

# THINK, CARE, ACT

## *Teaching for a Peaceful Future*

Susan Gelber Cannon



A VOLUME IN PEACE EDUCATION

# Think Care Act Teaching For A Peaceful Future Peace Education

**Celina Del Felice, Aaron Karako, Andria Wisler**



### **Think Care Act Teaching For A Peaceful Future Peace Education:**

**Think, Care, Act** Susan Gelber Cannon, 2011-12-01 Committed to teaching for peace and justice the author brings to life a teaching approach that empowers youth to think critically and creatively about historical current and future issues to care about classmates and neighbors as well as the global community to act locally and globally for the greater good Think Care Act Teaching for a Peaceful Future is readable practical conversational and intimate It will inspire readers to build a just and peaceful world Think Care Act depicts the daily successes and struggles a peace educator undergoes in encouraging students to envision peace and gain tools to build a culture of peace The author uses three imperatives think care act to infuse required curricula with peace character and multicultural concepts in daily activities throughout the year Chapters address critical and creative thinking media and political literacy compassionate classroom and school climate explorations of racism gender issues civil discourse global citizenship war and peace and school community and global social action projects Chapters include rationales lesson expectations and classroom play by play Students feedback about the impact of lessons is also featured With its combination of theory and practice Think Care Act is unique It will motivate teachers education students and scholars to employ think care act frameworks to empower students to build a peaceful future Peace Education Evaluation Celina Del Felice, Aaron Karako, Andria Wisler, 2015-05-01 Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications programs events and funding mechanisms The oft cited point of departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures Educators and organizations implementing peace education activities and programming however often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management Reasons for this inattention are related to the perceived urgency to prioritize new and more action in the context of scarce financial and human resources notwithstanding violence or conflict the lack of skills and time to indulge in a thorough evaluative strategy and the absence of institutional incentives and support Evaluation is often demand driven by donors who emphasize accounting given the current context of international development assistance and budget cuts Program evaluation is considered an added burden to already over tasked programmers who are unaware of the incentives and of assessment techniques Peace education practitioners are typically faced with forcing evaluation frameworks techniques and norms standardized for traditional education programs and venues Together these conditions create an unfavorable environment in which evaluation becomes under valued de prioritized and mythologized for its laboriousness This volume serves three inter related objectives First it offers a critical reflection on theoretical and methodological issues regarding evaluation applied to peace education interventions and programming The overarching questions of the nature of peace and the principles guiding peace education as well as governing theories and assumptions of change transformation and complexity are explored

Second the volume investigates existing quantitative qualitative and mixed methods evaluation practices of peace educators in order to identify what needs related to evaluation persist among practitioners Promising practices are presented from peace education programming in different settings formal and non formal education within various groups e g children youth police journalists and among diverse cultural contexts Finally the volume proposes ideas of evaluation novel techniques for experimentation and creative adaptation of tools from related fields in order to offer pragmatic and philosophical substance to peace educators next moves and inspire the agenda for continued exploration and innovation The authors come from variety of fields including education peace and conflict studies educational evaluation development studies comparative education economics and psychology

**Peace Education, 3d ed.** Ian M. Harris, Mary Lee Morrison, 2012-12-13 Now in its third edition Peace Education provides a comprehensive approach to educating for a just and sustainable future It begins with religious and historical trends that have molded our understanding of peace and then presents a variety of ways to practice peace education in schools and communities and explains how it can motivate students The teaching and practice of peace education provides a basis of valuable knowledge about resolving conflicts and transforming violence without the use of force Instructors considering this book for use in a course may request an examination copy here [Peace Education from the Grassroots](#) Ian Harris, 2013-09-01 Historians often ignore the day to day struggles of ordinary people to improve their lives They tend to focus on the accomplishments of illustrious leaders Peace Education from the Grassroots tells the stories of concerned citizens teachers and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations Belgium Canada El Salvador Germany India Jamaica Japan Mexico the Philippines South Korea Spain Uganda and the United States A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans Iran Senegal and the United States These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education

**Lessons for Creating a Culture of Character and Peace in Your Classroom** Edward F. DeRoche, CJ Moloney, Patricia J. McGinty, 2022-01-01 The intent of this playbook is to enable PK 12 teachers teachers in training counselors and coaches to use character and peace education lessons to enrich their curriculum and help students expand their knowledge and understanding of themes and content in each of the book s chapters The lesson plans will help students discover learn reflect on and make connections between and among each of the chapters in the book such as Character Development Peace Awareness Special Skills Self discipline Respect Responsibility Relationships and Conflict Resolution This playbook is designed in such a way that you may take any one of the lessons and implement it at any time you find a teachable moment

or want to focus on a particular topic or theme The lessons have been designed to help you and your students reflect upon and make connections between the content and activities of each lesson At the end of each chapter is a stop sign symbol suggesting one read reflect respond The playbook is rich in references research and resources

**Gender, Sexuality and Peace Education** Laura L. Finley, Robin Cooper, 2018-06-01 This edited volume authored by scholars students and activists focuses on how peace educators at the collegiate level can more effectively address gender and sexuality Chapters focus on the classroom and the campus at large and emphasize the importance of interdisciplinary practice thoughtful approaches that offer both challenges and safety and solidarity and support The volume includes entries on hot and important topics including trigger warnings using popular culture in the classroom sex trafficking campus sexual assault and more Contributors come from a variety of disciplinary areas making the volume eclectic in nature Further most entries include student voices providing much needed agency for college youth While the book does offer a critical perspective importantly chapters also offer hope and possibility

**Peace is Everyone's Business** Lowell Ewert, Frederick Bird, 2021-08-01 The premise of this book is very simple While acknowledging that much progress has been made since the end of World War II to improve life conditions for billions of people and reduce the likelihood of war current global challenges threaten to undermine undo or even reverse much of the progress made Growing political and social polarization and the resultant increasing fear of each other is on a trajectory that could cause unprecedented harm The book illustrates how everyone can have an impact on peace and that many already do so in both constructive and negative ways illustrated by many examples The book offers an expansive view of peace which includes promoting human rights identifying and resolving situations of slow violence working to promote fair and sustainable economic development identifying and resolving injustices and establishing institutions and practices for resolving conflicts by communicative means The book especially focuses on the role universities can and should play in promoting peace Universities which have played a pivotal role in creating a more humane and just world through their research teaching and scholarship now face the challenge of thoughtfully examining how each discipline and vocation and the university as a whole can contribute to fostering peace In general universities help to prepare students actively to work for peace by cultivating their capacities at reasoning and reflecting developing their skills in communicating and research and fostering among them an active awareness of their responsibilities as citizens of the world While not every discipline or vocation shares the same level of responsibility to advance peace all have the potential to do so as they intentionally and thoughtfully look for avenues to do so

**Peace Education** Monisha Bajaj, Maria Hantzopoulos, 2016-01-28 Honorable Mention 2017 PROSE Award Education Practice Bringing together the voices of scholars and practitioners on challenges and possibilities of implementing peace education in diverse global sites this book addresses key questions for students seeking to deepen their understanding of the field The book not only highlights ground breaking and rich qualitative studies from around the globe but also analyses the limits and possibilities of peace education

in diverse contexts of conflict and post conflict societies Contributing authors address how educators and learners can make meaning of international peace education efforts how various forms of peace and violence interact in and around schools and how the field of peace education has evolved and grown over the past four decades      **Teaching Peace Through Popular Culture** Laura L. Finley,2023-11-01 Drawing from many disciplinary areas this edited volume illustrates the many ways that popular culture can be used to teach peace and justice Chapters address such topics as teaching about racism domestic violence structural violence conflict analysis decolonization critiques of capitalism and peacebuilding showing how different forms of popular culture can be utilized to enhance student learning Contributors provide both theoretical backgrounds and concrete lessons using TV film music graphic novels and more      **Educating for Peace and Human Rights** Maria Hantzopoulos,Monisha Bajaj,2021-04-08 Over the past five decades both peace education and human rights education have emerged distinctly and separately as global fields of scholarship and practice Promoted through multiple efforts the United Nations civil society grassroots educators both of these fields consider content processes and educational structures that seek to dismantle various forms of violence as well as move towards cultures of peace justice and human rights Educating for Peace and Human Rights Education introduces students and educators to the challenges and possibilities of implementing peace and human rights education in diverse global sites The book untangles the core concepts that define both fields unpacking their histories and conceptual foundations and presents models and key research findings to help consider their intersections convergences and divergences Including an annotated bibliography the book sets forth a comprehensive research agenda allowing emerging and seasoned scholars the opportunity to situate their research in conversation with the global fields of peace and human rights education      *Peace and Conflict Studies Research* Laura L. Finley,Robin Cooper,2014-05-01 This edited book is a new and valuable resource for students teachers and practitioners providing a detailed exploration of how qualitative research can be applied in the field of peace and conflict studies This book explores considerations and components of designing conducting and reporting qualitative research in this field and also provide exemplars of recent empirical research in peace and conflict studies that employed qualitative methods Scholars and researchers in peace and conflict studies and peace education face unique challenges in teaching designing and conducting qualitative research in these fields This edited book discusses tips in designing qualitative studies in this area and for teaching emerging peace researchers best practices of qualitative inquiry In addition the book discusses some of the trends challenges and opportunities associated with research in peace and conflict studies and peace education Written at a level appropriate for both graduate students and active researchers the primary audience for this book is those teaching and learning about the application of qualitative methods to peace and conflict studies as well as those conducting research in this field There are currently approximately 230 graduate programs in peace and conflict studies This book also provides a useful tool for researchers and students in other academic disciplines who are interested in qualitative research Such

disciplines might include education sociology criminology gender studies psychology political science and others **More than a Curriculum** Johan Galtung, S. P. Udayakumar, 2013-02-01 Exploring the field of peace education the bulk of the book analyzes and critically evaluates contemporary schools and universities Providing some successful and not so successful alternative school and university projects and experiments the book proposes peace and development education as a life process and presents a whole array of non conventional tools and approaches The unique feature of the book is that instead of putting emphasis on teaching peace and development it insists on being and becoming what we teach It makes a great textbook for education courses and programs and a good handbook for peace educators and peace researchers around the world The authors of the book are two teachers who are not attached to any regular educational institution anywhere in the world and are qualified to say what they have said in the book The two authors have played significant instrumental roles in promoting peace studies Nicholas Murray Butler's The International Mind Charles F. Howlett, 2013-05-01 This new edition of Nicholas Murray Butler's *The International Mind* marks the 100th anniversary of its publication Widely read at the time it has reached the status of classic work Butler is one of the 20th Century's most famous college presidents He transformed Columbia University into a famous research institution of higher learning More importantly this work still has an important message for today's readers how can we establish an international mind that builds a lasting peace for the world This work is based on Butler's famous speeches as president of the Lake Mohonk Conferences on International Arbitration which took place just prior to the start of World War 1 Butler was a strong proponent of judicial internationalism and education as the mechanism through which the settlement of disputes between nations could be resolved As head of the just established Carnegie Endowment for International Peace's Division of Intercourse and Education Butler put forth his own views on international understanding Later Butler would become president of Carnegie's Peace Endowment and was most responsible for helping to bring forth the 1928 Kellogg Briand Pact renouncing war as an instrument of national policy In 1931 based on his efforts for world peace which began at Lake Mohonk NY Butler shared the Nobel Peace Prize with Jane Addams This new edition has a scholarly introduction as well as an extensive bibliographic essay on American Peace Writings by Charles F Howlett An added feature to this new edition is a listing of Butler's most notable works the platforms of the 1907 1912 Lake Mohonk Conferences and an lengthy 1914 interview with Butler by New York Times reporter Edward Marshall Readers will find the appendices an added bonus to a now classic work This new edition of Butler's important book will bring to light one of the early 20th century peace classics devoted to the study of international arbitration It offers a clear and compelling argument as to the importance of internationalism as proposed by some of the more prominent educational leaders statesmen and jurists of the pre World War 1 period Most importantly reissuing this work in its one hundredth anniversary year bears testimony to its lasting importance since Butler's efforts and those at the Lake Mohonk Conferences on International Arbitration led to the creation of a Permanent Court of International Justice only a few years

after the conclusion of the First World War      *Crafting Peace Through Autoethnography* Susan Mossman Riva, 2025-06-20 In *Crafting Peace Through Autoethnography* Dr Riva shares her autoethnographic method that employs a transformational pedagogy for conflict resolution and peace studies She provides peace study scholar practitioners with a model that can be applied to traditional higher education classrooms as well as online learning platforms      *The New Peace Linguistics and the Role of Language in Conflict* Andy Curtis, 2022-01-01 The idea of Peace Linguistics PL has been around for decades However the practice of PL has only occurred much more recently only within the last few years since the first creditbearing university level PL course was taught at Brigham Young University Hawaii in 2017 Since then the field of NPL has grown beyond its original goals of using peaceful language and language that avoids or de escalates conflict The New Peace Linguistics NPL focuses on in depth systematic analyses of the spoken and written language of some of the most powerful people in the world such as presidents of the USA as it is they who have the power to start wars or to bring peace As the first book to be published on PL and on NPL this work represents a ground breaking study of the power of language to hurt and harm or to help and give hope The first four chapters of the book which provide the foundation on which the rest of the book is built introduce the concept of Peace Linguistics and the New Peace Linguistics starting with the origins of PL and coming to the present day The remaining Part Two and Part Three chapters present in depth systematic NPL analyses of George W Bush Colin L Powell Barack H Obama Donald J Trump and Joseph R Biden The concluding chapter reiterates the most important distinguishing and recurring features of NPL and looks at where the field may be headed in the future

**Understanding Peace Cultures** Rebecca L. Oxford, 2014-03-01 *Understanding Peace Cultures* is exceptionally practical as well as theoretically grounded As Elise Boulding tells us culture consists of the shared values ideas practices and artifacts of a group united by a common history Rebecca Oxford explains that peace cultures are cultures large or small which foster any of the dimensions of peace inner interpersonal intergroup international intercultural or ecological and thus help transform the world As in her earlier book *The Language of Peace Communicating to Create Harmony* Oxford contends here that peace is a serious and desirable option Excellent educators help build peace cultures In this book Shelley Wong and Rachel Grant reveal how highly diverse public school classrooms serve as peace cultures using activities and themes founded on womanist and critical race theories Yingji Wang portrays a peace culture in a university classroom Rui Ma's model reaches out interculturally to Abraham's children Jewish Christian and Muslim youth who share an ancient heritage Children's literature Rebecca Oxford et al and students own writing Tina Wei spread cultures of peace Deep traditions such as African performance art Buddhism Daoism Confucianism and Islam give rise to peace cultures as shown here by John Grayzel Sister Jewel a colleague of Thich Nhat Hanh Yingji Wang et al and Dian Marissa et al Peace cultures also emerge in completely unexpected venues such as gangsta rap unveiled by Charles Blake et al and a prison where inmates learn Lois Liggett's spiritual semantics Finally the book includes perspectives from Jerusalem by Lawrence Berlin and North Korea and South

Korea by Carol Griffiths to help us envision and hope for new transformative peace cultures where now there is strife      *The Language of Peace* Rebecca L. Oxford, 2013-04-01 The Language of Peace Communicating to Create Harmony offers practical insights for educators students researchers peace activists and all others interested in communication for peace This book is a perfect text for courses in peace education communications media culture and other fields Individuals concerned about violence war and peace will find this volume both crucial and informative This book sheds light on peaceful versus destructive ways we use words body language and the language of visual images Noted author and educator Rebecca L. Oxford guides us to use all these forms of language more positively and effectively thereby generating greater possibilities for peace Peace has many dimensions inner interpersonal intergroup international intercultural and ecological The language of peace helps us resolve conflicts avoid violence and reduce bullying misogyny war terrorism genocide circus journalism political deception cultural misunderstanding and social and ecological injustice Peace language along with positive intention enables us to find harmony inside ourselves and with people around us attain greater peace in the wider world and halt environmental destruction This insightful book reveals why and how      *Educating About Social Issues in the 20th and 21st Centuries Vol. 2* Samuel Totten, Jon Pedersen, 2013-02-01 Over the course of the past decade and a half we Samuel Totten and Jon E Pedersen have co edited a series of books on teaching and learning about social issues Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues As we created and added to the series see for example Addressing Social Issues in the Classroom and Beyond The Pedagogical Efforts of Pioneers in the Field Researching and Teaching Social Issues The Personal Stories and Pedagogical Efforts of Professors of Education Teaching and Studying Social Issues Major Programs and Approaches we came to the conclusion that the development of an annotated bibliography of the key works books chapters articles reports and research on a wide range of issues topics germane to teaching and learning about social issues was a logical addition to the series In Educating About Social Issues in the 20th and 21st Centuries Volume 1 A Critical Annotated Bibliography which was published in early 2012 the focus was on a host of programs models strategies and concerns vis vis teaching and learning about social issues This new book constitutes Volume Two in the series entitled Educating About Social Issues in the Twentieth and Twenty First Centuries and picks up where Volume One left off Included in this book are the pioneering works of the following Boyd Bode Alan F Griffin G Gordon Hullfish Richard Gross Robert Yager and James Banks Collectively their work on social issues spans the period between the late 1930s through the present with James Banks and Robert Yager continuing to publish through today As for the subjects topics other than pioneers of teaching about social issues addressed in this volume they are Issues Centered Approaches to Teaching Geography Addressing Social Issues in Sociology and Anthropology Courses Peace Studies The Vietnam War and LBGT      **Experiential Learning in Higher Education** Laura L. Finley, Glenn A. Bowen, 2021-05-01 This edited volume focuses on best practices in

experiential learning Chapters address service learning community based research international efforts and other experiential methods highlighting innovative approaches successes and issues of concern Further the book also demonstrates the interdisciplinary nature of experiential education with authors hailing from psychology sociology education social work nursing business and more This timely and thorough volume will be useful to educators who are already involved in experiential education as well as those who are interested in the pedagogy and practice     *Social Education for Peace* C. Carter,2015-04-08 Carter illuminates and validates the vital role of visioning in social education The book features peace in social education with instructional recommendations planning resources and descriptions of transdisciplinary learning It elaborates mindful citizenship across social environmental ethical geographic economic and political realms

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