



Dear Partners; we are inviting you participating Comenius projects. If you are eligible for Comenius project, we will be happy collaborating with you. But we can only one institution from same country. Below you will find the short summary of our project. Please fill and send us partnership form immediately. PLEASE FILL THE FORM http://www.mutlubirey.net/partner_search.doc and send us filled form PLEASE WRITE CODE TO SUBJECT OF YOUR E-MAIL. Send your e-mail to euprojectteam@gmail.com THANKS... www.mutlubirey.net Project Team of Happy Kids

WE ARE SEEKING PARTNERS FOR OUR TURKISH SCHOOLS COMENIUS PROJECTS

COM-1 [MY FATHER IS MY HERO - Fathers participation to education process](#)

COM-2 [DEALING WITH FEELING - Working about feelings](#)

COM-3 [YES WE WANT PEACE IN EVERYWHERE - Solidarity for Peace and Discovering Other Cultures](#)

COM-4 [FAMILY LEARNING WEEKS - Learning together](#)

COM-5 [MY OWN MOVIE - Producing own movies, making school environment happy](#)

COM-6 [I LOVE MATH - Preventing Math Phoby](#)

COM-7 [TRADITIONAL DAYS - Celebrateing Styles of Traditional Days](#)

COM-8 [LEARNING STYLES - Discovering Learning Styles](#)

COM-9 [NO PANIC WE CAN SAVE OUR PLANET - Keep Clean the World](#)

COM-10 [MY MUSICAL TALENT - Musical issues](#)

COM-11 [SELF CONFIDENCE - SELF RESPECT](#)

COM-12 [LET'S TELL US YOUR IMAGINATION ABOUT SCHOOL](#)

COM-13 [I WANT TO SPEND MORE TIME WITH MY MOTHER](#)

COM-3: YES WE WANT PEACE IN EVERYWHERE

VALUES AND ATTITUDES REQUIRED FOR PEACE EDUCATION

Values and attitudes underpin peace education and need to be addressed through the curriculum and the whole school.

Respect for others regardless of race, gender, age, nationality, class, sexuality, appearance, political or religious belief, physical or mental ability

Empathy – a willingness to understand the views of others from their standpoint

A belief that individuals and groups of people can make for positive change

Appreciation of and respect for diversity

Self esteem – accepting the intrinsic value of oneself

Commitment to social justice, equity and nonviolence

Concern for the environment and understanding of our place in the eco-system

Commitment to equality

TOWARDS A CULTURE OF PEACE

the part peace education can play in unesco's program to make the 21st century nonviolent

This draft document was produced by a number of groups concerned about the lack of 'peace education' in schools. Comments on the draft are welcome and in particular we would like to hear about practical examples of 'peace education' from teachers.

The aim is to publish and promote the final document widely within the education sector.

who is this document for?

All those involved in education and campaigning for a more just and peaceful world including:

Policy Makers – education officers, principals, heads of departments, governors

Practitioners – adults involved in delivering both content based education and skills training

Peace Educators, Youth Workers and Campaigners wishing to explain to others what peace education is and how it can be part of a curriculum

how can it be used ?

As a discussion document for campaign and community groups

As a framework for education policy

As a tool for curriculum planners

assumptions made in this document

That children can be self-disciplined and motivated.

Peace is implicitly part of much education but this peace element must be made more explicit.

We do not need to be locked into violent relationships at any level: personally, locally, nationally or internationally.

Children's moral development can be enhanced by the appropriate curriculum, teaching methods, relationships in the classroom and school as a whole.

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AIMS OF PEACE EDUCATION

- to understand the nature and origins of violence and its effects on both victim and perpetrator;
- to create frameworks for achieving peaceful, creative societies;
- to sharpen awareness about the existence of unpeaceful relationships between people and within and between nations;
- to investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society;
- to encourage the search for alternative or possible nonviolent skills;
- to equip children and adults with personal conflict resolution skills.

KEY SKILLS, METHODS AND CONTENT

Peace Education skills

- identifying bias
- problem solving
- sharing and co-operation
- shared decision-making
- analysis and critical thinking
- enhancing the self esteem of oneself and others
- creative self expression
- ability to imagine life beyond the present and work towards a vision
- understanding the links between the personal, local and global
- communicating through careful observation
- honest talk and sensitive listening
- positive emotional expression
- recognising and expressing feelings in ways that are not aggressive or destructive
- conflict resolution strategies
- empathy
- nonviolent action in relation to problems both personal and societal
- ability to act on ideas
- self reflection
- independent research

If we are going to bring about

peace in the world,

we have to begin with the children

-Mahatma Gandhi

When learning culture, keep in mind that culture is just one of numerous influences on behavior. People can differ from each other in many other aspects; e.g., personality, age, gender, level of education, abilities, and any other personal features that make each individual a unique human being. We need to be careful of over-generalizing or making statements like: "She's an American, so that explains why..."; or "He's from New York, so that explains why..."; or "He's a Canadian, so that explains why ...". Cultural groups do have certain characteristics in common. But within each group, there is always a broad range of individual differences. Students might ask why people from the United States would need to have their culture revealed to them—isn't their own culture pretty obvious? But people within a culture are in many ways the least able to see it. Cultural beliefs, values, and behaviors are so ingrained that we are often unaware of our own.

Our project is designed to guide students to the understanding that individuals from other cultures may not see the world in the same way that Americans do. What Americans may regard as different or strange may be considered perfectly normal in another culture. Students will realize that understanding someone from another culture can sometimes be hard because people see the world, themselves, and others in fundamentally different ways. Students will explore answers to the questions: How does it feel when others see you as different or as an outsider? How do others feel when you see them as different? How do beliefs, values, and cultural upbringing influence the way people behave? What is cultural stereotyping, and how can it be avoided?

In our project we will begin to analyze what it is that constitutes culture. We will have partners from EU countries and these countries will have a sister country from third world countries. In the project meeting we will evaluate what the children learnt and experienced.

Objectives of the project :

- To explain why understanding someone from another culture can sometimes be hard.
- To see how people see the world, themselves, and others in fundamentally different ways.
- To understand another culture, you first have to understand your own.

- To understand the world in fundamentally different ways. People behave as they do because of the things they believe in and value.
- To understand different beliefs which vary from person to person and culture to culture.

Activities :

- **“ OTHERS”**

Each student will have a friend from third world country and they will think themselves as peaceful, intelligent creatures from another planet who have been given the mission of spending a week researching life in a community and school which is located in third world country. Their mission is to find answers to the following questions:

1. What is unique, different, or interesting about your school and community?
2. What explains why humans in your community and in your school think and act the way they do?

The extraterrestrials are expected to return to their home planet to report their observations and findings.

- **“YOUR OWN COMMUNITY”**

In every country students will be asked to work in groups of three or four to discuss and write down observations extraterrestrials would make about life in their community. Provide several examples, such as:

- "People live in small groups in houses or apartments. Children live with older people."
- "Young people spend their days together in buildings in large groups."
- "Young people dress in several styles that are different from each other."
- "Older people dress differently from kids."
- "Older people teach younger people what is expected."
- "People eat together, usually sitting around a table."
- "People look at watches and clocks a lot."
- "There are lots of cars. They drive on the right side of the road. People seem to know when to stop and go by obeying colored lights."
- "When people meet, some hold hands and shake them up and down. Others put their arms around each other."

- **“ YOURSELF”**

Students will be asked them to step out of their role of extraterrestrials and now think about themselves. Ask students to take home the following questions and discuss them with their families. What explains

- How and why they dress the way they do?
- How and why they celebrate certain holidays?
- The foods they eat and the way they've been taught to eat them?
- What is the polite thing to do?
- The traditions in their family?
- What is important to them?
- What influences and shapes the way they think and act?

• **“DISCUSSION PLATFORM”**

Student from each country will discuss about what they observe and experience from others , their own community and themselves. After all these discussion parts, the products will be translated to English and to partner’s own language.

Publicity materials:

- Photographes taken in the discussion platform
- Videoes recorded in all activities
- Posters exhibition
- Banners, posters for the project publicity
- Website, facebook, blog, skype and messenger will be used to communitie with partners and students
- Booklets and CD about the project objectives and products.

ACTIVITY TABLE

Approx startin g date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
mm/yy			
02/2010	FIRST MEETING		ALL PARTNERS
03/2010	PREPARING A WEB PAGE FOR EACH PARTNER		ALL PARTNERS
	FINDING PARTNERS FROM		ALL PARTNERS

04/2010	THIRD WORLD COUNTRIES		
05/2010	"OTHERS" ACTIVITY		ALL PARTNERS
06/2010	TRANSLATION OF THE PRODUCT OF "OTHERS ACTIVITY" AND SHARING IT WITH PARTNERS		ALL PARTNERS
07/2010	SECOND MEETING (sharing the products of the activity, making an evaluation of the activity, sharing other thoughts about the activity ...etc.)		ALL PARTNERS
08/2010	"YOUR OWN COMMUNITY" ACTIVITY		ALL PARTNERS
09/2010	TRANSLATION OF THE PRODUCT OF "YOUR OWN COMMUNITY" ACTIVITY AND SHARING IT WITH PARTNERS		ALL PARTNERS
10/2010	PREPARING BULLETINS IN REGULAR TIMES		ALL PARTNERS
11/2010	PREPARING A PICTURE EXHIBITION with a subject "CULTURE IN YOUR OWN COMMUNITY! " TAKING PHOTOS FROM THE EXHIBITION		ALL PARTNERS

12/2010	<p>THIRD MEETING</p> <p>(Evaluation of the first year...etc.)</p> <p>PREPARING AN E-BOOK AND CD/DVD ; includes the posters from each partner and the videos from each exhibition.</p>		ALL PARTNERS
01/2011	<p>UPDATE THE WEB PAGE IN REGULAR TIMES</p> <p>"YOURSELF" ACTIVITY</p>		ALL PARTNERS
02/2011	<p>TRANSLATING THE PRODUCTS OF "YOURSELF "ACTIVITY INTO ENGLISH AND SHARING IT WITH PARTNERS</p>		ALL PARTNERS
03/2011	<p>4 TH MEETING</p> <p>(evaluating previous activities and how to do discussion platform of the partners)</p>		ALL PARTNERS
04/2011	<p>PREPARING A FREE DISCUSSION PLATFORM (Discussion what we learnt and experienced)</p> <p>TAKE PHOTOS FROM THE</p>		ALL PARTNERS

	PLATFORM		
05/2011	TRANSLATING THE PRODUCTS OF "DISCUSSION PLATFORM" ACTIVITY INTO ENGLISH AND SHARING IT WITH PARTNERS		ALL PARTNERS
06/2011	5 TH MEETING (discuss the answers of the suggestion list and make a statistics during the meeting, classify the problems and solutions, compare the problems and the given solutions)		ALL PARTNERS
07/2011	PREPARING an E-BOOK , and CD/DVD about the attempts for the solutions (3 proposals for each partner); includes via plays, opinions...etc. (the common involvement of partners)		ALL PARTNERS
08/2011	PREPARING BULLETINS IN REGULAR TIMES		ALL PARTNERS
09/2011	Preparing final report		ALL PARTNERS

Process and methodology for use in peace education

Active learning/participative methods, experiential learning, partnerships in learning with pupil participation, dialogue, self expression, story telling and response to stories, project

work focused on identifying questions and researching answers, encouragement of use of source material, exchange with children from other cultures using their own medium, creative teaching and learning, whole school approach including all staff and links with the wider community.

Content of theory-based peace education

Could include: the role of values systems in religious and secular world views, the history and present day struggles for justice and equality in race and gender, the ethics of science and technology, understanding of the causes of violence and war and other local, national and international disputes, the theory of conflict resolution, visions of the future, political and social change, the economics of war and oppression, human rights and citizenship, violence, war and peacemaking in the media, nonviolence in literature and the arts.

Content of practical expressions of peace-making for use in peace education

Models of peace-making, peace history – local, national and international, the role of the United Nations and Non-governmental Organisations, how community groups affect peaceful change, vocations for social change, the role of personal and community health and nutrition in a healthy society, understanding other cultures through language, custom and stories, parenting and child care, bullying and anti-bullying methods, peer mediation and conflict resolution skills for children in the classroom.

The role of violence and conflict in peace education

We recognise that violence as a tool for achieving change is both widely used and feared. It comes in different forms and the fear of violence can be as damaging as violence itself. Violence is embedded in our society not only as a method to solve conflict but in sport, entertainment and literature. Conflict is not the same as violence. Conflict is inevitable in human affairs but violence is not. Conflict can be a positive and creative force for change. Conflict can be approached as a challenge, offering people the chance to be inventive and creative, and to develop in ways they might not have thought of. Dealing with conflict creatively is a vital part of peace education.

PEACE EDUCATION ACROSS THE CURRICULUM

(Drawn from the national curriculum for England and Wales)

English

Reading and writing: past and present experiences of peace as seen from a variety of viewpoints; communication with other people-particularly those given authority – to express opinions about present and future decisions for peace in societies at all levels.

Speaking and listening: working collaboratively with others to reach consensus, particularly over controversial and cross-cultural issues.

Science

Processes of obtaining, analysing and evaluating evidence and making predictions develop social skills for peace and collaborative citizenship; learning about science in everyday life and how to treat living things and the environment with care and sensitivity require awareness of the ethics of science and social responsibility.

History and Geography

Historical knowledge and understanding can be used for explicit learning about experiences of war-making and peace-building in the past; historical skills of interpretation, enquiry and communication can all develop skills for relating learning from the past to planning the future.

Geographical skills of using and interpreting sources can help develop awareness of messages and meaning from different perspectives; learning about places can show how environment and economic factors affect social welfare in different ways in different parts of the world and so help understanding of how local, national and international conflicts may arise and may be resolved peacefully.

Languages and Expressive Arts

Communicating skills and knowledge of a modern foreign language can help young learners express feelings and areas of agreement or disagreement, particularly with first-language speakers, building international exchange and understanding; developing cultural awareness can increase appreciation of values in different societies.

In Art – as in Design Technology – investigating and making can be practised collaboratively in the classroom. Knowledge and understanding of the arts and crafts of a diversity of societies can heighten sensitivity to different ways of seeing the world and so contribute to future perceptions of peace.

In Music, performing and composing can be collaborative skills, while listening and

appraising can encourage appreciation of other cultural values.

Design & Information Technology

Design and making skills can be developed collaboratively through group projects which practise discussion and consensus building.

In Information Technology, communicating and handling information can give great scope for exchanging ideas and experiences with others, particularly other young people across the world.

Maths

Processes of collecting, presenting, interpreting data and calculating probabilities can develop skills in communicating meaning with integrity which contribute to peaceful relationships between different groups of people.

Physical Education

Healthy lifestyles, positive attitudes and safe practice can all help develop in young learners a sense of fairness and consideration of others.

Whole curriculum

Peace education should also be fundamental to the whole life of a school, in Religious and Moral Education, in learning about Citizenship and Community Service, Equal Opportunities and Global Awareness.