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MODULE

Project ABC

Anti- Bullying Campaign

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Name:_____ **Grade and Section:**_____

Direction: Read each statement. If it describes a buddy, color in the happy face with yellow. If it describes a bully, color in the sad face with red.

1. Cares about how other people feel.

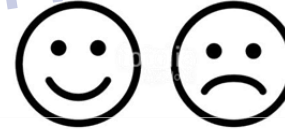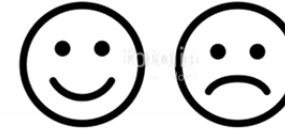2. Laughs when other people mess up.

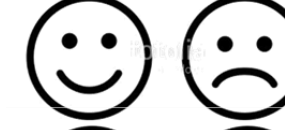3. Take turns and shares.

4. Plays with everyone.

5. Is kind and respectful.

6. Tries to make others look dumb or not cool.
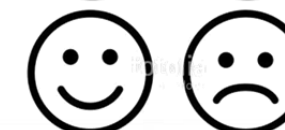
7. Uses polite or nice words.

8. Pushes, hits or punches other people.

9. Calls people mean names.

10. Helps other people.

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Direction: Read the following situation. Draw a happy face ☺ **if the situation is a bullying scenario and a sad face** ☹ **if not.**

1. **Andrei notices group of girls laughing across the room. He can't hear them and doesn't know why they're laughing.** _____

2. **Jessa got new braces on her teeth. She doesn't say much all day. Joey says, "Smile so I can see your braces."** _____

3. **John is outside and hides behind a tree with a squirt gun. When his sister walks by he squirts her. His sister laughs and runs away.** _____

4. **Cheska sends her friends a message with untrue rumor about her classmate Miles.** _____

5. **Jen sits behind Joanna in school. She pokes him in the back with a pencil each day.** _____

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Name: _____ Grade and Section:_____

Direction: Write the names of the persons on each finger who you can ask to help you if you are being bullied.

Remember!

If you are being bullied,

tell someone

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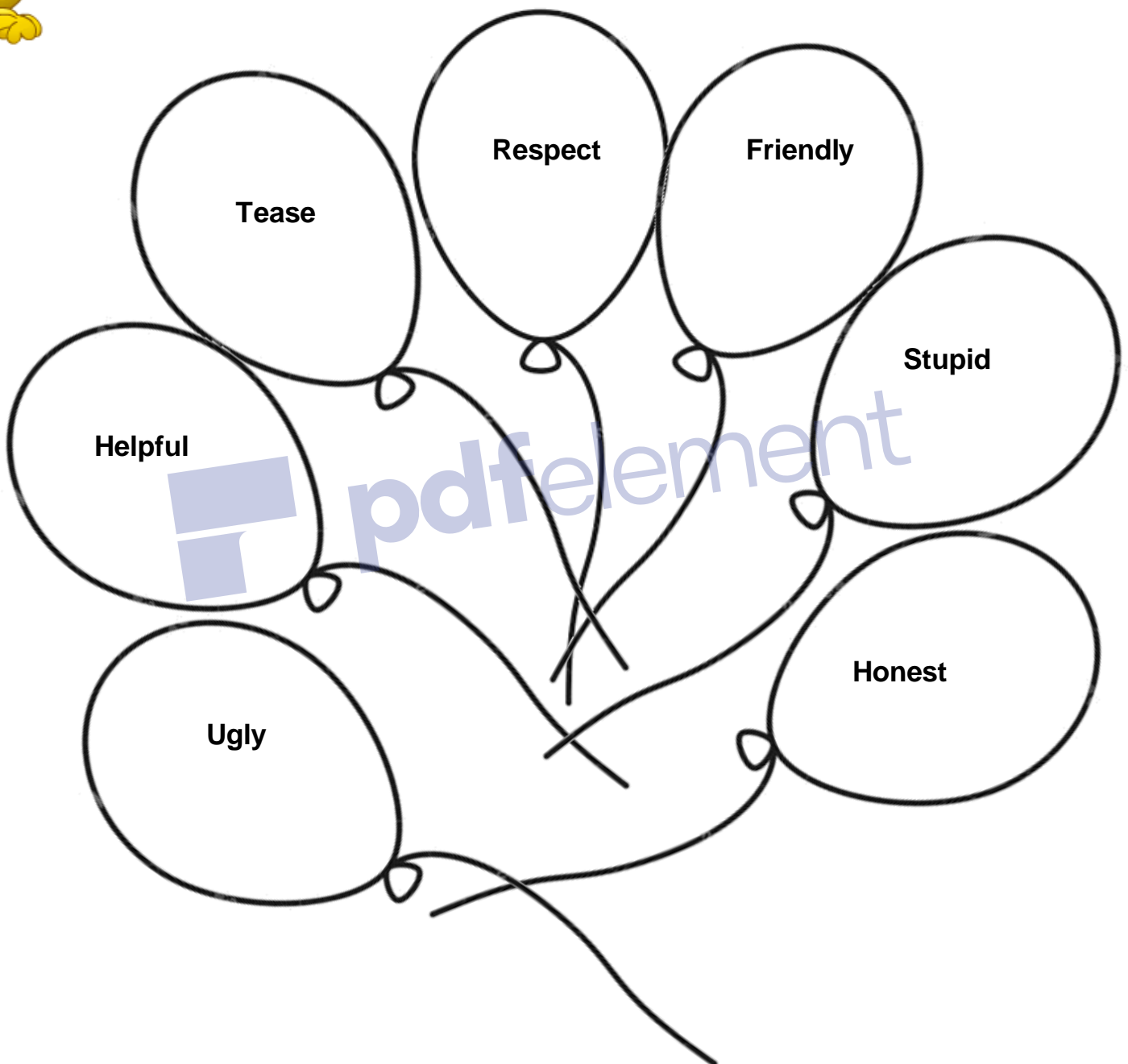E-mail address: lpes@

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Name: _____Grade and Section:_____

Direction: Color the balloons with kind and caring words when talking with others.

Tease

Respect

Friendly

Stupid

Helpful

Ugly

Honest

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Name: _____Grade and Section:_____

Anti-Bully Checklist

Direction: Draw thumbs up sign 👍 on the items that you can do to be a better person.

☐ 1. Stay positive things about people.

☐ 2. Help someone.

☐ 3. Smile more often.

☐ 4. Stand up for someone who is being made fun of.

☐ 5. Don't call anyone a name.

☐ 6. Be kind.

☐ 7. Don't spread a rumor.

☐ 8. Report bullying.

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Name: _____ **Grade and Section:** _____

NOTES TO FONDER:

- Bullying is a serious case that should not be neglected.
  (*Ang bullying ay isang pangyayari na hindi dapat ipagsawalang bahala.*)
- It can affect the mental, physical and emotional aspect of an individual.
  (*Maari nitong maapektuhan ang mental, pisikal at emosyonal na aspeto ng isang tao.*)
- Being bullied can lead to depression.
  (*Ang pagiging biktima ng isang pambubully ay maaring humantong sa depresyon*)
- Both bullies and their victims should undergo appropriate counselling.
- (*Ang mga batang nasangkot sa anumang uri ng pambubully at ang*

As a young learner, what are the promises or commitment that you can give in connection with the anti – bullying campaign of your school? *(Bilang isang mag – aaral, ano – ano ang mga bagay na maipapangako mo bilang tugon sa Anti – Bullying Campaign ng iyong paaralan?)*

_____
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Let There Be

PEACE

MODULE

Teaching- Learning Approaches and Strategies in the Cultivation of Peace Culture in Lemery Pilot Elementary School

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Introduction

Nelson Mandela once said, "***Education is the most powerful weapon which you can use to change the world***".

Education is the key to eliminate gender inequality, to reduce poverty, to create a sustainable environment, to prevent needless deaths and illness, and to foster peace. Education is an investment, and one of the most critical investments we can make. That's why Peace education must be integrated in daily teaching – learning process. Peace Education is the process of acquiring the values, the knowledge and developing the attitudes, skills and behaviors to live in harmony with oneself, with others and with the natural environment.

As defined, learning is dependent on the pedagogical approaches teachers use in the classroom. A variety of pedagogical approaches are common in schools, but some strategies are more effective and appropriate than others. The effectiveness of pedagogy often depends on the particular subject matter to be taught, on understanding the diverse needs of different learners, and on adapting to the on-the-ground conditions in the classroom and the surrounding context. In general, the best teachers believe in the capacity of their students to learn, and carefully utilize a range of pedagogical approaches to ensure this learning occurs.

Peace education empowers learners with the knowledge, skills, attitudes and values necessary to end violence and injustice and promote a culture of peace. Human Rights Education, Multicultural Education, Global Citizenship Education, and Conflict Resolution Education all fall under the scope of Peace Education and provide different approaches to the field. Although peace education is highly contextual and often tailored to specific settings or regions, the underlying goal is the same - peace is peace, no matter where you are.

...... Students are not empty vessels to be filled with our expert knowledge. They must construct their own understanding through our considerable experiences

Pedagogy refers to the interactions between teachers, students, and the learning environment and the learning tasks. This broad term includes how teachers and students relate together as well as the instructional approaches implemented in the classroom. Pedagogical approaches are often

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placed on a spectrum from teacher-centered to learner-centered pedagogy; though these two approaches may seem contradictory, they can often complement each other in the realization of educational goals:

In simplest term, pedagogy is the art and science of teaching the "how" the teaching and learning occur.

ln support to Regional Memorandum No. 11, s. 2015, entitled The 2C-21- 1R Pedagogical Approaches and as mandated by RA 10533, DepEd reiterates the use of the 2C-21- 1R approaches (Constructivist, Collaborative, lnquiry -Based, lntegrative, and Reflective) cum suggested strategies and underlying principles behind each pedagogical theory to better implement the Enhanced Basic Education Curriculum in all grade levels.

To ensure that this will be properly implemented in all schools in CALABARZON, the Quality   Assurance Monitoring and Evaluation (QAME) Division in coordination with the Curriculum Learning and Management Division (CLMD) will take the lead in monitoring the adherence of our teachers using   the attached Assessment Tool.

Effective pedagogy can lead to academic achievement, social and emotional development, acquisition of technical skills, and a general ability to contribute to society. Among these varied learning outcomes, academic achievement is the easiest to measure, but the others are also important to consider when trying to reform and monitor ongoing changes to pedagogical practice. Pedagogical effectiveness often depends on ensuring that the approach is appropriate for specific school and national contexts.

(See attached Regional Memorandum No. 233, s. 2016)

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Teaching-learning approaches and strategies in peace education.

Teaching learning approaches are compatible with the goals of peace education are holistic, participatory, cooperative, experiential and humanist. An education that promotes a culture of peace is essentially transformative (Castro & Galace, 2010.) It focuses on the knowledge base, skills, attitudes and values that influence the mindsets, attitudes and behaviors of people that may in turn contribute to violent conflicts. This condition may be attained through building awareness and understanding, developing concern and challenging personal and social action. This will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values.

Peace education brings about behavior changes that enable children, youth, and adults to prevent conflict and violence, to create conditions conducive to peace at different levels, and to resolve conflict peacefully. In this process, the knowledge, skills, attitudes, and values needed are primarily promoted (UNESCO, 2002).

An education that is "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms, promoting understanding, tolerance and friendship among all nations was called in UNESCO's early declaration on a culture of peace (UNESCO, 1945). It emphasizes peace education as a humanizing process of teaching and learning, which facilitates human development by counteracting the dehumanization of poverty, prejudice, discrimination, rape, violence, and war. By bringing in the concept of empowerment, Harris (1988) adds to this "humanizing" approach for he believes that peace education is the process of empowerment. This kind of empowerment is expected to enable under privileged groups to learn, feel, and use their power and influence; thus, students and community members are engaged to resolve their own problems and conflicts. Harris identifies different stages for empowerment.

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The primary concern of peace education anyway is there conciliation of society, protection of human rights, and development of peace skills (Salomon, 2002).Peace education that is fundamentally dynamic, interdisciplinary, and multicultural brings together multiple traditions of pedagogy, theories of education, and international initiatives for the advancement of human development through learning. It grows out therefore of the work of educators. Peace education not only builds principles and practices that have evolved over time, but also responds to different historical circumstances. It aims to cultivate the knowledge, skills, and attitudes needed to achieve and sustain a global culture of peace. It centers on understanding and transforming violence. Peace education as a practice in schools is attributed to Maria Montessori, John Dewey and Paulo Freire, though earlier thought on education for peace is tracked back to Erasmus and Socrates, among other scholars. It is a problem- posing education that builds the universal values and behaviors in every person on which a culture of peace is predicated. It includes the development of non-violent conflict resolution skills and a commitment to working together to realize a shared and preferred future.

LPES BEST PRACTICES IN INTEGRATING PEACE EDUCATION IN THE LESSON

In the pursuit of embracing a culture of peace in the LPES learning environment, this module aims at identifying teaching- learning approaches and strategies in the cultivation of peace culture in Lemery Pilot Elementary School.

Specifically, it aims to cultivate the knowledge, skills, and attitudes needed to achieve and sustain a global culture of peace. It centers on understanding and transforming violence. Peace education as a practice in schools is attributed to Maria Montessori, John Dewey and Paulo Freire, though earlier thought on education for peace is tracked back to Erasmus and Socrates, among other scholars. It is a problem- posing education that builds the universal values and behaviors in every person on which a culture of peace is predicated. It includes the development of non- violent conflict resolution skills and a commitment to working together to realize a shared and preferred future.

Therefore, to achieve all these objectives entails providing and embedding children with academic programs in the curriculum that will support their

consciousness of need towards maintaining a lasting culture of peace (through peace and civic education) for continuous development and environmental sustainability. Peace education however entails the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive for peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. It also encompasses the presence of social, economic and political justices which are essential to the notion of 'positive peace' (UNICEF, 1999).

Peace education must also address the prevention and resolution of all forms of conflict and violence, whether overt or structural, from the interpersonal level to the societal and global level. Hicks (1985) defined peace education as activities that develop the knowledge, skills and attitudes needed to explore concepts of peace, enquire into the obstacles to peace (both in individuals and societies), to resolve conflicts in a just and nonviolent way, and to study ways of constructing just and sustainable alternative futures. It covers the content areas of attitude formation including values underlying peace, violence and war, non-violence, economic and social justice, environmental protection, and participation. Cremin (1993) placed a greater emphasis on skills and attitudes, defining peace education as a global term applying to all educational endeavors and activities which take as their focus the promotion of a knowledge of peace and of peace-building and which promote, in the learner, attitudes of tolerance and empathy as well as skills in cooperation, conflict avoidance and conflict resolution so that learners will have the capacity and motivation, individually and collectively, to live in peace with others.

Peace education is teaching for and about human rights, gender equality, disarmament, social and economic justice, non- violence, sustainable development, international law, and traditional peace practices. In the realization of peace education, critical thinking, reflection and participation must be embraced. These, too, should be integrated into the pedagogy of all teaching at all levels of education. Peace education must first develop an awareness and understanding among the youth as well as adults on the ramifications and roots of particular conflict.

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They must also know possible alternatives in overcoming such. Then, through reflection, discussion and use of perspective- taking technique they will be asked to look at the various perspectives. They will try to put themselves on the shoes of others and cultivate empathy for the victims of violence and for those whose perspective may also have legitimacy but whose perspective is different from ours. The learning process that is utilized in peace education, therefore, is holistic. It tries to address the cognitive, affective and active dimensions of the learner. Normally, the process includes introduction of relevant new knowledge or reinforced knowledge, posing valuing questions and using discussion and other participatory methods to cultivate concern, and eliciting/challenging/encouraging appropriate personal and social action. Transformation attempts may include that, that is against prejudice and the war system, or that, that is for social and economic justice. Paying attention to cognitive, affective and active levels increases the possibility that the peace perspective or value that is being cultivated would be internalized. The following figure illustrated this process in graphic form

Why educate for peace?

LPES teachers need to intermingle to different student to impart learning to their diverse learners. Peace education seeks to transform the present human condition by "changing social structures and patterns of thought that have created it" as stated by Betty Reardon, in her book, Comprehensive Peace Education: Educating for Global Responsibility (1988). She reminds us that peace education has an important social purpose. She carries this perspective forward in her book Learning to Abolish War; Teaching toward a Culture of Peace (Reardon & Cabezudo, 2002 cited in Castro & Galace, 2010). It is also noted in this book that the main purposes of peace education are the elimination of social injustice, the rejection of violence and the abolition of war.

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Schema of knowledge, skills and attitudes/values

There are three main domains of learning and all LPES teacher are capacitated to use them in constructing the lesson. These domains are cognitive (thinking), affective (emotion/feeling), and psychomotor (physical/kinesthetic).

Developing and delivering lessons by teachers are integral in the teaching process. It is hence important for teachers to ensure that the three (3) domains of learning which include cognitive (thinking), affective (emotions or feeling) and Psychomotor (Physical or kinesthetic) to be achieved. It is imperative to understand that there are different categories of learners who have varying needs and as such different methods must be adopted in the planning and delivery of lessons to ensure that such needs are addressed. The world of education has gradually adopted the strategy of 'Every child matters' structure that requires that all learners with different needs are counted.

Through constructivism approach, LPES learners are taught to understand situational analysis. It means that elementary level student insignificantly possesses a positive peace situation in school that can be applied outside the classroom. It means that effective peace situation possess a positive attitude of students towards their school in the learning process.

Teachers use situational analysis in promoting peace education inside the classroom to identify key factors that might positively or negatively affect the implementation of a curriculum plan.

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Cooperative learning practices help bridge the gap inside the classroom

The combination of cooperative learning and peace education offers the opportunity to use pedagogy to produce social transformation because it promotes the teaching of values throughout the teaching- learning process. LPES teachers promote non-violence in their classes draw upon the principles of cooperative learning. In their classes they set up democratic learning communities where students provide each other feedback and support so that they become proficient in techniques of group process. Such classes, based upon positive interdependence among group members, teach individuals to care for others.

Cooperative learning is more than merely having students sit together, helping the others do their work. Directing students who finish their work early to assist others isn't a form of cooperative learning either. Neither is assigning a group of students to "work together" UNLESS you assure that all will contribute their fair share to the product. Cooperative learning gives opportunities for participants to work together and learn, rather than compete with each other. Aside from increasing motivation to learn, this approach improves relations among students. It challenges individualism; and lessens divisiveness and feelings of prejudice. It reverses feelings of alienation and isolation, thus, promotes more positive attitudes. In a cooperative classroom, students learn to rely on each other. The success of learning activities depends upon the contributions of each one (Harris and Morrison, 2003).

Because of the proper implementation of cooperative learning, the following values were developed: active interaction with others, accountable to others, responsible to the group, heterogeneous grouping, positive interdependency, social skills taught directly. Learning is an integral part of every individual's life. It is very key to growth and development and hence requires the need for both students and teachers to be committed to the process. It is further necessary to ensure that the delivery of learning combines generally different facets which have been identified to be the domains of learning.

With the continually increasing need to ensure that students are taught with varying strategies and techniques, it is important for teachers to adopt a
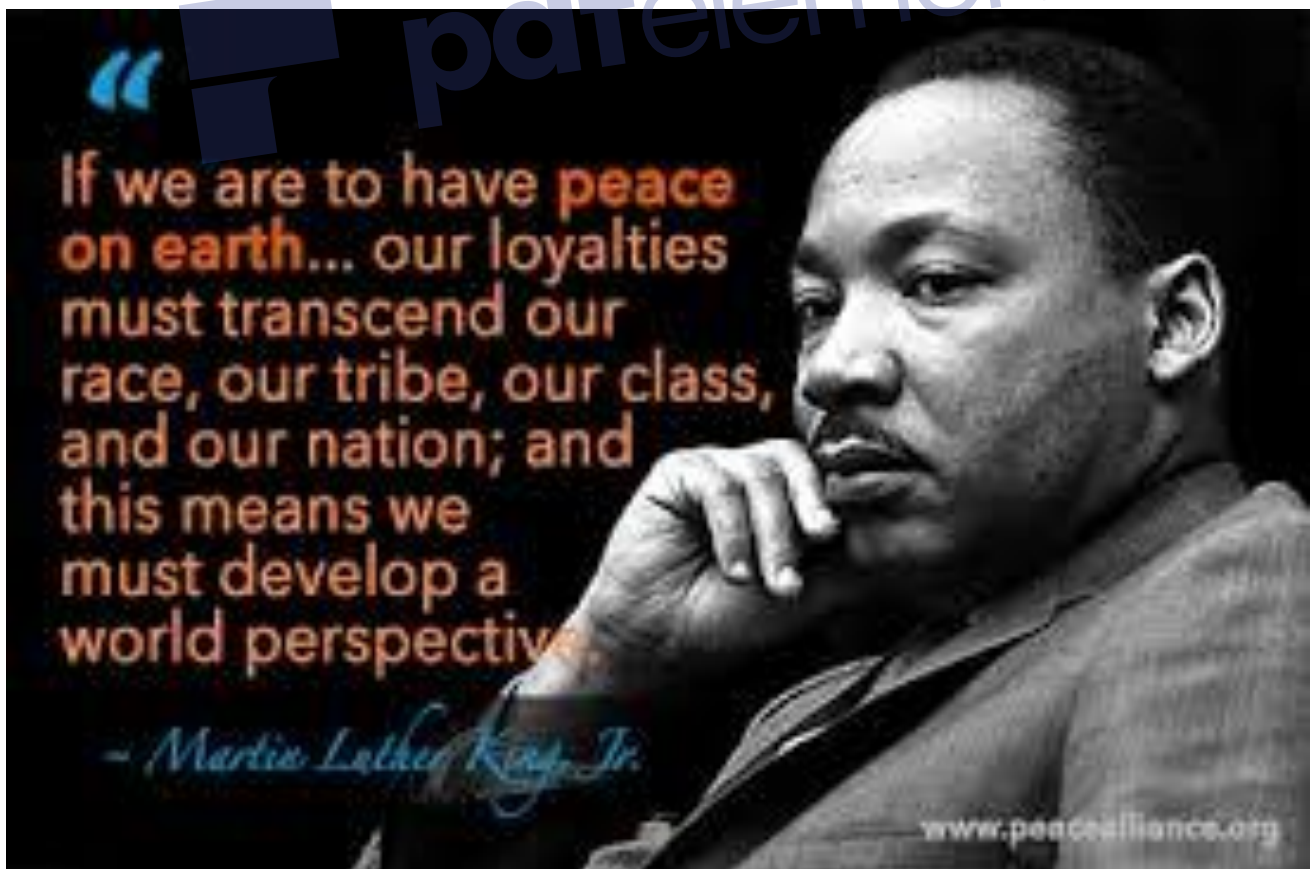
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teaching strategy that combines various domains of learning to enable teaching and learning to be considered as effective.

Reflective approach as a commitment to education

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. ... However teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Teachers use Journal writing and commitment wall as a teaching strategy for reflective approach.

Journal writing is the process of recording personal insights, reflections and questions on assigned or personal topics. Here, students record their personal insights about their learning's and their commitment in promoting peace education.

Every classroom has a commitment wall design for learners to write their pledge or commitment to make a big difference to their broader community.

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Tree of Peace

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Name: _____

Read each sentence below. Decide if it is a peaceful act or not. Paste it on the correct column.

Peace Out!

peaceful	not peaceful

Sharing a seat on the bus.	Asking a new student to play with you.	Hitting someone.	Telling someone they are not smart.
Whispering secrets.	Complimenting someone.	Giving a high five to a classmate.	Smiling.
Laughing at someone who looks different than you	Writing a thank you note.	Telling someone they are ugly.	Excluding someone from a game

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Despite OUR differences!

ME

MY FRIEND

How are you and your friend the same? How are you different? Write your ideas below.

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Words for Peace

PEACE

Brainstorm synonyms for 'peace', or write down words that describe what peace means to you.

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Name _____

How can we have

PEACE

at school?

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10 Ways to Promote Peace in Your Classroom

While you're setting up your classroom for the new school year, you'll be planning lessons for language, math, history, and geography.

But one thing we sometimes forget to plan for is peace education.

Promoting peace was a large part of Dr. Montessori's career – one of her most famous quotes is "Averting war is the work of politicians; establishing peace is the work of education." She thought it was extremely important in her day; today it may be more important than ever.

Here are 10 ways to include peace in your curriculum:

1. Start by defining the word "peace" with your students. You can ask children what they think it means; their answers will probably be very enlightening. They are often surprised to realize that peace can be found many places. It doesn't just refer to "world peace". They can have a hand in creating a peaceful environment wherever they are.

Peace may look a little different to everyone. To me, it doesn't mean the absence of conflict. That would be an idealized world in which none of us live. Rather, it's learning how to deal with conflict in a way that doesn't put the rights, wants, or needs of one person over the other. It's learning conflict resolution skills that stress respect for the individual and the group.

2. Declare your classroom a "peace zone". Do not tolerate any kind of bullying. Lay down ground rules at the beginning of the year that are posted for everyone to see. Have all the children agree to the ground rules (even signing the list of rules) and hold them accountable.

3. Teach conflict resolution skills. One way (that children enjoy very much) is through role-playing. Choose a time when everyone is together and there are no unresolved conflicts. Role-play different situations that you notice amongst the children. Talk about peaceful ways to resolve the conflict. You can define and discuss compromise, taking turns, and listening skills.

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One conflict resolution technique that children love is to have one object in the classroom or home that is always used when children are resolving conflict. Children face each other (or sit in a circle) and whoever is holding the object gets to talk. No one can interrupt, and once the object is passed on, the next person gets to talk exclusively. I have seen this work wonders in tension-filled situations.

4. If you have an annual event, like a poetry recitation, a musical, or other performance, choose "Peace" as the theme every so often. Challenge the children to find stories, poems, and songs about peace. They may also want to draw or paint pictures of "peace" and what it means to them. Again, much insight can be gained by looking into their responses.

5. Peace education can vary by age; older children will naturally be able to get into the history of peace and conflict by studying different countries and cultures. They can participate at a higher level by researching and writing about peace and peace education.

6. Have children participate in the care of their environment, showing respect for the materials, pets, plants, and other children.

7. When studying geography, history, and other cultures, emphasize respect for the diversity of traditions and customs found around the world.

8. Consider having your school named an international peace site. The World Citizen organization heads up that project, and they have information about peace education as well.

9. Be a good example. Don't argue with parents, your spouse, or other teachers in front of the children. Speak respectfully about other people. Don't gossip. Show kindness. It can be easy to forget that children are watching your every move, and learn more from what you do than what you say.

10. Establish special holidays and rituals for your school or home. These can include joyful celebrations as well as sad occasions (like the loss of a pet). Everyone can share in the planning, decorating, and celebrating.

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Some helpful resources:

Montessori Services has an entire section about peace and community. It includes games, books, puzzles, and pictures that promote peace and unity.

Michael Olaf has a large selection of books about peace, discipline, and character building.

This book from the Clio Montessori Series called Education and Peace contains all of Dr. Montessori's peace-related speeches and lectures.

There are many organizations that provide conflict resolution training for teachers and parents. This would make a great parent education night (have the teachers come, too). Do a search for "conflict resolution training", "conflict mediation training", or "conflict resolution montessori" to find resources.

Amazon has a large selection of books on conflict resolution for kids. Be sure to read the synopsis and reviews of any book(s) you're considering.

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