people
- Handout 2 – a list of five adjectives (scary, sincere, smart, phony and calming)
- Handout 3 – examples of prejudice and discrimination
- Blank A4 paper
- Stick tape
- Drawn chart.

**Correlation**

- Mother Tongue
- Civic Education
- Class lesson

**Lesson procedure**

Part 1: Students close their eyes and imagine “You’re a fish in the river”. Think about the water: \*Is it clear?

\*What is the bottom like? Are there any plants?

\*Is there anything else in the water?

\*What do you do all day?

\*Do you have any big fish friends?

\*What are your plans for the weekend?

List some of the words and feelings on one side of the board e.g. clean, free, light, contented.

Part 2: Students close their eyes and imagine "You're a fish in a polluted river". Ask the same questions. What was it like to be a fish in a polluted river? Talk to other "fish" in the class about your life in the river. List the words and feelings for living in the polluted river on the other side of the board.

Compare the lists and then follow up with the questions:

- \* How responsible are you to your environment?
- \* What do you do to save nature around you?
- \* How can you protect wildlife in rivers?
- \* Name a few things how you can protect nature. Is recycling one of them?

After discussion students are given (Handout 2) to match new words with the definitions. This will help consolidate their understanding of key words.

#### Activity 2

Students do ex. 2 in Students' book, pg. 80. The Police Station (Handout 1). Student's read the dialogue in pairs and discuss the questions.

As a group discuss:

- \*What are the courses of action available to Ellie and Steve?
- \*Do you think the policeman gave good advice?
- \*Are there any questions that Ellie and Steve or the policeman could ask?
- \*What would you do next?

#### Activity 3

Discuss the concept of environmental protection and the role Greenpeace organization plays.

Students watch the following links:

<http://www.youtube.com/watch?v=jl-d4tNEPUw&feature=relmfu>

<http://www.youtube.com/watch?v=zVu9eawb1QY&feature=relmfu>

<http://www.youtube.com/watch?v=k7nxvX9YalQ&list=PLC62F764D6BFE5AB9&feature=plcp>

As a whole class discuss the following questions:

- \*Have you ever heard of this organization?
- \*What does Greenpeace do?
- \*Are there organisations in your town that play this role? What are they called? Do you know some of their projects?
- \*How is it being dealt with?
- \*What ideas do you have for prevention of pollution at home, at school and in the local community?

Then, students work in groups of 5-6 to role-play a conversation for radiochill.org on the theme "Should all forms of polluting be banned" (Handout 3). Students team up with classmates who have the same role to develop ideas and "strategies" before the role-play begins.

Suggested roles: interviewers Ellie and Steve, Mrs. Brown (Factory owner), Mr. Smith (Greenpeace), talkback callers (Caller A – question to Mr. Brown and Caller B who has a question for Mr. Smith).

One student in each group will act as observer and will have to report back on how successful it was. Ask two students who were listening to give feedback to the students who were speaking.

#### Activity 4

Ask students to brainstorm on the idea "Let's stop pollution" (suggested ideas: you shouldn't drop litter near rivers, walk or ride bikes, take care of plants and other living beings, plant flowers)

Students write brief advice on the small coloured paper, come to the blackboard, and stick it to the tree's branches. Display the poster in the school's hall in order to inform others about pollution.

### Activity 5

A class survey

Students with paper and pen, walk around the class and ask other students:

\*What should you do to prevent environmental pollution?

\*What adjectives describe your feelings about the lesson?

\*Why should all countries oppose the pollution?

\*Did the title of the lesson make you want to read it?

\*How do litter and pollution affect plants and animals?

\*Are you an eco-friendly?

\*How can the school become more eco-friendly?

Then, return to your partner and share your findings. Students could graph their results and display this along with the suggestions for storing pollution.

### Extension activity

Students form a small social action team (5 or 6 interested students) to identify an environmental issue in the school e.g. too many lights on, wasting paper, littering, leaky taps and develop a plan to address the problem.

The plan should include evidence of pollution such as photographs, a list of possible actions, group members responsibility, any resources needed and a timeline for resolving the problem.

Handout 1

**24**  **The Police Station**

**Warm-up**  
1 What can you remember about the story so far?

**Reading and Listening**  
2 Read and listen to the dialogues. Answer the questions.

- 1 What does Steve show the police officer?
- 2 What advice does the police officer give?
- 3 What is Tanya's programme about?
- 4 Who do you think the note is from?

*Ellie and Steve go to the police station.*  
**Policeman:** Can I help you?  
**Ellie:** Yes, we're from radiochill.org, a radio station for young people. We'd like to report something.  
**Policeman:** What exactly?  
**Ellie:** Well, there were dead fish in the river so we took a sample of the water. There are toxic chemicals in it. We've tracked these chemicals to a local cosmetics factory!  
**Steve:** Yes, they're in this shampoo, for example.  
**Policeman:** Are you sure?  
**Ellie:** The analysis was done at the university.  
**Policeman:** Right, you should bring me all your results and samples.  
**Ellie:** Right, we'll do that.  
**Policeman:** And if I were you, I'd go to an environmental group like Greenpeace. I'm sure they'll help.  
**Steve:** That's a good idea.  
**Policeman:** And you'd better be careful.  
**Ellie:** Of course. We will be.  
**Policeman:** I mean, you shouldn't mention the company's name publicly – not until we've finished our investigation.  
**Ellie:** No, we won't. I promise.  
**Steve:** Thanks for your help.  
**Policeman:** Not at all.

*Back at the studio ...*  
**Tanya:** ... so now we know the river is being polluted. Okay, that's all from me on radiochill.org.  
**Abi:** Hey, look at this note. It says, 'We heard your report about the river. It is false. Keep your noses out of other people's business.' There's no name or address.  
**Tanya:** Wow! What should we do?  
**Abi:** Let's phone Ellie and Steve. Maybe we need to check out that factory!

**Speaking**  
3 Look at the Key Expressions. Match the advice (1–4) with the replies (a–d).

**Key Expressions: Giving Advice**

- 1 You **should** bring me all your results.
- 2 If I **were** you, I'd go to an environmental group.
- 3 You'd **better** be careful.
- 4 You **shouldn't** mention the company's name.

a) No, we won't. I promise.  
b) Of course. We will be.  
c) That's a good idea.  
d) Right, we'll do that.



**Skills**

4 Work in pairs. Choose a problem. Give your partner some advice.

**Example**  
A: *Oh no! I haven't done my maths homework and I've got maths next lesson.*  
B: *If I were you, I'd do it now.*  
A: *I can't. I haven't got time.*  
B: *Well then, you should tell the teacher.*

- You haven't done your maths homework and maths is your next lesson.
- It was your boyfriend's/girlfriend's birthday yesterday but you forgot.
- Your parents bought you a new mobile phone but you've lost it already.
- Your friend invites you to stay at his/her house for the weekend but he/she has got a dog and you're allergic to dogs.

**Everyday Listening**

1 Listen to radiochill.org's sports report. Are these sentences true (T), false (F) or is there no information (NI)?

- 1  They have a sports report every week.
- 2  Bristol City football team lost.
- 3  Arsenal are top of the Premier League.
- 4  It was raining during the athletics competition.
- 5  A Russian won the women's 100 metres final.
- 6  Britain finished fourth in the long jump.
- 7  The athletics competition finishes at four o'clock.
- 8  The Bristol ice hockey team are top of the league.

2 Listen Closely The meaning of a sentence can change if you put the stress on a different word. Listen to these examples.

- 1 It's half-past five on Saturday = not quarter-past
- 2 It's half-past five on Saturday = not half-past four
- 3 It's half-past five on Saturday = not Friday

3 Listen to sentences from the sports report and mark the main stress. Then choose the correct meaning (a, b or c).

- 1 Today was a good day for Bristol City.  
a) not yesterday b) not a bad day c) not Bristol Rovers
- 2 Manchester United stay in second place after their draw against Liverpool last night.  
a) not first place b) not win c) not last week
- 3 She just beat the Canadian Sindy Turner by two hundredths of a second.  
a) not the American b) not three hundredths c) not tenths of a second
- 4 The Romanian, Alexandru Telegdy, threw an amazing seventy-three metres.  
a) not Bulgarian b) not seventy-two c) not centimetres
- 5 An important match for Bristol Warriors tonight against top-of-the-table Coventry.  
a) not Bristol Juniors b) not tomorrow c) not bottom-of-the-table



**TIMEOUT!** Page 117, Exercise 24

## Handout 2

Match the words (1-10) with definitions (a-g)

1. pollution		a) to use something again or to convert it to something new
2. toxic		b) harmful or poisonous substances that dirty the air, water or land
3. recycle		c) a small part of anything, intended as representative of whole
4. sample		d) capable to cause injury or to contaminate, to cause death, especially by chemical means
5. environmental		e) relating to, or being concerned with ecological impact of altering the environment
6. analyze		f) to follow the course, to follow the tracks of
7. chemicals		g) to examine so as to determine accuracy, quality or condition
8. track		h) to examine in details in order to discover meaning, essential features
9. check out		i) a substance used for producing a chemical effect
10. greenpeace		g) an independent global org. that acts to change attitudes and behaviour, to protect and conserve the environment and to promote peace

Key: 1-b; 2-d; 3-a; 4-c; 5-e; 6-g; 7-i; 8-h; 9-f; 10-g

## Handout 3

Role A - Mrs. Brown- a manager of the local cosmetic factory

You live in a village near river. Your community has worked in the factory for generations. Without the factory the whole community would die an economic death. You hate Greenpeace. They don't respect your working tradition, need to work and get a salary.

Role B - Mr. Smith, a spokesman of the Greenpeace

As an activist, you believe polluting rivers is totally wrong. Wildlife around and in the rivers is endangered. People's health too. You can not see any reasons to release toxic chemicals into rivers. You'd like to report the local factory to the authorities for putting our lives in danger.

### **Links to learning standards and specific learning goals**

Links to Montenegrin National Curriculum: Level A2+

- Students talk about possible future events and their consequences;
- Students give advice.

### **Evaluation – assessment of peace education content**

A class survey (Activity 5). Students walk around the class and ask questions about pollution. Students could even ask other classes or take questions home to parents.

### **Tips for teachers**

- Prepare enough copies of handouts, small coloured pieces of paper, poster and marker;
- Provide laptop;
- A teacher monitors the activities all the time. If students have difficulties with writing roles, the teacher should arise discussion through questions;
- Choose the way how to divide students into groups.

### **Retrospect on the lesson**

Lesson preparation
<b>School, city, state: "Marshall Tito", Ulcinj, Montenegro</b>
<b>Teacher:</b> Đuro Dabović
<b>Grade/student age:</b> 8 <sup>th</sup> grade (two classes: 8 <sup>th</sup> /1 and 8 <sup>th</sup> /2), 13 – 14 years
<b>Subject:</b> History
<b>Lesson topic/teaching unit:</b> Rule of Prince Danilo I Petrović in Montenegro
<p><b>Operational goals</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>-Develop the ability of critical thinking about different ways of ruling the state in a certain historic period;</li> <li>-Learn to orally answer the questions related to the contents of the text; to write down key terms and important data from the text related to them in the previously prepared map of terms and also to identify the terms in the text.</li> </ul>
<b>Outcomes in relation to education for peace: Students understand the consequences of potential conflicts and realize benefits of peace and coexistence</b>
<b>Key words:</b> archbishop, tsar, prince, legal code, senate, conflict, mediation, dialogue, negotiation.
<p><b>Focus questions:</b></p> <ul style="list-style-type: none"> <li>-Period of rule of Prince Danilo I;</li> <li>-Struggles of Montenegrins for liberating Montenegro of Ottoman rule and process of formation of Montenegrin state;</li> <li>-Formation of ruling state institutions;</li> <li>-Development of culture and education in the Principality of Montenegro.</li> </ul>
<p><b>What is necessary for students to know?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>-On the history map locate the position of Montenegro in the Balkans and estimate the importance of its geographical position as a reason for big powers to be interested to dominate this area,</li> <li>-compare the state institutions formed at the time Prince Danilo ruled with nowadays state institutions;</li> <li>-Learn the culture of dialogue.</li> </ul>

<b>Lesson type:</b> New lesson
<b>Teaching methods:</b> text method and demonstration method.
<b>Teaching techniques:</b> panel discussion and table Z/Ž/N.
<b>Forms of work:</b> individual, group, frontal.
<b>Teaching aid:</b> Photos, history map, computer and projector.
<b>Required materials:</b> thick paper and colour markers.
<b>Correlation: School mediation and Geography</b>
<p><b>Lesson procedure</b></p> <p><b>Introductory activity:</b> Students are being introduced to the teaching theme and rules of work.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>-participate in the discussion about Prince Danilo by telling what they already know about him, and then what would they like to know about him (table: I know/I want to know/ I learned),</li> <li>-watch the portray of Prince Danilo I and talk about it (supplement 1),</li> <li>-listen to the biography of Prince Danilo I,</li> <li>-participate in the talk about biography and say what they learned/heard and write it down in the column <i>I learned</i></li> </ul>
<p><b>Main activity:</b> Analysis of the rule of Prince Danilo I Petrović</p> <p>Students resolve following tasks in small groups:</p> <ul style="list-style-type: none"> <li>-1<sup>st</sup> group: The key reasons for Omer Pasha's attack to Montenegro in 1853 (with the support of the map point out to the main attacks of Osman army and the targets of their attach);</li> <li>-2<sup>nd</sup> group: Prince Danilo I efforts in strengthening the state power, modernisation of the Montenegrin state and introducing the state symbols;</li> <li>-3<sup>rd</sup> group: Prince Danilo's legal code;</li> <li>-4<sup>th</sup> group: The importance of the victory at Grahovac (on the map mark the areas which belonged to Montenegro after the demarcation with the Ottoman empire in 1859);</li> </ul>

- present the findings and answers found during the group work;
- analyse the reports of their peers and discuss about the contents;
- read excerpts from Prince Danilo Legal Code, talk about them, compare the Code with the Legal Code of Petar I, notice and chose similarities and differences;
- form three teams (following the rows in the classroom) and participate in quiz (supplement 4), each group has got its own representative who answers the questions after consulting with the members of the group). The basic rule is that the team who gives the signal first is the first to answer the question. If the answer is not correct, the other team has got the right to answer. Questions bear certain number of points.

Final activity

Students:

1. Talk about the questions in the table Z/Ž/N, analyze the column *I know*, did they really know, if the answers were not correct what are correct answers;
2. Analyse the column *I want to know*, checking to which questions they got the answers and to which not; talk about where to find the answers to the unanswered questions;
3. In the column *I learned* they write down the new knowledge they gained (supplement 3).

Students' activities in the correlation with teacher:

-Students make the presentation on the thick paper which will be put on the wall of the classroom;

Teacher follows and takes care that the rules given at the beginning of the class are being respected, if needed gives additional explanations.

## Supplements

### Supplement 1



Prince Danilo I Petrović – Njegoš (Njeguši, 6<sup>th</sup> June 1826 – Kotor, 13<sup>th</sup> August 1860)

Prince Danilo I was born 1826 in Njeguši. He was 26 years old when he became the ruler of Montenegro. In 1855 he married a Serbian lady from Trieste, Darinka Kvekić, who became the first Montenegrin

Princess. They got the daughter Olga (1859). Prince Danilo I was killed in Kotor in August 1860. The shots were fired by the political dissident Todor Kadić. Prince Danilo I was buried in Cetinje monastery and he still rests there. In 1869 the new settlement on the river Zeta was named after him – Danilovgrad.

Upon his inauguration as a ruler, he went to Russia so that he would be proclaimed for the archbishop, same as his predecessor. However, just before the travel, he decided not to take the archbishop title, but to ask the Russian tsar to allow him to pronounce the Principality of Montenegro. The decision to pronounce Montenegro for the Principality and Danilo I for hereditary prince was made by Montenegrin senate on the 7<sup>th</sup> March 1852 and senators sent it to the Russian tsar for the approval. Russian tsar Nikolaj I supported the decision, hence Montenegro was officially proclaimed principality of Montenegro and Danilo Petrović - Njegoš was declared for hereditary prince. He was the first secular ruler after Djuradj Crnojević.

#### **Supplement 2: Legal Code of Danilo I**

##### **The first**

Each Montenegrin and Highlander is equal in front of the court.

##### **The Second**

To each Montenegrin and Highlander in accordance to heritage and up to date kept freedom, honour, estate, life and freedom are guaranteed nowadays and in time to come; it cannot be that any Montenegrin or Highlander or court can touch these sacred belongings to any rightful Montenegrin and Highlander.

##### **The Third**

The Prince, as a ruler of our land, today and in times to come and forever, stays inviolable person, as a sacred person to each Montenegrin and Highlander, and as such, it is the obligation for each Montenegrin and Highlander to respect him and not to tell anything bad about him, nor to persuade some other people to be against him.

##### **The Sixty sixth**

Each priest in our land is obliged to go to church on Sundays, to keep the church clean, to respect the rules of the wholly church and put them in practice correctly; to teach the people about good as much as possible and to keep establishing the wholly church in people; those who would not do so will be deprived of the wholly rank.

##### **The Eighty fifth**

The markets must be quiet, so that everyone can buy and sell what they need; those who would make disturbances are to be punished with twenty trailers or punished by the imprisonment.

**Supplement 3:** The plan of the blackboard overview

Prince Danilo I Petrović – Njegoš (ruled from 1851 to 1860)

I know	I want to know	I learnt

**Quiz**

1. After which ruler Prince Danilo I came to power in Montenegro?

- a) Petar I,
- b) Šćepan Mali,
- c) Petar II,
- d) Ali-paša Rizvanbegović

2. In January 1853 one of the Turkish conquerors led the army against Montenegro:

- a) Mamhmut-paša Bušatlija,
- b) Omer-paša Latas,
- c) Mehmed-paša Sokolović,
- d) Ali-paša Rizvanbegović.

3. The punishment for avoiding the payment of taxes according to the Danilo's code was:

- a) death penalty,
- b) 5 month is prison,
- c) fine,
- d) Seizure of property.

4. The name of the main army flag introduced by Prince Danilo was:

- a) Montenegrin barjak<sup>34</sup>,
- b) alaj-barjak
- c) Danilo's barjak.

5. The greatest victory of Prince Danilo's army was made:

- a) at Carev laz,
- b) at Kruši,
- c) at Martinića,
- d) at Mojkovac
- e) At Grahovac.

6. Duke Mirko Petrović was:

- a) brother of Petar II,
- b) son of Prince Danilo,
- c) Brother of Prince Danilo.

Correlation with standards:

LLK (lower level of knowledge)

Students:

- understand the position of Montenegro under the Ottoman rule;
- chronologically list dukes of the royal Petrovic - Njegoš family before the rule of Prince Danilo I;
- know the period of rule of Prince Danilo I;
- Students explain ruling state institutions established during the reign of Danilo I;
- Students can explain the importance of the rule of Danilo I for Montenegro;

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<sup>34</sup> barjak – flag (etymology Turkish, also used in the Balkans)

- know the most important events from Prince Danilo's rule,
- understand that it is possible to resolve conflict by peaceful means,
- know what is dialogue and what is mediation;

ULK (Upper Level of Knowledge)

Students know:

- to number the elements by which politics of Prince Danilo differentiates in comparison to the dukes;
- to estimate the importance of "Montenigrin question" in relation to the "big powers";
- to participate in the process of resolving conflicts by using mediation
- to practice mediation steps.

**Evaluation** (estimation of successfulness of the class – contents and elements of education for peace)

Classes held in VII/1 and VII/2 showed the following:

- A) higher level of cooperativeness was reached in the group;
- b) students were developing the ability of "talk" and to the ability of "speech";
- c) the class was interesting for pupils and they independently acquired broader knowledge;
- d) the atmosphere was pleasant, students did not show tension or fear.

**Observations and advises for teachers**

The teaching unit was realized in accordance with the preparation for the class. Students showed the great interest for the teaching contents.

**Advices:** Purpose of the class analysis is for the teacher to note down what was well or badly organised during the class; which work methods were effective, and which were not; what needs to be changed in future.

**Notice:** Two school classes are planned for this teaching unit. It is important not to stop the activity that has begun and not to end it without analysis or discussion. The next class has to begin with the short overview of the previous class so that the teaching unit will be done as a compact unit.

Lesson preparation
<b>School, city, state:</b> Agricultural-Chemical school "Dr Đorđe Radić", Kraljevo, Serbia
<b>Teacher:</b> Marsela Eschenasi Milutinović, pedagogue
<b>Grade/student age:</b> 4 <sup>th</sup> grade high school
<b>Subject:</b> Civic Education
<b>Workshop:</b> The Power of Media and the Possibility of Manipulating Formation of Attitudes
<b>Operational goals</b> <ul style="list-style-type: none"> <li>- problematisation of media objectivity;</li> <li>- making responsible choices, viewing media objectivity as a question of personal responsibility;</li> <li>- developing sensitivity for situations of violation of human rights;</li> <li>- raising awareness of the danger of radical, extremist movements and totalitarian regimes;</li> <li>- encouraging critical thinking (the ability to evaluate received information).</li> </ul>
<b>Outcomes in relation to education for peace:</b> <ul style="list-style-type: none"> <li>- getting insight into the possibility of media manipulation;</li> <li>- getting insight into the power and force of media to create and distort reality;</li> <li>- developing sensitivity to violation of human rights;</li> <li>- enabling students to recognise situations of rights violation;</li> <li>- developing sensitivity for people whose rights have been violated.</li> </ul>
<b>Key words:</b> human rights violation, discrimination, Nazi ideology.
<b>What is necessary for students to know?</b> In previous lessons, students revised their knowledge about Nazi Germany.
<b>Lesson type:</b> analysis.
<b>Teaching methods:</b> interactive method.
<b>Forms of work:</b> workshop.
<b>Teaching aids:</b>
<b>Required materials:</b> photographs and caricatures.

**Correlation:** history.

**Workshop procedure:**

**Activity 1** (10 min)

**Goal:** students will realise that there are no major differences between families, regardless of their ethnicity, etc.

**Procedure:** students are sitting in a circle. They look at the photographs of two families. The photographs date back to the 1930s. The teacher asks the students to look at them closely. Students participate in the conversation and answer the following questions: Can you compare the families in these photos? What similarities do you see in these photographs? Do you see any differences? (The assumption is that the students will answer by describing how they are dressed, how they are arranged in the photographs, how old the children are.)

They think about the past. Can you imagine what their life was like in Europe in the first half of the 20<sup>th</sup> century? How did an average city family live back then? What was the way of life like? (The assumption is that the students will give answers regarding the dress code, non-existence of e-communication, etc). The teacher again shows both photographs to the whole group and says that the surname of a family in one of the photos was Levi, and the other's was Riedesel. The teacher asks: "Does this tell you anything?"

(The assumption is that the students will say that this information does not tell them anything new.)

The teacher introduces the historical background to the lives of these families by saying: "The Levi family was a Jewish family that lived in Germany in 1930s, and Riedesel – a German family that also lived in Germany in 1930s".

**Activity 2** (35 min)

**Goal:** the students will be introduced to the power of Nazi media manipulation and its influence on the forming of attitudes in the majority of members of the German people; through presenting the group work, students will express their thoughts and develop empathy with Jewish people, which the Nazi propaganda degraded both in physical and intellectual sense.

**Procedure:** we will travel back in time to those times to sense the atmosphere, fears and attitudes that the ruling Nazi structures in Germany tried, and succeeded, to instil into the majority members of the German people.

Initiate thinking and discussion with the question: "What do you think, how did the Nazi succeed to create an atmosphere of hate and intolerance among their fellow citizens towards other ethnic groups, on one hand, and also awareness of their own nation as being the superior one, on the other?"

(At this point, one should accept students' thoughts and not insist on the power of the media in forming opinions.)

Divide students into groups (four to five students per group) and give them a task to analyse caricatures and photographs in which Jewish people are degraded physically and intellectually.

**Task:** analyse the caricatures and the photographs that you were given. Say what you see in them (how were the people presented, how do the people in the photographs look, how are they dressed, what is their facial expression like, who are Jews, who are Germans, and on what basis do you draw the conclusions, etc.)

Groups share their observations: group representatives present the caricatures to other students and share their impressions.

The teacher introduces them to the Nazi propaganda apparatus through the editorial policy of the paper called *Der Sturmer*, a popular weekly paper, which greatly contributed to spreading hatred of Jewish people. The bottom of each page read "Jews are our misfortune."

Students get a supplement about said weekly paper. They take part in the conversation at the level of a large group: What message does such presentation of a nation send? What is the purpose of such caricatures? What influence can they have if they appear every day in a paper, for example? Can it influence forming of people's opinions in that way? Why?

**Supplements:** photographs and caricatures.

**Evaluation** (assessment of the level of success of the lesson – contents and elements of education for peace): a short evaluation can be done about the change of attitudes before and after the workshop.

**Review of lesson realisation and tips for teachers:**

Through presenting the media propaganda machinery of that time, that discriminates, takes away rights and jeopardises human rights, the students are simply i.e. tangibly explained how a climate in which Jewish people became synonymous to misfortune, evil, illness, was created in a society. Through this topic's contents, students realise, see, understand and develop awareness of fatal consequences of a totalitarian regime. They understand the term *discrimination* and what consequences it may have. They learn how to respect the rights of those who have a different cultural identity, they develop sensitivity to protection and violation of human rights. This topic's contents influence formation of critical thinking in students through understanding that media, with their powerful influence, can manipulate and influence the forming of attitudes.



Family of George and Catherine Piedmont of Wheatland  
Front: Adolph Kiesel, Catherine, George, Kate, Gustav  
Back: Emma, Catherine, George, Anna, Fred  
Not pictured: Lillian, Laine



**Der Stürmer**  
Deutsches Wochenblatt zum Kampfe um die Wahrheit  
HERAUSGEBER: JULIUS STRAUSSER

19      Freitag, im Mai 1937      12. Jahrgang

### Jüdische Blutschande

Der Skandal über die Zwangsarbeit (Kolonien) / Ein Jude schändet sein nichtjüdisches Weibchen / Schandliche Verbrechen eines rabbinischen Lehrlings / Schändet die deutsche Jugend!

**Schand dem Teufel**

Die Juden sind unser Unglück!

**Der Stürmer**  
Deutsches Wochenblatt zum Kampfe um die Wahrheit  
HERAUSGEBER: JULIUS STRAUSSER

48      Sonntag, im Dezember 1936      12. Jahrgang

### Ist die Judenfrage gelöst?

Die Bergeltungsmassnahmen gegen die Juden / Die weltberühmte Aufgabe Deutschlands / Der Kampf geht weiter

**Neckelnde**

Die Juden sind unser Unglück!



Lesson preparation
<b>School, city, state:</b> "Djordje Radić, agricultural and chemical secondary school, Kraljevo
<b>Teacher:</b> Aleksandra Jovankin, psychologist
<b>Grade/student age:</b> 1 <sup>st</sup> grade, aged 14 - 15
<b>Subject:</b> Civic education
<b>Lesson topic/teaching unit:</b> Stronger/weaker sex
Operational goals: -Questioning roles of men and women predetermined by society; -Questioning personal attitudes related to male and female identity and roles; -Recognizing personal responsibility for gender roles in the society.
<b>Outcomes in relation to education for peace:</b> It is expected that through discussion and exchange of opinions about the traditional gender roles students give critical overview. The discussion will help them realize inequality and different treatment of people based on the gender, but also possibility to become aware that such models of behaviour could be different. Students will question the role of an individual in creating the picture about gender roles and will consider the personal responsibility for it.
<b>Key words:</b> female and male gender, attitudes, tradition differences.
<b>Focus questions</b>
<b>What is necessary for students to know?</b> During the previous classes students talked about differences inequality of certain groups.
<b>Teaching methods:</b> .
<b>Forms of work:</b> workshop
Required materials: -whistle, -the list of statements or attitudes; could be broadened, especially if the group of students in the class is big. Other possibility is to distribute same statements for several times. (the supplement)
<b>Correlation:</b> History
<b>Lesson procedure:</b> <b>Scenario of the workshop</b> <b>1<sup>st</sup> step (5 min):</b> The goal: Associations and immediate reactions to male or female characteristics in order to get information about the prejudices about male or female characteristics. Procedure: Sitting in the circle, the student take turns in saying the sentence;"Male characteristic is..." , the next says:"If that is a male characteristic (repeats what has been said), "...then female characteristic is...". It goes on until each student said at list one sentence.  <b>2<sup>nd</sup> step ( 30 min)</b> <b>The goal:</b> Questioning roles of men and women predetermined by society. <b>Procedures:</b> Students form pairs. It is better that pairs are gender mixed (if possible). Since the teachers know the group, he/she can plan how to pair students. Students sit in pairs facing each other. One is

person A, the other person B. Person A takes one list and advocates for the statement on it. The task for person A is to persuade person B, while the task for person B is to explain why she/he opposes the attitude from the list. After 2 minutes teacher signals with the whistle and all B persons move to place next to them. In this way all have got the new pair and the exercise continues. Now B persons draw the lists, advocate for the attitude presented on them, while A persons oppose the attitude and after each whistle signal they change places. The change of places could happen up to five times, or teacher estimates what is sufficient.

### **3<sup>rd</sup> step (10 min)**

**Goal:** Questioning personal attitudes related to male and female identity and roles as well as personal responsibility for gender roles in the society.

Procedure: Questions for the discussion:

- Which were the situations that you had the feeling your partner was listening to you?
- Which were the attitudes that you defended easily and which attitudes were difficult to be defended? Why?
- What were the ways that your partners used to oppose you?
- Were you thinking whether to change the attitude? When?
- In what ways the prejudices about gender roles are formed? What is the role of society in creating discrimination?
- Who and when is responsible for creating gender roles in the society?

**Supplements:** List of statements

**Evaluation** (estimation of successfulness of the class – contents and elements of education for peace)

A short evaluation on the attitudes related to gender and the change of attitudes could be done prior and after the workshop.

#### **Observations and advises for teachers:**

When students were talking about gender, the differences was the most notable theme. However, the gender differences could lead to inequality in the society and to the unequal treatment. The roles we were acquire during the childhood are easily rooted and could lead to gender discrimination.

When students think about the creation of gender roles, especially traditional ones, they become aware of the fact that the roles were not given by birth, but developed by family and society. Through the discussion, students could recognize the dominant attitudes related to certain gender, but also the ways to overcome them and to create the broader picture about gender role.

**Suppliment:** the list of statements

Women have got equal opportunities during the process of developing professional careers as men.

It should be prescribed by the law that mother is allowed to stay with the baby for the first six months after the birth, and for the next six month it should be father who takes the leave from work.

The responsibility for protection against sexually transmitted diseases, AIDS and unwanted pregnancy should be shared by girls and boys.

In practice, there are no obstacles for women to report freely on any kind of physical abuse or any other harassment in marriage.
There are no differences between single mother and single father regarding life difficulties.
If the young girl gets attached by a man, she should ask herself in what way she contributed to it.
Women are physically sensitive and gentler gender, therefore there are less of them in professions like: surgeons, pilots, etc.
Men can not do so-called female professions (teacher, midwife, etc) as good as women do.
A small boy playing with the doll and a small girl playing with the toy gun should replace the toys.
Women are more peaceful than men.

Lesson preparation
<b>School, city, state:</b> Agricultural-Chemical school "Dr Đorđe Radić", Kraljevo, Serbia
<b>Teacher:</b> Aleksandra Jovankin, pedagogue
<b>Grade/student age:</b> 1 <sup>st</sup> grade high school
<b>Subject:</b> Civic Education
<b>Workshop name:</b> Violence
<b>Operational goals:</b> <ul style="list-style-type: none"> <li>- Adopting the fact that there are different forms of violence</li> <li>- Discussing the topic of violence</li> <li>- Raising the question of responsibility for violence in society</li> </ul>
<b>Outcomes in relation to education for peace:</b> <ul style="list-style-type: none"> <li>- Students are expected to think about types of violence they didn't think about before or did not recognise them as violence. Through discussion and analysis of various statements, the students express their opinion and views of certain forms of violence and explain their attitudes.</li> <li>- The discussion also raises the question about who is responsible for certain forms of violence. Students realise that responsibility can be set from the "top", but that it is also often personal, individual.</li> <li>- Students raise awareness of their personal responsibility and a possibility of a different model of acting in cases of violence.</li> </ul>
<b>Key words:</b> violence, forms of violence
<b>What is necessary for students to know?</b> <p>This lesson builds on previously processed topic of the term violence, its definition and forms that students recognise in their environment.</p>
<b>Teaching methods:</b> interactive method.
<b>Forms of work:</b> workshop way of work.
<b>Teaching aids:</b>
<b>Required materials:</b> <ul style="list-style-type: none"> <li>- Statements (supplement)</li> <li>- Three bigger pieces of paper with writings:</li> </ul>

1. "Violence"
2. "I can't decide"
3. "Not violence"

**Correlation:** history.

**Workshop scenario:**

**Step 1 (5 min)**

**Goal of Step 1:** Revision of the term violence, forms of violence, particularly peer violence.

**Procedure:** Through conversation and questions, students are reminded of the previous lesson when they talked about what violence is, what types of violence there are and which forms they recognised in their environment, in school in particular.

**Step 2 (35 min)**

**Goal of Step 2:** Realising the cause of violence. Discussion and exchange of opinions about various forms of violence.

**Procedure:** The teacher lays out on the floor and arranges around the classroom statements/attitudes that have already been prepared and printed on a separate sheet of paper. At least one statement per student should be provided. The teacher explains to students that they need to choose an attitude: whether the statement they have chosen is violence or not? The third option is that they cannot decide. The students take one statement each, read it, think about it and place it on previously prepared large sheets of paper on which the following is written: "Violence" and "I can't decide" that are placed in the middle of the classroom, while in another place in the classroom there's a sheet of paper with "Not violence" written on it. Students and the teacher return to the circle and agree on which group of statements they will analyse first. The teacher can suggest that it should be the group "I can't decide".

This is followed by discussion: "Do you think that this statement is in the right place?", "Please explain why if you think that it is."; "Also, please explain why if you think that it is not."

In the same way all statements are analysed and if students think that it is necessary, they are moved from their original positions.

**Step 3 (5min)**

**Goal of Step 3:** Re-evaluation of personal responsibility for violence and individual preventative actions.

**Procedure:** Questions to students:

How do you see responsibility for certain forms of violence?

What can we do personally to prevent violence?

What forms of violence can be prevented by our individual behaviour, by using a peaceful approach?

**Supplements:** Statements (Supplement 1)

**Review of lesson realisation and tips for teachers:****Note to teachers:**

During discussion, certain statements will be characterised as violence, but some of them are in fact stereotypes or prejudices that can easily "slip" and cause violence. Students can put such statements on the sheet/field "*Not violence*", but it is important to point out that cognitive component of prejudice can lead to an action that is violence. Care should be taken that during the discussion and comments we should direct students to accept the fact that the victim is never at fault and that they should not fall into a trap to blame the person to whom the violence is happening, as in the statement in which the woman is returning to her family. Students should be explained that sometimes circumstances are not supportive for an individual or a group of people (e.g. not enough support from the community, family, unemployment, fear of manipulating children, etc), as well as the fact that the social system is such that it supports blaming the group that is marginalised or the group that is victim of violence with the saying "Well, it's their own fault".

Certain statements will initiate discussions about personal or collective guilt of violence, while some will be interpreted as justification of violence. It is important to start a discussion with students and try to review all the terms that have been processed throughout the school year (prejudices, stereotypes, components of prejudice, gender equality, right to diversity) and link all that to the topic of violence.

**Supplement 1:**

The teacher punishes the whole class because no one will say who knocked over the board.
The teacher gives student a lower grade in the test in the Serbian language because there are many corrected mistakes from Ijekavian to Ekavian dialect.
The student gets a bad mark in his test for helping his friend to do his test.
A boy shows his love for a girl from the same class by pinching her for her behind.
A group of students laughs loudly at a boy who came to school in dirty trousers and an old jacket.
A man is being tried in court for attempting to physically and sexually assault a girl. His defence is that the girl was wearing a very short skirt, red lipstick, a t-shirt with deep décolletage, and that with her appearance was teasing and that it was her fault that he was attracted.
Women are more peaceful than men.
Roma students are accountable for failing to finish school because they do not try hard enough to achieve the same results as other students.
Parents of children from one class are protesting because the school is planning to also enrol students from a local special needs school (students with special needs) because their school is being closed down.
Parents don't allow their children to play with their neighbours who are refugee returnees.
A rich country's government is helping a smaller African country to get civilised.
Real men serve the army, never civil service.
The police are using water hoses to disperse gathered workers who are on strike due to unpaid wages.
A policeman beats up a husband who beat up his wife.
A father hits his son who took a bike from another boy.
At a job interview, a woman is asked if she plans to have a child in the next three years.
At employment, they ask you for your religion or party affiliation.
No smoking is allowed in a restaurant and they ask the guest who is a smoker to leave the restaurant.

People who are overweight should pay for two tickets on the bus or plane since they take up two seats.
In the location where there used to be a field, between the buildings where children used to play, they are now planning to construct a new building.
The Roma people who used to live in makeshift houses because their tenement question was unresolved, are moving to new flats given by the city. The tenants who already live in the same building are protesting against that.
Children of divorced parents should belong to the mother.
Serbia is the country of all Serbs.
Rapists accused of raping underage girls should be given death sentence.
Neighbours are not reacting to calls for help from a woman living in their building who is often beaten by her husband, because they called the police once, but the woman later returned to live with her husband.

Lesson preparation
<b>School, city, state:</b> "Đorđe Radić, agricultural and chemical secondary school, Kraljevo
<b>Teacher:</b> Aleksandra Jovankin, psychologist
<b>Grade/student age:</b> 2 <sup>nd</sup> grade, aged 15-16
<b>Subject:</b> Serbian language and literature
<b>Lesson topic/teaching unit:</b> Folk proverbs
<p><b>Operational goals:</b></p> <ul style="list-style-type: none"> <li>-Noticing gender differences;</li> <li>-Perceiving the ways gender differences and gender expectations are being linked to capacities, characteristics and behaviour of men and women;</li> <li>-Becoming aware of transmission of models of gender differences over proverbs and sayings during long period of time;</li> <li>-Suggesting the ways for overcoming gender stereotypes.</li> </ul>
<p><b>Outcomes in relation to education for peace:</b></p> <ul style="list-style-type: none"> <li>-Students recognize gender stereotypes;</li> <li>-Students will notice that gender stereotypes are transmitted through culture and tradition;</li> <li>-Students will develop critical thinking towards messages of gender stereotypes.</li> </ul>
<b>Key words:</b> male gender, female gender, sayings proverbs, gender stereotypes.
<b>Lesson type:</b> acquiring new knowledge
<b>Teaching methods:</b> interactive method
<b>Forms of work:</b> workshop
<b>Teaching aid:</b>

<p><b>Required materials:</b> cards (in the supplement)</p> <p>-flip-chart paper, markers.</p>
<p><b>Correlation</b></p>
<p><b>Lesson procedure:</b></p> <p><b>Scenario of workshop:</b></p> <p><b>1<sup>st</sup> step (5 min):</b></p> <p><b>Goal:</b> Preparatory work for the central part of the activity: cards with parts of proverbs are distributed.</p> <p><b>Procedure:</b> Mix the cards and distribute them to students. If there are more students than cards, they could take them in pairs. If there are more cards, some students can take two cards. Give students instruction to read for themselves the part of the proverb they got and to check if they got A or B part.</p> <p><b>2<sup>nd</sup> step (30 min):</b></p> <p><b>Goal:</b> Noticing gender differences. Perceiving the ways gender differences and gender expectations are being linked to capacities, characteristics and behaviour of men and women. Becoming aware of transmission of models of gender differences over proverbs and sayings during long period of time.</p> <p><b>Procedure:</b> The first student reads the beginning of the proverb from the card A. Ask students with B cards to guess who has got the continuation of the proverb. When the pair is found and the proverb read, talk with students about the meaning of the proverb. What is main message in the proverb or in the saying? Continue the same procedure for all sayings and proverbs.</p> <p><b>Explanation and possible comments to the proverbs:</b></p> <ol style="list-style-type: none"> <li>1. An archaic proverb warns that women cannot keep the secret.</li> <li>2. The proverb underlines that a woman should take care about her husband's appearance, while a man should take care not to be dishonest.</li> <li>3. The proverb stresses that the cry is woman's best weapon.</li> <li>4. The attitude about the distribution of roles: women always talk, while man work.</li> <li>5. The warning that man should not marry a beautiful wife because she will cheat on her husband or leave.</li> <li>6. The proverb says that women are made to please men, to give themselves physically to men.</li> </ol>

7. The proverb warns that woman should not be praised or indulged.
8. The proverb comments on a woman who is a barren woman.
9. Proverb says that woman should respect her husband, regardless of his behaviour.
10. Proverb stresses fraudulence of women.
11. An archaic proverb tells that mother and a daughter are the same.
12. Proverb stresses thrift as woman's virtue.
13. Proverb warns that a rich wife dominates her husband.
14. The saying stresses difficulties a man is having with the stubborn woman.

**Questions for discussion:**

What is the basis for the creation of general beliefs about women and men? What kind of messages this proverbs bear? Can we generalise these messages? Do you personally know at least one man or one woman who does not correspond with the description from the proverbs? Are these sayings/proverbs in accordance with real life and gender roles?

Do you notice the link between creation of stereotypes and prejudices with the understanding of gender roles according to proverbs?

**The 3<sup>rd</sup> step (10 min)**

**Goal:** Realizing that there are the ways of overcoming gender stereotypes.

Procedure: Form four groups of students; each group gets one flip-chart paper. Questions for all groups: What are the ways to fight against creation of gender prejudices? What can we do in the class, in school, in community in order to have less gender stereotypes? After the group discussions, each group writes down the suggestions on the flip-chart paper and reports back to the whole group.

**Supplements:** The cards with proverbs and sayings.

**Supplement 1: Cards with proverbs**

<b>A cards</b>	<b>B cards</b>
1. A woman will keep the secret	she does not know.
2. A woman wears her husband on her face	while man wears his wife on his shirt.
3. A woman relies on cry,	and a bum on the lie.
4. Women are to talk	and men to work.
5. A beautiful wife and vineyard	should not be by the road.
6. The body of a woman was made	as a gift to a man.
7. Do not cuddle your wife too much	but take a good care about her.
8. A woman without a child is	apple tree without fruits.
9. A good wife would respect her husband	even if he were a rooster.
10. It is as difficult to keep someone else's money	as it is to take care about your own wife.
11. Take a good look at mother,	then ask for a girl's hand.
12. It is more worth what a woman saves,	than what a man earns.
13. A wife who brings the dowry	rules her husband.
14. It is easier to cook the iron	than to overpower woman's stubbornness.

## ANNEXES

### ORATIONS OF 7<sup>TH</sup> GRADE STUDENTS AT MIROSLAV ANTIĆ PRIMARY SCHOOL IN BELGRADE

#### **Author: Nađa Bulajić**

The history of every nation is accompanied by important events such as discoveries, wars, reconciliations... In wars, some countries are completely devastated.

Montesquieu once said: "Fortunate are those nations whose history has been uneventful". Indeed, there is much truth in that. Not only do children in those countries have less to learn in history, but also the people are more fortunate because they did not have to go through war suffering. There are no consequences such as millions of dead or destroyed buildings that had been created for years.

Today, in Belgrade, we still have destroyed buildings that remind us every day of what we went through, or of those who did not survive... And Switzerland, for example, as a neutral state, has not taken part in any wars or conflicts with other states. We can assume that they do not have bad and sad memories like most of other nations. Their history could serve as an inspiration, as they seem to have been able to preserve peace.

#### **Author: Jelena Lazić**

"Peace, namely, is not a consequence of war, but a virtue that is born out of bravery of the spirit." This was once said by the famous Dutch philosopher Baruch Spinoza. He is believed to have been one of the most important thinkers of the 17<sup>th</sup> century.

But when we talk about peace, we must be very serious, people. Peace is extremely important for all of us together. We cannot exist if there is no peace among us. Peace connects us and makes us a community.

Why wage wars, quarrel? Whatever the reason, it's worth less than peace, than life in peace.

But I cannot make people not wage wars. I can only try to have good relationships with everyone around me.

Please do not fight, do not insult each other, because peace gives us love, and we can't be without love: it is love exactly what makes us happy!

**Author: Petar Milošeski**

War. Such a short word, yet so heavy and evil.

It dates back to old times.

It has existed for centuries and has always filled the world with widows, orphans..., left families without heirs and made brothers die in the same battle.

Machine guns, rifles, bombs... Destroyed and devastated houses, lives torn apart, childhoods cut short... A chronic disease of this world of ours. A sea of tears, suffering, heavy thoughts... Chaos, desperation...

Peace. Also such a short word, yet full of life and meaning. One of the most beautiful and most comprehensive words in the world! Beauty and joy, smile in the heart and the eye.

Freedom to learn, love, play, laugh – live.

**Autor: Bogdan Lazarević**

"Peace be within thy walls, and prosperity within thy palaces. For my brethren and companions' sakes, I will now say, Peace be within thee!"

These were the words of Saul's son. The words of a boy who, according to the Bible legend slew Goliath the giant with a stone from a sling! Later these were also words of a man attributed with the famed *Psalms*, the most important work of old Hebrew poetry.

These were the words of king David.

Even then, David was speaking of peace. But let us ask ourselves what is actually peace?

Is peace when we can fall asleep peacefully, or if there are no fights or violence in the family?

Can you get peace with a piece of paper?

Can one man, in the name of a whole nation, decide whether we will be at peace or at war with someone?!

Now, when I think more carefully, I indeed wish peace on all of you, and it's not just a phrase. That's what I think. And feel. Because, if people around me are untroubled, then in some way, I am too.

But, ok – who is going to start first?

It seems that the old saying applies here too: first, start from yourself.

When I think of wars full of killing, all the hatred towards people we don't even know! As if people in war are unaware, unreasonable, hopeless... As if they are under a spell. They kill people who are just like themselves without knowing it. They kill without reason, from fear not to be killed...

Some may live to breathe freedom again, clean air of life and live in peace again like before.

"Peace be within thy walls, and prosperity within thy palaces. For my brethren and companions' sakes, I will now say, Peace be within thee!"

**Author: David Galić**

When someone mentions peace, I think of peace in the world. In the world without aggression, violence, war... and sorrow. In the world ruled by love and understanding among people.

War has always been one of the greatest world problems. From Greek-Persian wars and before, to the First and Second World war to... God knows where... Wars never seem to end!

As if all those world conquerors do not understand that to win a war doesn't mean a thing, and that to win peace is the greatest victory man can win!

So much suffering and sorrow during thousands of years, so much pain... It makes no sense. Who can have justification for that!?

Millions of people have suffered for..., for..., for what?! Who knows for what? WHO?

As if no one understands that countries have fought senselessly because people - hated each other!!!

Peace comes from man. From each and every one of us. Do not look at me! Start from yourself! For peace is a battle for love and goodness!

And we, even though we are only in primary school, and have no impact on world peace, we are right now learning how to maintain peace for a happy and carefree future!

**Author: Luka Milošević**

It is as if the world is in a constant state of unrest..., they are always mentioning some new casualties in the news. World peace is often a question raised in discussions in our society. The questions asked are: Will it ever be achieved? When? Is it at all possible? These questions confused many very wise people.

Political situation, culture, religion – this all affects our beliefs.

In my opinion, peace is a term that most often refers to the absence of aggression, violence or hostility. In society, peace happens when different wishes unite in a treaty. Peace is based on culture, education, family values, life experience... But the foundation is the same: all this without war and killing.

We should understand that if we want peace, we need to live peacefully, to love, to know how to forgive. If we only wonder if the world peace will just happen, we will achieve nothing. If we start to live peacefully, we will create at least a bit of world peace!

The letter of student peer mediator

My name is Leon Sejdini, student of the 8<sup>th</sup> grade in the primary school "Naim Frasheri". When I was in the 5<sup>th</sup> grade, I started participating in school mediation events. After many trainings, seminars and workshops about mediation, now I am an active peer mediator in my school. My task is to give advises to my peers and to try to prevent conflicts. If some conflict happens, I invite my peers or they come to us mediators and we try to resolve it. It is easy to recognize peer mediators in my school. Each day we have got "the peer mediator on duty" who is wearing the T-shirt with the label: "peer mediator", so that all other students know whom to address. I want to tell to all students to participate in workshops on mediation and social skills, because they will learn many important things.

I am happy that I can contribute to the reduction of conflicts in our school.



## Culture of Peace

### A

#### Declaration on a Culture of Peace

The General Assembly,

Recalling the Charter of the United Nations including the purposes and principles contained therein,

Recalling the constitution of the UNESCO 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',

Recalling also the [Universal Declaration of Human Rights](#) and other relevant international instruments of the United Nations system,

Recognizing that peace is not only the absence of conflict, but requires a positive, dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation,

Recognizing also that the end of the cold war has widened possibilities for strengthening a culture of peace,

Expressing deep concern about the persistence and proliferation of violence and conflict in various parts of the world,

Recognizing further the need to eliminate all forms of discrimination and intolerance, including those based on race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status,

Recalling its resolution [52/15](#) proclaiming the year 2000 the 'International Year for the Culture of Peace' and its resolution [53/25](#) proclaiming the period 2001-2010 as the 'International Decade for a Culture of Peace and Non-Violence for the Children of the World',

Recognizing the important role UNESCO continues to play in the promotion of a culture of peace,

1. Solemnly proclaims this *Declaration on a Culture of Peace* to the end that governments, international organizations and civil society may be guided in their activity by its provisions to promote and strengthen a culture of peace in the new millennium.

Article 1: A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on:

- Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;
- Full respect for the principles of sovereignty, territorial integrity and political independence of

States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;

- Full Respect for and promotion of all human rights and fundamental freedoms;
- Commitment to peaceful settlement of conflicts;
- Efforts to meet the developmental and environmental needs of present and future generations;
- Respect for and promotion of the right to development;
- Respect for and promotion of equal rights of and opportunities for women and men;
- Respect for and promotion of the rights of everyone to freedom of expression, opinion and information;
- Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations;

and fostered by an enabling national and international environment conducive to peace;

Article 2: Progress in the fuller development of a culture of peace comes about through values, attitudes, modes of behaviour and ways of life conducive to the promotion of peace among individuals, groups and nations;

Article 3: The fuller development of a culture of peace is integrally linked to:

- Promoting peaceful settlement of conflicts, mutual respect and understanding and international cooperation;
- Compliance with international obligations under the [Charter of the United Nations](#) and international law;
- Promoting democracy, development and universal respect for and observance of all human rights and fundamental freedoms;
- Enabling people at all levels to develop skills of dialogue, negotiation, consensus building and peaceful resolution of differences;
- Strengthening democratic institutions and ensuring full participation in the development process;
- Eradicating poverty and illiteracy and reducing inequalities within and among nations;
- Promoting sustainable economic and social development;
- Eliminating all forms of discrimination against women through their empowerment and equal representation at all levels of decision-making;
- Ensuring respect for and promotion and protection of the rights of children;

- Ensuring free flow of information at all levels and enhancing access thereto;
- Increasing transparency and accountability in governance;
- Eliminate all forms of racism, racial discrimination, xenophobia and related intolerance;
- Advancing understanding, tolerance and solidarity among all civilizations, peoples and cultures, including towards ethnic, religious and linguistic minorities;
- Full realization of the rights of all peoples, including those living under colonial or other forms of alien domination or foreign occupation, to self-determination enshrined in the [Charter of the United Nations](#) and embodied in the international covenants on human rights, as well as in the Declaration on the Granting of Independence to Colonial Countries and Peoples contained in GA Resolution 1514 (XV) of 14 December 1960;

Article 4: Education at all levels is one of the principal means to build a culture of peace. In this context, human rights education is of particular importance;

Article 5: Governments have an essential role in promoting and strengthening a culture of peace;

Article 6: Civil society needs to be fully engaged in fuller development of a culture of peace;

Article 7: The educative and informative role of the media contributes to the promotion of a culture of peace;

Article 8: A key role in the promotion of a culture of peace belongs to parents, teachers, politicians, journalists, religious bodies and groups, intellectuals, those engaged in scientific, philosophical and creative and artistic activities, health and humanitarian workers, social workers, managers at various levels as well as to non-governmental organizations;

Article 9: The United Nations should continue to play a critical role in the promotion and strengthening of a culture of peace worldwide,

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## **B**

### **Programme of Action on a Culture of Peace**

The General Assembly,

Bearing in mind the Declaration on a Culture of Peace adopted on 13 September 1999;

Recalling its resolution [52/15](#) of 20 November 1997, by which it proclaimed the year 2000 the International Year for the Culture of Peace, as well as its resolution [53/25](#) of 10 November 1998, by which it proclaimed the period 2001-2010 as the International Decade for a Culture of Peace and Non-violence for the Children of the World;

1. Adopts the following Programme of Action on a Culture of Peace,

A. Aims, strategies and main actors

1. The Programme of Action should serve as the basis for the International Year for the Culture, of Peace and the International Decade for a Culture of Peace and Non-violence for the Children of the World.
  2. Member States are encouraged to take actions for promoting a culture of peace at the national level as well as at the regional and international levels.
  3. Civil society should be involved at the local, regional and national levels to widen the scope of activities on a culture of peace.
  4. The United Nations system should strengthen its on-going efforts promoting a culture of peace.
  5. UNESCO should continue to play its important role in and make major contributions to the promotion of a culture of peace.
  6. Partnerships between and among the various actors as set out in the Declaration should be encouraged and strengthened for a global movement for a culture of peace.
  7. A culture of peace could be promoted through sharing of information among actors on their initiatives in this regard.
  8. Effective implementation of this Programme of Action requires mobilization of resources, including financial resources, by interested governments, organizations and individuals.
- B. Strengthening actions at the national, regional and international levels by all relevant actors through:
9. Actions fostering a culture of peace through education:
    - Reinvigorate national efforts and international cooperation to promote the goals of education for all with a view to achieving human, social and economic development and for promoting a culture of peace;
    - Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination.
    - Involve children in activities for instilling in them the values and goals of a culture of peace;
    - Ensure equality of access for women, especially girls, to education;
    - Encourage revision of educational curricula, including textbooks bearing in mind the [1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy](#) for which technical cooperation should be provided by UNESCO upon request;
    - Encourage and strengthen efforts by actors as identified in the Declaration, in particular UNESCO, aimed at developing values and skills conducive to a culture of peace, including education and training in promoting dialogue and consensus-building;
    - Strengthen the ongoing efforts of the relevant entities of the United Nations system aimed at training and education, where appropriate, in the areas of conflict prevention/crisis management, peaceful settlement of disputes as well as in post-conflict peace-building;

- Expand initiatives promoting a culture of peace undertaken by institutions of higher education in various parts of the world including the [United Nations University](#), the University of Peace and the [UNITWIN/UNESCO Chairs Programme](#);

10. Actions to promote sustainable economic and social development:

- Undertake comprehensive actions on the basis of appropriate strategies and agreed targets to eradicate poverty through national and international efforts, including through international cooperation;
- Strengthening the national capacity for implementation of policies and programmes designed to reduce economic and social inequalities within nations through, inter alia, international cooperation;
- Promoting effective and equitable development-oriented and durable solutions to the external debt and debt-servicing problems of developing countries, inter alia, through debt relief;
- Reinforcement of actions at all levels to implement national strategies for sustainable food security including the development of actions to mobilize and optimize the allocation and utilization of resources from all sources, including through international cooperation such as resources coming from debt relief;
- Further efforts to ensure that development process is participatory and that development projects involve the full participation of all;
- Integrating a gender perspective and empowering women and girls should be an integral part of the development process;
- Development strategies should include special measures focusing on needs of women and children as well as groups with special needs;
- Development assistance in post-conflict situations should strengthen rehabilitation, reintegration and reconciliation processes involving all engaged in the conflict;
- Capacity-building in development strategies and projects to ensure environmental sustainability, including preservation and regeneration of the natural resource base;
- Removing obstacles to the realization of the right of peoples to self-determination, in particular of peoples living under colonial or other forms alien domination or foreign occupation, which adversely affect their social and economic development;

11. Actions to promote respect for all human rights:

- Full implementation of the [Vienna Declaration and Programme of Action](#);
- Encouraging development of national plans of action for the promotion and protection of all human rights;
- Strengthening of national institutions and capacities in the field of human rights, including through national human rights institutions;

- Realization and implementation of the right to development, as established in the Declaration on the Right to Development and the [Vienna Declaration and Programme of Action](#);
- Achievement of the goals of the United Nations Decade for Human Rights Education (1995-2004);
- Disseminate and promote the [Universal Declaration of Human Rights](#) at all levels;
- Further support to the activities of the [United Nations High Commissioner for Human Rights](#) in the fulfillment of her/his mandate as established in UNGA resolution 48/141 as well as the responsibilities set by subsequent resolutions and decisions;

12. Actions to ensure equality between women and men:

- Integration of a gender perspective into the implementation of all relevant international instruments;
- Further implementation of international instruments promoting equality between women and men;
- Implementation of the [Beijing Platform for Action](#) with adequate resources and political will, and through, inter alia, the elaboration, implementation and follow-up of the national plans of action;
- Promote equality between women and men in economic, social and political decision making;
- Further strengthening of efforts by the relevant entities of the United Nations system for the elimination of all forms of discrimination and violence against women;
- Provision of support and assistance to women who have become victims of any forms of violence, including in the home, workplace and during armed conflicts;

13. Actions to foster democratic participation:

- Reinforcement of the full range of actions to promote democratic principles and practices;
- Special emphasis on democratic principles and practices at all levels of formal, informal and non-formal education;
- Establishment and strengthening of national institutions and processes that promote and sustain democracy through, inter alia, training and capacity-building of public officials;
- Strengthening democratic participation through, inter alia, the provision of electoral assistance upon the request of States concerned and based on relevant United Nations guidelines;
- Combat terrorism, organized crime, corruption as well as production, trafficking and consumption of illicit drugs and money laundering as they undermine democracies and impede the fuller development of a culture of peace;

14. Actions to advance understanding, tolerance and solidarity:

- Implementation of the [Declaration of Principles of Tolerance](#) and [Follow-up Plan of Action](#) for the United Nations Year of Tolerance (1995);
- Support activities in the context of the United Nations International Year of Dialogue among Civilizations in the year 2001;
- Study further the local or indigenous practices and traditions of dispute settlement and promotion of tolerance with the objective of learning from those;
- Support actions that foster understanding, tolerance and solidarity throughout society, in particular with vulnerable groups;
- Further supporting the attainment of the goals of the International Decade of the World's Indigenous People;
- Support actions that foster tolerance and solidarity with refugees and displaced persons bearing in mind the objective of facilitating their voluntary return and social integration;
- Support actions that foster tolerance and solidarity with migrants;
- Promotion of increased understanding, tolerance and cooperation among all peoples, inter alia, through appropriate use of new technologies and dissemination of information;
- Support actions that foster understanding, tolerance, solidarity and cooperation among peoples and within and among nations;

15. Actions to support participatory communication and the free flow of information and knowledge:

- Support the important role of the media in the promotion of a culture of peace;
- Ensure freedom of the press and freedom of information and communication;
- Making effective use of the media for advocacy and dissemination of information on a culture of peace involving, as appropriate, the United Nations and relevant regional, national and local mechanisms;
- Promoting mass communication that enable communities to express their needs and participate in decision-making;
- Taking measures to address the issue of violence in the media including new communication technologies, inter alia, the internet;
- Increased efforts to promote the sharing of information on new information technologies, including the internet.

16. Actions to promote international peace and security:

- Promote general and complete disarmament under strict and effective international control taking into account the priorities established by the United Nations in the field of disarmament;
- Draw on, where appropriate, lessons conducive to a culture of peace learned from "military

conversion" efforts as evidenced in some countries of the world;

- Emphasize the inadmissibility of acquisition of territory by war and the need to work for a just and lasting peace in all parts of the world;
- Encourage confidence building measures and efforts for negotiating peaceful settlements;
- Take measures to eliminate illicit production and traffic of small arms and light weapons;
- Support for initiatives, at the national, regional and international levels, to address concrete problems arising from post conflict situations, such as demobilization, reintegration of former combatants into society as well as refugees and displaced persons, weapon collection programmes, exchange of information and confidence building;
- Discourage the adoption of and refrain from any unilateral measure, not in accordance with international law and the [Charter of the United Nations](#), that impedes the full achievement of economic and social development by the population of the affected countries, in particular women and children, that hinders their well-being that creates obstacles to the full enjoyment of their human rights, including the right of everyone to a standard of living adequate for their health and well-being and their right to food, medical care and the necessary social services, while reaffirming food and medicine must not be used as a tool for political pressure;
- Refrain from military, political, economic or any other form of coercion, not in accordance with international law and the [Charter of the United Nations](#), aimed against political independence or territorial integrity of any state;
- Recommends to give proper consideration to the issue of humanitarian impact of sanctions, in particular on women and children, with a view of minimizing humanitarian effects of sanctions;
- Promoting greater involvement of women in prevention and resolution of conflicts and in particular, in activities promoting a culture of peace in post-conflict situations;
- Promote initiatives in conflict situation such as days of tranquility to carry out immunization and medicines distribution campaigns; corridors of peace to ensure delivery of humanitarian supplies and sanctuaries of peace to respect the central role of health and medical institutions such as hospitals and clinics;
- Encourage training in techniques for the understanding, prevention and resolution of conflict for the concerned staff of the United Nations, relevant regional organizations and Member States, upon request, where appropriate.

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