

# Teaching Peace Education through Joyful Learning Approaches: A Conceptual Analysis

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## ABSTRACT

One of the dark sides of the advent of science and technology is it has helped some nations to be emerged as super powers equipped with devastating nuclear weapons; which not only creates fear of war and violence among the people of the world but also destroys peace and harmony of mankind. The best example of the situation is the crisis between Ukraine and Russia. These can be stopped by training our young minds to comprehend the significance of peace and non-violence by incorporating peace education. According to Wikipedia- "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". To teach different aspects of peace education, i.e. development of human values, acquisition of knowledge of peaceful co-existence in the society, strengthening skills of living together peacefully and modifying behavior to show tolerance to other's culture, adequate methods and approaches are required. Since the contents of peace education are integrated with the different subjects like language and literature, social sciences, mathematics and sciences, etc. there is no single method to teach peace education, rather it can be taught through combining various methods. Therefore, pedagogy of peace education is broad and which includes various methods and approaches. Out of the numbers of appropriate methods, some of the joyful methods of peace education can be incorporated in teaching learning process to teach peace education successfully and interestingly. An attempt has been made in this paper to give a conceptual analysis of some methods like role playing, drama, literacy activities, games & sports, yoga etc. based upon joyful learning approaches which are best suited to teach peace education at every sphere of education with a number of suggested activities.

**Keywords:** Arts & music education, Games & sports, Joyful learning approaches, Peace education, Role playing, drama & literacy activities, Yoga

The advent of science and technology no doubt brought much luxury to mankind, side by side; it has invited lots of misery to human civilization too. It has helped some nations to be emerged as super powers equipped with devastating nuclear weapons. These powerful nations launch unjustifiable full-scale invasion of weaker nations destroying world peace and harmony. The best example of the situation is the crisis between Ukraine and Russia. The world is now in a turmoil situation creating fear of another world war among the people of the entire globe. Then what are the solutions to resolve conflict, violence and war? The best possible answer is

preparing young minds by imparting moral, value and peace education. Peace education may be the panacea for value crisis leading to conflict and war among the nations.

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live in harmony with oneself, with others, and with the natural environment". To teach different aspects of peace education, i.e. development of human values, acquisition of knowledge of peaceful co-existence in the society, strengthening skills of living together peacefully and modifying behavior to show tolerance to other's culture, adequate methods and approaches are required.

The 'how' is as important as that are 'what'. Hence, the teaching learning approaches that are compatible with the goals of peace education are holistic, participatory, cooperative, experiential and humanistic (Subramaniam, 2016). Since the contents of peace education are integrated with the different subjects like language and literature, social sciences, mathematics and sciences, etc. There is no single method to teach peace education, rather it can be taught through combining various methods. Therefore, pedagogy of peace education is broad and which includes various methods and approaches. Out of the numbers of appropriate methods, some of the joyful methods of peace education can be incorporated in teaching learning process are discussed below:

### **(A) Role - Playing, Drama and other Literacy Activities**

#### **(i) Role-playing and Drama**

Role- playing and dramatics are closely associated. Role-playing is a technique that could be practiced through drama. In role-playing students are assigned specific characters whose role they have to play in an imaginary situation. It is an interesting technique since a student can become any one like M.K. Gandhi or Mother Teresa or Amitabh Bachchan. This is a simulation situation in which students get more or less real experiences. When more than one student is involved in role-playing jointly, it becomes dramatic situation. For example for teaching peace education, the teacher may assign two students to play the role of M.K. Gandhi and Subhash Chandra Bose and engage in a political dialogue. There are at least six skills may be developed through dramatics, viz. (i) role playing (ii) use of materials/props (iii) pretending/make believe (iv) attention span/length of time (v) social skills/ interaction skills and (vi) communication.

### **Techniques of role-playing in dramatic teaching situations**

- (a) *Reenactment*: Reenactment is a role-playing technique where students perform scenes from a historical event or from a story. For example teacher may assign 3 students the role of Lal Bahadur Shastri, Ayub Khan and Kosygin to create the dramatic situation of Tashkent declaration.
- (b) *Extended Role-Play*: This is a strategy that helps students to predict and theorize about a cause and effect of an incident. Here students may create a scene which takes place before or after a story or scene.
- (c) *Hot seat*: It is a role-playing technique where two students play the role of an interviewer and interviewee. The interviewer makes a list of questions and asks to the interviewer. For example to teach peace education, a teacher can create a room of popular TV programme - *Koun Banega Crorepati* where a student plays the role of Amitabh Bachchan- the host (interviewer) and other as a participant (interviewee) on hot seat. The student playing the role of Amitabh Bachchan may ask number of questions related to peace education. Other a few students may act as audience in this simulation also.
- (d) *Teacher in Role*: This is a technique of role-playing where teacher takes part in dramatics with the students.
- (e) *Expert panel*: In this situation, students become an expert for different issues and provide their opinion. A topic for discussion is kept before them on which they have to opine. For example elimination of Article 370 of Indian constitution may be kept as a topic where 5 experts, viz. a judge, a politician, a journalist, a writer and a common man, who have to give their opinion. Five students will play the role of these five experts and to give opinion.
- (f) *Writing Role*: A variation on the above strategies, students may also write in character. Often they are asked to imagine themselves as a real or fictitious character in a particular state or situation. Writing in role can take on many forms including a journal,

letter, monologue, or newspaper article. This is not meant to be a summary of the story, but instead a further exploration of the character and their interaction with events (Wikipedia).

Role-playing is a very useful technique to teach social issues like communal disharmony, corruption in government, juvenile delinquency, problems of minority group, etc. related to the curriculum of peace education. Many problems related to human relation can be wisely handled through role play. It has tremendous potential to teach peace education to school children. It not only helps to understand the role of others but also helps to understand individual's own role in a social situation. It is useful to understand others behavior as well as to modify individuals' own behaviour.

***(ii) Literacy activities and some other innovative and creative pedagogical practices***

Peace literacy is a growing movement to empower people with training and skills. The main aim of peace literacy is to develop such skills among people to heal the root causes of any problem related to peace. Education in peace literacy is a human right that empowers us to protect all of our rights. To make non-violent world, peace literacy is very much required. Some of the strategies, approaches and literacy activities are:

- (a) *Creation of peace zones*: Each school may declare their campus as peace zone by formulating certain rules to maintain peace in the campus. The rules and principles in written with graphics and pictures may be circulated among the students at the very beginning of the year.
- (b) *Fixing 'peace' as a theme*: for different co-curricular and cultural activities like debate, recitation, song, essay writing, drawing, poster making, story writing, dance, etc. peace may be fixed as a theme on which students have to perform. This not only creates interest among students but also creates awareness among them about conflict resolution and maintenance of peace.
- (c) *Simulation games*: Simulating situations of violence, for instance, allows learners to have a better feel of the situation of peacelessness

and allows them to be more creative in suggesting alternatives to the situation of injustice. An example is the simulation on the distribution of wealth in "Sharing the Earth's Resources" (Subramaniam, 2016).

- (d) *Reading or writing a quotation*: In the beginning or at the end of a class a quotation of peace may be read and instructions will be given to the students to write it. There may be a brief description on the quotation to make the learners comprehend the central theme of the quotation.
- (e) *Film show and photo exhibition*: Arranging film shows and photo exhibitions related to peace creates concrete image in the mind of the learners about peace. After the show or exhibition a discussion on them may be organized.
- (f) *Telling stories and personal experiences*: Teacher may tell stories related to any of the aspects of peace education or share his/her personal experiences. He/she may encourage the learner to share their experiences about incident where they maintained peace and harmony.
- (g) *Text analysis*: Many songs and poems contain peace-related messages. Allowing your students to listen to or read them, identify their favorite lines, and interpret messages will help them learn the values you want to impart in a more creative manner (Subramaniam, 2016).
- (h) *Sentence completion*: The incomplete sentences related to different social issues may be provided to the learners and instructed to complete those. Teachers can assess their feelings towards peace through this technique.
- (i) *Individual reflection*: At the end of a discussion more specifically on a current issue or a class, teacher may invite the students to provide their opinion freely which will promote their peace literacy.
- (j) *Reciprocal teaching*: In this technique, students of the class will be assigned to teach a particular topic related to peace education. By teaching they will better comprehend the topic.

- (k) *Twining projects*: Students from different locality will be paired over phone or e-mail and assigned a project related to peace.
- (l) *Exposure trips*: educational institutions may organize trips to the places where people are victims of social injustice and violence, etc. students may listen to their experience directly which not only develops empathy in them but also creates awareness about the need of peace.
- (m) *Brain storming*: it is a technique mostly used to foster creativity among learners. In this technique a problem is kept before the learners and they are asked to provide whatever they think solution for it without hesitation. It helps to generate a number of alternative solutions to a particular problem.
- (n) *Collage making*: Collecting photos from different sources and putting those together to make a whole is called collage making. Students will be asked to collect photos related to peace and make collage which will promote peace education among them.

## (B) Sports, Games and Yoga Education

There is a close relationship between body and mind. Aristotle defined education as the creation of a sound mind in a sound body. Therefore, a sound mind is developed in a sound body and vice versa. Sports, games and yoga all are the techniques to make our body and mind sound or healthy.

Sports can be viewed in different dimensions by different people. Sports can be seen either as competitive physical activities or all forms of physical activity that contributes to physical fitness, mental wellbeing and social interaction (Rather, 2018). According to Wikipedia a game is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool....Games are sometimes played purely for enjoyment, sometimes for achievement or reward as well. They can be played alone, in teams, or online; by amateurs or by professionals. Dictionary meaning of the term 'game' is an activity or sport usually involving skills, knowledge or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle. Therefore, games and sports are those psycho-

physical activities which are meant for amusement, fun as well as competition to win.

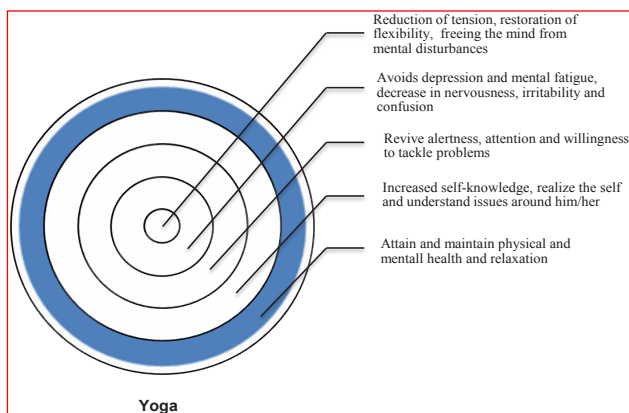
Different games and sports may be used to develop the social qualities like, cooperation, fraternity, mutual understanding, healthy completion, group spirit, leadership, etc. which promote peace education. Games and Sports are important co-scholastic activities for promoting peace. It should be compulsory for all the students in the school. Games and Sports can help in the all round development of the students. It also contributes to the building of character and teach the students how to break down the barriers of hatred and distrust. It also helps in developing international understanding and international brotherhood. Moreover games and sports would also foster the spirit of co-operation and provide the opportunity of sharing and caring behavior. Thus, involving students in games and sports can help to develop the students into young ambassadors promoting the values of peace (Das, 2014).

Apart from there numerous health benefits, games and sports possess unique qualities which facilitates peace and conflict resolutions. Some of the elements of games and sports like equity and justice, fair play, human resource development, social, political and economic empowerment are directly linked with peace education. The international games and sports like Olympic, Commonwealth Games and Asian games (Asiads) and Cricket or Football World Cups, etc. help to build good international relationship among the nations lead to establish world peace. Sports bring people together in a fun and participatory way and help create social relationships; it builds connection and improves communication between individuals and groups which helps to strengthen the social fabric (UNDP 2002 in Rather, 2018). Through games and sports gender inequality is addressed properly. Games and sports help to promote women empowerment also.

War- the enemy of peace originates in the human mind. So to establish peace, a peaceful mind is required first. Yoga is a process which helps to achieve inner calm and happiness. Yoga is a way of life - an art of righteous living or an integrated system for the benefit of the body, mind and inner spirit (Gamiti, 2019). Patanjali, the pioneer of yoga sutras recommended eight stages of yoga. They are:

- ❑ *Yamas*- internal purification through moral training preparatory to Yoga;
- ❑ *Niyamas*- cleanliness, contentment, mortification, study and worship of God;
- ❑ *Asanas*- physical postures or exercises;
- ❑ *Pranayama*- control of vital energy/ Breath control;
- ❑ *Pratyahara*- withdrawal of the senses/ making the mind introspective;
- ❑ *Dharana*- concentration of the mind;
- ❑ *Dhyana*- meditation; and
- ❑ *Samadhi*- attainment of the super conscious state (Gamiti, 2019).

Yoga not only keeps body healthy but also makes mind calm joyful. It helps to attain and maintain both physical and mental health. The benefits of yoga may be seen from the following diagram:



**Fig. 1: Benefits of Yoga**

The ten important components of peace education may be attained through yoga. These are:

- (i) *Positive thinking*: Building positive self concept and having positive outlook are the key ingredients of positive thinking. Positive thinking helps to make positive attitude towards any social issue leads to establishment of peace.
- (ii) *Compassion*: Yoga makes a man compassionate. That means it helps to develop the human qualities like empathy, love, kindness, doing no harm to others, etc.
- (iii) *Inner peace*: Yoga helps to control one's own emotion, monitor own thought process, resolve own psychological conflicts leading to discovering peace of mind.

- (iv) *Be your true self*: The concept 'Be your true self' means the strength of the character to be honest and direct in expressing one's needs, feelings and thoughts without letting others down. The skills in such behaviour are necessary for resolving conflicts and effective (Gamiti, 2019).
- (v) *Living together*: mutual help, cooperation, taking group responsibility, sharing of feelings are very much essential for peaceful coexistence and living in the society together. These skills are developed through yoga.
- (vi) *Think critically*: analysis, synthesis and looking at the other side of a social issue and finding an alternative solution for the issue come from critical thinking. These skills essential for peace building are developed through yoga.
- (vii) *Non-violent conflict resolution*: Conflict analysis, negotiation, creative problem solving are the basic skills required for conflict resolution. These skills are developed through yoga.
- (viii) *Respect of human dignity*: Human rights, social justice, duties towards society are key elements on which human dignity is based. Building a peaceful society requires these elements which can be developed through yoga.
- (ix) *Peace in community*: Understanding others' problems, providing opportunities to lead a happy social life and maintaining good relationship lead to build peace in the community. Yoga can be very much helpful in building peace in the community.
- (x) *Care for the planet*: The health of the planet has direct and immediate influence on the destiny of mankind. Values like peace with nature, preservation of nature, appreciation and admiration of natural environment, reuse, repair, recycling natural resources, etc. are included in this theme (Gamiti, 2019).

## (C) Arts and Music Education

### (i) Arts Education

Man is the worshipper of beauty. It happens due to his aesthetic sense. From time unmemorable he has been trying to make his surroundings beautiful. The

effort of human being to make their surroundings pleasant and beautiful may be termed as ‘art’. To make a comprehensive and universally acceptable definition for art is not easy. According to Tolstoy – “Art is the arena for human activities and includes deliberate attempts to use certain outward and emotional signs to transmit their experiences to others (Tolstoy, 1985, p. 55). Art is the outcome of human thought system and their creative skills of illustration; therefore, art is a representative of the society in which it is formed (Abasi, 2013, p. 691). The great importance of Art in human life drew the attention of educational systems. But in a long time, art couldn’t enter to the core of education. In order to move the art from margins to the center of education, huge efforts have been needed. In the case of this target, educational systems may enjoy the advantages of art curriculums (Barkhordari *et al.* 2016).

Art education may be effectively used as an approach for peace education. It is very much helpful to promote peace in young learners. The Seoul Agenda: Goals for the Development of Arts Education (2010), published from the outcomes of the second World Conference on Arts Education held in Seoul, Republic of Korea in 2010 organized by UNESCO, determines three major goals of art education. The third among these states the need to apply arts education principles and practices to contribute to resolving the social and cultural challenges facing today’s world.

Art education includes both performing and visual arts. Performing arts include dance, music and theatre; whereas visual arts include drawing, painting, sculpture, print making, jewelry, pottering, weaving, fabrics, photography and computer art, etc. These all form of arts may be used to teach various aspects of peace education. For Example different theme songs which promote peace building may be sung or different forms of dance to promote peace education may be utilized. Drawing and painting competition related to different aspects of peace education may be organized. Students may be showed different sculpture styles of various regions of the world to make them familiar with the heritage of world culture which promotes peace education.

**(ii) Music Education**

Inculcation of different values is key factor to teach

peace education and music is one of the mediums that can play an important role to inculcate different values in the individuals. Exposure to different musical heritages may prove to be an important component of efforts to develop behavioural patterns that support peace. Exposure to such music will give students an opportunity to become more aware of different cultures and familiar with other cultures’ intrinsic virtues. As cultural conflict is among the factors undermining peace, widening our understanding of other cultures will also help foster tolerance (Bandopadhyay, 2003). Music is not only considered as a medium of amusement but also a noble path to salvation in Indian context. According to Konrad (2000), the incorporation of appropriately chosen music and music styles in the academic curricula should help to develop a peace-oriented frame of mind. Recent research at the University of California, Los Angeles, USA shows that music courses at school contribute to higher achievement grades in history, and also significant increases in positive social behaviours, including helping and sharing, increases in empathy for others, and beneficial attitudes including reduced prejudice and racism. Teachers also found that students were less aggressive.

Some of the Indian Raga music that signifies peace is shown in the following table:

**Table 1:** List of Indian Raga music signifies Peace

Sl. No.	Name of the Raga	Descriptions
1	<i>Anandi-Kalyan</i>	Depicts the mood of peace and joy. ‘Anand’ means joy and ‘kalyan’ means peace or welfare.
2	<i>Bahar</i>	Depicts joy. A seasonal raga for the spring.
3	<i>Bhairavi</i>	Bhairavi is the name of a deity (wife of Bhairava). The treatises describe this as a morning raga. It is very popular and is usually performed in a lighter mood these days. It is usually played as the final item of a concert and accepted as a raga for all time. It depicts a devotional mood. All the twelve notes are used in this raga.
4	<i>Darbari-Kanara</i>	Depicts the grandeur of a court. This raga is a creation of the legendary musician Mian Tansen, who was the court musician of the Emperor Akbar.

5	<i>Mian-ki-Malhar</i>	A monsoon raga that signifies purging oneself of bad qualities. 'Mian' is God (in Islam) and 'Malhar' means diminishing the bad.
6	<i>Va-chaspati</i>	A raga belonging to the Carnatic (South Indian) musical tradition that has been adapted to the Hindustani music style.
7	<i>Yaman</i>	<i>Yaman</i> means welfare or peace, attributed to the 14 <sup>th</sup> -century Persian poet Amir Khusro. This is one of the most popular ragas even now.

Source: Compiled from *Culture of Peace: From words to Deeds. The Espoo Seminar Proceedings, 2003.*

(<https://www.academia.edu/638529/Promotion-Peace-Through-Music>)

From table 1, it is seen that at least seven of Indian raga music directly promotes peace education. Either in music as a subject or music as an art, the above described raga music may be used as techniques of teaching peace education. Since art and music education develop sense of beauty in learners, those can be used to teach peace education in an interesting manner.

## CONCLUSION

Human society is changing very fast, so as the education system. The different aspects of education, viz. aims, curriculum, methods of teaching, discipline and freedom, etc. have been undergoing the process of evolution. The educational scientists and pedagogues have been trying to discover different teaching approaches to present the subject contents more effectively to the learners for their maximum level of comprehension. Peace education is not an exception to it.

Methods of teaching are equally important to the contents of peace education. In peace education teaching, content, structure and form are three important aspects to be considered. The contents of peace education are incorporated with different subject areas which to be related with the learners day to day life situations. The structure is the educational settings where peace education to be taught. It should be kept in mind that the pedagogical settings of peace education are not

limited inside the four walls of formal classroom rather it is linked to the different social situations through which peace can be established. Form and content are closely related as the form determines the content and vice-versa. Therefore, content, structure and form will be focused in peace education pedagogy.

The different joyful methods discussed in previous sections of this paper are the road maps on which pedagogy of peace education moves on, but there may be numerous teaching methods for peace education that will emerge from the creative thinking of a peace educator.

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