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## **DESIGNING AN EDUCATIONAL PROGRAM MODEL TOWARDS FURNISHING SECONDARY SCHOOL STUDENTS WITH POSITIVE ATTITUDES FOR 'PEACE EDUCATION'**

Gülay Bedir

Kahraman Maraş Sütçü İmam Üniversitesi

[gulaybedir@hotmail.com](mailto:gulaybedir@hotmail.com)

Mehmet Arslan

Gaziosmanpaşa Üniversitesi

[tugberkcan\\_1999@hotmail.com](mailto:tugberkcan_1999@hotmail.com)

### **Biodata**

**Assist. Prof. Dr. Gülay BEDİR.** Kahramanmaraş Sütçü İmam University, Department of Curriculum and Instruction. Bachelor's Degree: Inonu University, Malatya. Master Degree: Erciyes University, Kayseri. Ph.D. Degree: Inonu University, Malatya.

**Prof. Dr. Mehmet ARSLAN.** Gaziosmanpaşa University, Department of Curriculum and Instruction. Bachelor's Degree: Eskişehir Anadolu University Eskişehir. Master Degree: Türkiye Ortadoğu Amme İd. Ens. Ph.D. Degree: Hacettepe University. Ankara.

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Gülay BEDİR

[gulaybedir@hotmail.com](mailto:gulaybedir@hotmail.com)

Mehmet ARSLAN

[tugberkcan\\_1999@hotmail.com](mailto:tugberkcan_1999@hotmail.com)

### Abstract

Lack of education seems to be the source of not only the increase in the frequency of undemocratic and violent events in a society, but also for many other troubles we have. One way to raise democratic individuals that a society needs is to train or educate them through such an educational program leading to the mastery of information, skills, abilities, and attitudes that would enhance being democratic. The purpose of this study is to draft a design of an educational program model that would enable secondary school students to develop values and attitudes towards peace education. The purpose of the peace education program is to furnish secondary school students with positive attitudes and values towards peace education.. Literature survey has revealed seven categories of values and attitudes regarding peace education. During the designing phase of the program, interviews were conducted with teachers, students, and school administrators in order to hold a needs analysis under the light of the literature feedback. Data obtained after needs analysis directed the preparation of learning outcomes (goals), content, educational settings, and evaluation parts concerning these values and attitudes. Values and attitudes identified in this study are: Values and attitudes regarding human rights (Personal rights, interpersonal rights, societal freedom and political rights), Values and attitudes concerning cooperation and solidarity, Values and attitudes about preservation of cultures, Values and attitudes individuals have for themselves and for others, Values and attitudes regarding international solidarity, Values and attitudes concerning the protection of environment, Values and attitudes about spirituality.

*Keywords:* Peace education, curriculum, attitude

### 1. Introduction

Most research points out that majority of children have solid opinions regarding war, but vague ones for peace; and that they simply take peace as the opposite of war. Furthermore, peace is generally regarded as weak, passive, boring, and flat (Matthews, 2002). Following should be done and sustained in order for peace to reign in a community; peace culture should be expanded through education; an educational understanding that contains peace and negotiation should be settled; economic and social development should be balanced; ongoing effort should be exerted to bring up individuals that respect human rights; equality of women and men should be internalized, and the right to democratic involvement should be guaranteed; (UNESCO, 2002, 74-76). The required –themes for peace education were sorted: Human rights education, population education, social justice, environmental education, conflict and solving education, developmental education (Bajaj & Chiu, 2009). Knowledge,

understanding, skills, values, and attitudes within peace education should be conveyed to the students through either formal educational programs or specifically tailored ones.

A number of researchers contributed to the thoughts of peace through lots of studies on peace education. Galtung (1983) improved peace education thanks to the self-studies. In the regard; Researchers such Brock – Utne (1989) (2000), Harris (2008), Haris and Morrison (2003), Bajaj and Chiu (2009), Bal-Tal (2001), Bal-Tal, Rosen and Zehngut (2010), Reardon (1989), Shapiro (2002) provided crucial assistance based on peace education by means of their numerous studies, too. Sample of studies conducted in Turkey; Sertel and Kurt (2004), Kamaraj and Kerem (2005), Türnüklü (2007), Bedir and Arslan (2008), Özbek and Bedir (2010), Demir (2011).

*Part I: Schools to be administered: Secondary Education Schools/Course to be administered: Guidance & Counseling Hours/Level/Grade: I, II, III, IV/ Unit Themes: Peace Education/ Attitudes towards peace education. Rationale:* Lack of education seems to be the source of not only the increase in the frequency of undemocratic and violent events in a society, but also for many other troubles we have. One way to raise democratic individuals that a society needs is to train or educate them through such an educational program leading to the mastery of information, skills, abilities, and attitudes that would enhance being democratic.

According to Sönmez (2007) education is an open system. An open system is a dynamic compound constantly renewing itself. Therefore, curriculum development also has a dynamic structure. More clearly, an understanding of a finished curriculum cannot exist. The curriculum should be renewed and developed in accordance with the changing and improving conditions. Curriculum is called as “yetişek” by Ertürk (1982, 95). According to him, “yetişek” is an order of learning experience from the view of the students while from the point of the educators, it is the organization of the learning situations. Varış (1994) states that an educational institution involves activities which were provided for children, teenagers and adults and intended to accomplish the goals of the national education and the institution. Sönmez (2007) explained the curriculum as a dynamic compound which involves the goals expected to be observed on the individual and learning situations and evaluation which can bring them into action. Moreover, Demirel (2007) defined curriculum as a mechanism of experiences which can be provided for the learner through activities planned both within school and outside of the school.

The first step in preparing an educational program is to analyze the field of study and the needs and expectations of both the individual and the society. Decisions made during this phase should be compatible with the social, economic, and political choices and plans of the society. Other decisions to be made later on are more specific and technical in nature. Findings obtained from the first phase dictate the learning outcomes that the students are expected to gain after the education; and the content, learning settings, and evaluation processes that will take the route to the learning outcomes are planned and organized accordingly (Erden, 1998, 6).

The educational program can only be considered successful providing that all the students within the program reach the goals. However, this may not always be true. Therefore, an evaluation phase is administered following the termination of the program to see the fallacies and to make the necessary rearrangements and modifications over the program (Demirel, 2007).

## 2. Method of the research

What set the frame for peace education are some different but related topics such as themes & principles, values & attitudes, and knowledge and skills. The purpose of the peace education program is to furnish secondary school students with positive attitudes and values towards peace education. Moreover, another purpose is to help students be a better citizen and inhabitant of the world by raising their awareness and stimulating their sensitivity for national and international issues. Literature survey has revealed seven categories of values and attitudes regarding peace education. During the designing phase of the program, interviews were conducted with teachers, students, and school administrators in order to hold a needs analysis under the light of the literature feedback. Data obtained after needs analysis directed the preparation of learning outcomes (goals), content, educational settings, and evaluation parts concerning these values and attitudes.

*Part II:* This part contains information on the calendar of the preparation and administration of the program.

Table 1. *Procedure- Time Schedule*

Months	1 <sup>st</sup> M.				2 <sup>nd</sup> M.				3 <sup>rd</sup> M.				4 <sup>th</sup> M.				5 <sup>th</sup> M.				6 <sup>th</sup> M.							
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Procedural Steps																												
Planning	■	■	■																									
Needs Analysis		■	■	■	■	■	■	■	■																			
Goal Identification				■	■	■	■	■																				
Content & Organization								■	■	■																		
Table of Specifications								■	■																			
Organization of Learning Settings							■	■	■	■	■																	
Organizing Experimental Sessions								■	■	■																		
Presenting the Program to the Practitioners												■	■	■														
Administration of the Program																■	■	■	■	■	■	■	■	■	■	■	■	■
Evaluation of the Draft Program																■	■	■	■	■	■	■	■	■	■	■	■	■
User's Manual Reporting																■	■	■	■	■	■	■	■	■	■	■	■	■

*Part III: Needs Analysis:* This one is a problem centered program design that naturally focuses on students' social problems, needs, interests, and strengths (Demirel, 2004).

Students and teachers were kindly asked to share their opinions about almost half a dozen open ended questions during the needs analysis phase.

What do you know about Peace Education?

What are the required knowledge, skills, and attitudes for Peace Education?

Have you ever participated in a study on Peace Education?

Does the school offer any solid activities in order to raise pacific individuals?

Do you think instructional programs of the current curriculum supply enough space for Peace Education?

#### *Part IV: Learning Outcomes of the Educational Program*

*Values and attitudes related to Human Rights and Democracy:* Definitive knowledge of basic concepts in human rights / Definitive knowledge of basic concepts such as democracy (equality, justice, etc) / Being a democratic person / Having respect for human rights / Being sensitive about human rights violation.

*Values and attitudes related to Cooperation and Solidarity:* Being able to express the importance of cooperating with other people / Enjoying to cooperate with other people / Being open for communication with other people / Being decisive about finding peaceful solutions to conflicts / Having no bias against other people / Being open to hear different opinions.

*Values and attitudes related to the preservation of cultures:* Being able to define the main concepts regarding culture / Being aware of cultural values / Volunteering to participate in activities organized to preserve the world's cultural / Feeling responsible to preserve the cultural values of one's society / Being aware of social and cultural changes / Being decisive to preserve the familial values.

*Values related to Self and Others:* Explaining the importance of concepts such as empathy, tolerance, open-mindedness, and negotiation / Having the ability to build empathy / Being honest and trustworthy / Being tolerant and warm against other people / Willingness to build common values.

*Values and attitudes related to Internationalism:* Having a sensitive personality about global issues / Respecting other people from other nations / Feeling responsible for international issues / Being sensitive about territorial integrity of other/ Appraising the significance of peace in the world”.

*Values and attitudes related to the protection of the Environment:* Being aware of the current environmental issues / Willingness to perform responsibilities for the preservation of environment / Willingness to enroll in NGOs working for the preservation of environment / Being sensitive about environmental issues / Having a personality that loves all the creatures / Enjoying acting individually to preserve the nature.

*Values and attitudes related to Spirituality:* Accepting the existence of other religions in the world / Respecting the beliefs of other people / Being open for communication with people of other religions / Respecting the way that people of other religions perform their religious rituals, Not judging anyone for their religion”

## Content

*Values and attitudes related to Human Rights and Democracy:* What are the fundamental rights and freedoms? / (Personal rights, Women's rights, Children's rights, Rights regarding interpersonal relations, Societal and political rights) / Basic Principles of Human Rights / What is Democracy? / Fundamental Principles that Democracy is Based on (National Sovereignty, Equality, Freedom, Pluralism) / The relation between democracy and human rights.

*Values and attitudes related to Cooperation and Solidarity:* What is cooperation?/ What is communication?/ What is dialogue ?/ What is solidarity?/ What are the causes of conflicts? The importance of dialogue within conflicts.

*Values and attitudes related to the preservation of cultures:* What is culture (Material culture-Spiritual culture)? / What are cultural values?/ What are customs and traditions?/ The importance of culture for nations; what should be done to preserve cultural values?

*Values related to Self and Others:* What are empathy, tolerance, self-awareness, self-discipline, self-esteem, moral courage, and open mindedness?

*Values and attitudes related to Internationalism:* What are the global issues? / How can the global issues be solved? / What is territorial integrity? / Why do we need peace in the world?

*Values and attitudes related to the protection of the Environment:* Awareness of current environmental issues / What is the biggest environmental issue that our world is facing? / What can be done individually, nationally, and globally for environmental issues? / What awaits the world if the environmental issues stay unsolved?

*Values and attitudes related to Spirituality:* What is faith?/ What is a religious service? Respecting different religions and their services / What is freedom of belief and worship?

### *Part V: Educational Settings (Teacher's Manual)*

**Methods and Techniques to Be Used:** In this study, instruction, question & answer, and brainstorming methods will be employed because they are compatible with both the topic and the level of secondary school students. Moreover, other active learning techniques such as workstation, picture interpretation, writing poems, interviews, developing opinions, set of problems and solutions, newspaper preparation, first three things, sentence completion, building formulas, concept tree, showing cards, imagination, and story writing will also be used.

**Instructional Tools and Documents:** Slide machine, computer, recorder, books, and other related periodicals and newspapers will be used. Furthermore, colorful cardboards, scissors, glue, and pieces of woods in different sizes and shapes will be used in order to prepare necessary materials during the instruction.

### *Instructional Settings*

*Human Rights and Democracy/ Introductory Activities:* What is the regime that human rights fit the best? / Explain the saying "Your freedom ends where someone else's freedom starts" / Transition to the lecture after discussing the question "What do you think our country would be like if we didn't have democracy?"

### Instructional Activities: Activity 1: Preparing a Human Rights Tree with its Branches.

A piece of cardboard is cut and covered in brown color to represent the tree trunk. Capital letters are used to write human rights on the fastened trunk. Types of human rights are written on the branches of the tree. Students are encouraged to cut pieces of paper in different fruit shapes, to write one of the human rights onto the fruit shaped paper, and to hang it up onto the related branch of the tree while explaining what that particular human rights means. Upon filling all the branches, students' opinions about the human rights tree are assessed

Activity 2. Workstation Activity: Students are divided in groups of five. Each group is assigned a responsibility related with the topic of democracy. Seating chart of the class is arranged according to group work. Students name their own groups, and complete the work they are given in a certain period of time; and subsequently report on the work. Following is the depiction of the activity.

Group's Name: Peace  
Group's Work: Finding a slogan about democracy.

Group's Name: Freedom  
Group's Work: Writing a story about democracy.

Group's Name: Empathy  
Group's Work: Writing a poem about democracy.

Group's Name: Democracy  
Group's Work: Preparing a poster about democracy

Follow-Up Activities: Students are asked to present positive and/or negative examples that they have seen within the last week. Students are asked to chart both national and international major documents and/or agreements about human rights.

*Cooperation and Solidarity /Introductory Activities:* What conflicts within our society have you witnessed? What do you think people should do about conflicts? What do you interpret from Atatürk's saying "Union and solidarity can defeat everything but death"?

Instructional Activities: Activity 1: Sentence Completion: Incomplete statements prepared beforehand are read to the students in class, and they are asked to complete them.

- I believe cooperation with other people is both important and necessary because.....
- We can have conflicts with people we communicate, but .....
- If we bear bias for or against people or events.....
- If we want tolerance to prevail in our society.....
- If people respect each other and are understanding.....
- In order to reach social integrity.....

Activity 2: Set of Problems and Solutions: Students in the class are divided into two groups. One half of the students are asked to find the problems that lead to conflicts within a society whereas the other half is assigned to find possible solutions to these problems or suggestions that can direct to a solution. All the problems and solutions defined by students are boarded in the class. When both groups are done, they start sharing opinions about both the problems and solutions as a whole.

Activity 3: First Three Things: Handouts bearing numbers and concepts like tolerance, cooperation, and conflict are prepared and distributed to the students in the class. All students are asked to write down first three things that come to their minds about whatever it is on

their handout in a limited amount of time. Later, students are engaged in a discussion about what they wrote for the concepts on their handouts.

<u>Tolerance</u>	<u>Cooperation</u>	<u>Conflict</u>
1-	1-	1-
2-	2-	2-
3-	3-	3-

**Follow-Up Activities:** Discussion about the influence of dialogue over preserving cooperation and ending conflicts in a society. Students are assigned to prepare a presentation on sayings, proverbs, or idioms about tolerance, communication, and dialogue.

*The preservation of cultures / Introductory Activities:* Students are invited to explain what “Cultural variety is richness” (variety is the spice of life) through discussion. How do you think social values contribute to solidarity? Discuss.

**Instructional Activities: Activity 1: Newspaper Activity:** Teacher provides students with information on topics that are related to culture, cultural and social values, and both national and global cultural values. Subsequently, students are divided into groups of four or five, and asked to prepare a newspaper on cultural and social values as a group activity. All groups present their newspapers to other groups.

**Activity 2: Group Discussion:** Groups for discussion are selected and decided a week before the discussion day. The debate question is “Which one do you think is more influential over the ruin of historical artifacts, humans or the nature?” Half of the students defend that it is the humans while the other half struggles to prove that it is the nature that demolishes the artifacts. One week is given in order to let them get ready through searching and collecting proof. Teacher moderates the discussion. A group of objective students who are not included in any of the groups serves as a jury and chooses the best group in terms of preparation and presentation.

**Activity 3: Brainstorming:** Teacher initiates the brainstorming by asking if all the cultural values we have in our society are positive, and students are told to feel free to contribute any example value that they think is either positive or negative.

**Follow-Up Activities:** Students are assigned to search about the historical and cultural background (including changes through the course of time) of the city they live in and to present the report to their classmates. Students are assigned to write an essay about possible results we will see if the cultural and historical values disappear.

*Values related to Self and Others / Introductory Activity:* Students are asked what their positive and negative personality traits are and if they can objectively judge themselves.

**Instructional Activities: Activity 1: Crossword Puzzle:** Students are asked to find out the missing words prepared by the teacher on a crossword puzzle. The puzzle is handed to each student and they are expected to finish it within the given time limit. Words: Self-awareness, self-respect, self-esteem, self-discipline, empathy, moral courage, open-minded, trustworthy, honest, tolerant, reconciliation, curious, and creativity.



Table 2. Crossword puzzle

T	S	O	L	B	H	E	E	M	E	O	R	E	R	V	V	S	S	H	H
D	A	S	A	S	E	L	F	E	S	T	E	E	M	E	S	R	V	T	C
S	S	E	O	A	G	S	W	I	A	A	U	G	O	E	V	I	O	I	T
T	E	S	N	R	P	R	U	T	T	U	P	J	R	D	H	R	T	F	R
A	L	N	N	T	I	T	P	C	Y	P	O	R	A	O	A	E	T	I	U
I	F	D	E	M	P	A	T	H	Y	G	Z	R	L	E	H	C	A	J	S
C	R	T	O	I	T	I	Z	A	E	R	T	E	C	A	T	O	G	E	T
R	E	C	M	S	Y	P	I	R	C	I	Y	D	O	U	E	N	A	S	W
E	S	E	M	S	P	H	E	P	H	S	O	R	U	J	H	C	C	C	O
A	P	D	O	A	H	H	O	D	I	U	D	Y	R	A	G	I	A	H	R
T	E	T	S	P	Y	Y	Z	N	B	I	S	Y	A	D	A	L	T	H	T
V	C	S	D	Y	S	T	H	H	E	B	Y	I	G	E	P	I	T	E	H
E	T	I	C	O	R	I	O	U	S	S	Y	E	E	E	A	A	F	J	Y
S	S	S	A	U	P	P	T	D	O	B	T	Y	C	O		T	C	O	G
T	T	U	B	V	H	S	V	G	E	S	C	S	D	P	A	I	A	I	F
E	T	C	O	P	E	N	M	I	N	D	E	D	T	R	R	O	C	I	S
E	N	L	Z	O	G	S	A	K	D	O	U	A	D	P	D	N	N	A	A
S	I	Y	I	N	N	T	A	T	A	R	T	O	F	T	A	V	A	H	D
U	N	P	B	P	S	E	L	F	A	W	A	R	E	N	E	S	S	I	A
H	Y	D	F	S	A	G	H	E	E	I	K	M	N	N	E	S	P	R	I

Activity 2: Building Empathy: Teacher asks students to put themselves into his/her shoes and try to understand him/her by saying “How do you think I feel when you do something violating the classroom rules, or when you do not show interest to your classes?”

Follow-Up Activities: Teacher asks the students to write a story by using the words self-awareness, self-respect, self-esteem, self-discipline, empathy, moral courage, open-minded, trustworthy, honest, tolerant, reconciliation, curious, and creativity. Later, they are asked to comment on the things they mentioned in their stories.

Values and attitudes related to Internationalism: Introductory Activities: Explain what Atatürk meant by saying “Peace at home, Peace in the world” / What associations have been founded to preserve the world peace?

Instructional Activities: Activity 1: Press Conference: Some students in the class are given the role as reporters while some others were chosen as speakers before the activity, and they are told to be prepared. Students gather information about international associations, their duties and responsibilities, and if they fulfill their responsibilities adequately; and they present it to the class in a press conference atmosphere.

Activity 2: Building Formulas: Teacher gives some incomplete formulas to students to be completed.

- 1- Global Issues=.....+.....+.....  
+.....
- 2-.....+.....+.....= World Peace



Subsequently, students are encouraged to build up their own formulas for international issues.

Activity 3: Picture Drawing: Teacher asks students to express the world they would prefer to live in by drawing a picture. Later on, students share their drawings and the themes of their drawings with their peers.

Follow-Up Activities: What are the international issues you heard or read on TV or in a newspaper within the last week? How do you evaluate these issues personally? Discuss.

*Values and attitudes related to the protection of the Environment / Introductory Activities:* What is the biggest environmental problem that we live nationally and globally? Comment on the saying “We didn’t inherit the world from our ancestors, we just borrowed it from our children”.

*Instructional Activities: Activity 1: Picture Interpretation:* Students are shown two different pictures—one displays a clean environment while the other depicts an area polluted by different materials—and they are asked to comment on how they feel when they see such places. Afterwards, they are asked to explain which one is a better place to live by stating their reasons.

Activity 2: What would you do?: What would you do to solve both local and global environmental problems if you had the authority?

Activity 3: Interview: 5 students are chosen and sent to interview the managers of environmental organizations located in their neighborhood about their aim and the activities they are involved in. Then, students prepare a report about these organizations and present it to their classmates.

Follow-Up Activities: What harms the environment and the nature? Personally, what do you do to protect the environment? Which animals have become extinct so far, and which animals are threatened by extinction? What can be done to protect the species facing extinction? What possible future environmental problem worries you the most, and why?

*Values and attitudes related to Spirituality: Introductory Activities:* What does ‘freedom of belief’ mean? Explain. Do you celebrate the special occasions of your friends from other religions? How do you interpret the sentence “States should not favor any belief over the others”? Explain.

*Instructional Activities: Activity 1: Developing Opinions:* What can be done both locally and globally to improve the tolerance people have for different religions? Discuss.

Activity 2: Imagination Activity: Teacher wants students to imagine a place where people from different religions live in peace and where everybody respects the other’s beliefs and religious rituals. Afterwards, students are asked to share how they felt during the imagination.

Activity 3: Showing cards: Teacher distributes three cards in three different colors each of which represent a respond. The red one symbolizes that the person does not agree, the yellow one means that the person is indecisive while the green one represents a full agreement. Next, teacher reads both positive and negative statements to students, and asks them how they feel about them by showing their cards.

I would like to know the religion of people around me. I can pray in places that belong to different religions. I find the way some tribes worship a little weird. I search about different religions to get to know them better. Everything would be better if there were only one religion in the world. At the end of the activity, each student is encouraged to assess their opinions in terms of freedom of belief and worship.

*Follow-Up Activities:* Which city in Turkey is a good example for the world as a place where people of different religions live in peace and where solidarity and tolerance prevails? What religions have been practiced by people in this city since its foundation?

*Part VI: Testing Settings*

- 1- Choose two countries where democracy practiced and not practiced, then evaluate the citizens of these countries in terms of rights and freedoms.
- 2- Who defines personal immunity, rights, and freedoms in democracy?
- 3- What are the results of conflict?
- 1- What is the benefit of cooperation for a society?
- 2- How does cooperation feed social solidarity?
- 3- What are the associations founded to preserve world peace? What are their duties and responsibilities?
- 4- What is the relation between democracy and human rights?
- 5- What does freedom of belief and worship lead in societies and in the world?
- 6- What are the most important global issues? How can they be solved?
- 7- What are cultural values? How can we preserve them?
- 8- What should be done to preserve the environment and the natural resources?
- 9- How can you personally contribute to world peace?
- 10- What does it mean to be at peace with oneself? Explain.
- 11- How can you explain the relation between peace and education?
- 12- What are the similarities and differences you have with your classmates?
- 13- Which heroes do you think of when you consider national and international peace? Why?
- 14- What is the benefit of building empathy?

### **3. Conclusion and Recommendations**

The aim of peace education program has been to equip secondary school students with positive values and attitudes towards peace education. Related literature review has yielded seven different values and attitudes that can be grouped under the scope peace education. Teachers, students and school administrators have been interviewed for their opinions regarding peace education through open ended questions prepared under the guidance of the data obtained from the literature. Findings of the interviews have led to the preparation of peace education program that would furnish students with the aforementioned seven values and attitudes. Values and attitudes identified in this study are: *Values and attitudes regarding human rights (Personal rights, interpersonal rights, societal freedom and political rights), Values and attitudes concerning cooperation and solidarity, Values and attitudes about preservation of cultures, Values and attitudes individuals have for themselves and for others, Values and attitudes regarding international solidarity, Values and attitudes concerning the protection of environment, Values and attitudes about spirituality.* Other studies on this subject (same values and attitudes); Unesco (2005) "Peace education framework for teacher", Bedir, Arslan (2008) "An education program model directed to develop peace education attitude for students at the second echelon", Özbek, Bedir (2010) "Developing an attitude towards peace scale for assessing turkish university students". Another study on this

subject, Bal-Tal, Rosen and Zehngut (2010) divided peace education into two groups. (1) Indirect peace education: Reflective thinking, tolerance, empathy of ethnical, human rights and conflict resolution (2) direct peace education: conflict and peace, formation of peace, the history of conflict, new desires and emotions.

Each of these seven areas identified during drafting the educational program has been separately analyzed during the development of the program. In the first phase, goals (outcomes) that target all the areas were determined in order to convey all these values and attitudes to students.. In the second phase, the content necessary for the actualization of these goals was defined. Third phase involved the organization of instructional/educational settings that contained introductory, instructional, and follow-up activities for each area. In the last phase, question and answer setting was organized in order to evaluate the general outline of students' values and attitudes. The administration of the program lasted for 9 weeks and 18 hours; one week for preparation and introduction, seven weeks for the activities, and one week for evaluation.

This exemplary "Peace Education Program" targets the high school students. Training programs on the same subject could be developed for preschool, primary school and secondary school students. Also, other programs can be prepared for teachers and administrators in order to inform them about "Peace Education".

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