

**INTEGRATING PEACE CONCEPTS IN THE PRESCHOOL CURRICULUM OF HARRIS  
MEMORIAL COLLEGE**

**Patricia Perez-Santos**  
Harris Memorial College

**ABSTRACT**

The study of peace had been focused most of the time to demilitarization, reconciliation, and gender issues. Peace education had been directed towards the goal of eradicating violence and strengthening the respect for human rights and other fundamental freedom. These peace concepts have been introduced mostly to specific courses in the tertiary and graduate school level as a curriculum. Since “peace” is not limited to one meaning there is a need to look into the possibility that peace related expressions may also exist in the curriculum of students under the basic education level. The purpose of this study is to highlight and identify the Christian values, expressions, behaviors, or attitudes that advocates for peace that is embedded in the curriculum of Harris Memorial College (HMC) for the preschool education. This is important because HMC is a Christian center for developing responsive and effective servant leaders. The noted expressions of peace concepts in the Preschool Curriculum of HMC is crucial to the attainment of the school’s mission: to teach and train persons to become rooted in the word of God; build a community of persons where God’s love is experienced and expressed; and provide excellent teaching-learning opportunities for deaconesses to serve in various ministries. The study analyzed the different domains of the curriculum that served as a guide to the teachers in preparing their instructional plans. The study opted to answer the following questions: a) What peace related expressions and concepts were integrated in the preschool curriculum of HMC? b) What teaching strategies and activities were used by the teacher to strengthen the integration of the identified peace-related expressions and concepts? The study was able to identify that the preschool curriculum of HMC based on the standards presented had been integrating peace related expressions and concepts through the different learning experiences that was set in the curriculum and performance standards. The peace-related expressions and concepts are knitted together through values-forming activities that mold attitudes and behaviors that lead to peace. The strategies utilized by the teacher in teaching the different domains of the curriculum played a big role wherein the peace-related expressions and concepts can be realized and experienced by the young students.

**INTRODUCTION**

According to Quisumbing (1996), education for peace, human rights, and democracy, for international understanding and tolerance is essentially a matter of changing values, attitudes, and behavior. Hence, the need and importance of values education for our citizenry, especially the youth-at home, in the school, and in the total learning environment of society-should be our absolute priority if we want our children

to live and develop in a genuine culture of peace and tolerance where people learn to live together in harmony, and where citizens of a nation and of the global community can work together in solidarity and in peace.

Nele (2008), stated that education has the potential to instill new values, attitudes, skills and behaviors that can help promote new social relations that will build resistance to conflicts. He mentioned that 'Peace education' is a generic term used to describe a range of formal and informal educational activities undertaken to promote peace in schools and communities through the inculcation of skills, attitudes, and values that promote nonviolent approaches to managing conflicts and promoting tolerance and respect for diversity." He further mentioned that peace education is not a separate subject aimed at learning and practicing peace, but it is infused in all subjects because of its democratic nature. Weil (2003, as cited by Nele, 2008, p39), mentioned that holistic education for peace is defined as "a method of education inspired by active methods, directed to the person as a whole to help him or her maintain or reestablish harmony between senses, feelings, mind and intuition."

The purpose of this study is to analyze and identify the peace-related expressions and concepts that is implanted in the preschool curriculum of HMC. This peace-related expressions are demonstrations of the student's specific values, behaviors, or attitudes that are expressed in the performance standard of the curriculum. Although the word "peace" literally did not exist in the context of the curriculum; the researcher looked into the performance standards that reflected expressions that lead to peace. The evaluation was based on the dissection of the preschool curriculum as well as the instructional plans that were used by the teacher in teaching in the classroom. The researcher examined its content, execution, and activities that lead to the teaching of values-oriented attitudes and behaviors that were reflective to peace.

The first part of the study provided an overview of the development of Harris Memorial College and its Preschool Program. It mentioned some of the highlights of the philosophy, vision and mission of the Preschool Curriculum that is holistically developed and child-centered. The second part discussed the theoretical background on the role of moral values that are strongly reinforced in education as the medium where peace-related expressions and concepts can be injected. The third part provides a short background of children's concept of peace and their understanding of what peace is; finally, the fourth part of the study presents the result of the evaluation of the school's program.

### **Harris Development Center for Children and its Curriculum**

The Preschool Program of Harris Memorial College started in 1922 through Mrs. Brigida Garcia-Fernando; a Filipino, who obtained her Kindergarten Education training at the Columbia University Teachers College in the United States. The first kindergarten class took place in 1922 at P. Paredes, Sampaloc Manila. The Kindergarten Teacher Training Program was launched through Mary A. Evans and Brigida Garcia in 1924, thus making Harris the pioneer in Kindergarten Education in the Philippines. In the

same year, the kindergarten class became the laboratory school for students training under the Kindergarten Education Program. (Celebrating A Century of God's Faithfulness, 2003).

The Harris Development Center for Children had been guided by its philosophy, vision, mission and core values that were parallel to the VMG of the school. Its philosophy: that children are created in the likeness of God and are endowed with varied abilities and potentials; that the role of early childhood education is to prepare children for life-long learning; that a learner-centered education that considers and respect nature and the needs of the learners are prioritized; that learners learn best through collective designed groups and individual activities; and that special programs should be developed to address the needs and the nature of the learners, as well as the demands and needs of the society. Its vision: quality education for a Christ-like service. This coincides with its mission that as a social institution, it is committed to teach the values of democracy, respect for the rule of law, service to others, and respect for cultural diversity; and as a Christian school, it seeks to develop learners who have strong faith in God and be deeply involved in the mission of providing quality education in a Christian atmosphere (The Harris Preschool Curriculum, 2012).

### **Concept of Peace**

Castro (1989) performed a study on grade school students to identify their concepts towards peace. She was able to list down the students responses of peace as: cooperation and unity in the country; sharing and giving that includes either material thing such as clothes, food, things and others, and non-material aspects such as wisdom, information and knowledge, spiritual guidance, making amends, love and happiness. Based on Castro's data, the following attitudes were identified as reflective of peace: joyful, courageous, diligent, respectful, kind, loving, clean, fair, humble, honest, generous, helpful, selfless, industrious, and God-fearing.

Donor (2005), in her study about "Children's Concept of Peace," associated the meaning peace with traits of generosity, helpfulness, selflessness, obedience, joy, courage, diligence, respect, kindness, love, non-violence, cleanliness, cooperation, industry, fairness, humility, honesty, and fear of God. Most of the attitudes cited by the children were related to social responsibility and self-respect, similar to the list of attitudes and values identified by Castro(1989). They identified attitudes of selfishness and activities like destruction of nature as obstacles to peace.

Donor further emphasized that children equated peace with the expressions such as: ecological beauty and diversity, freedom and prosperity, altruism and cooperation, unity and solidarity, stewardship, serenity and absence of killing, following the law or rules, absence of crime and violence, working together, helping one another, clean environment or cleanliness, patriotism or love for one's country, respect for life form, abundance of life, God-centeredness, praying, fear of God, a peaceful society with good relationship with other culture, fulfillment of the basic needs, and love.

Along with the identified traits and expressions, she also mentioned that non-abusive and non-violent attitude were essential to the attainment of peace.

Similar to the previous identified concepts, traits and behavior Castro and Galace (2008), opined that self-respect, respect for others, respect for life, gender equality, compassion, global concern, ecological concern, cooperation, openness, tolerance, justice, social responsibility, and positive vision in life are values that lead to peace. They further identified the skills such as reflection, critical thinking and analysis, decision-making, imagination, communication, conflict resolution, empathy and group building as learning experiences that can cultivate peace.

In its Declaration on the Culture of Peace, UNESCO identified the following set of values, attitudes, traditions, and modes of behavior and ways of life leading to peace: a) respect for life and for all human human rights; b) rejection of violence in all its forms and commitment to the prevention of violent conflict by tackling their root causes through dialogue and negotiation; c) commitment to full participation in the process of equitability meeting the developmental and environmental needs of present and future generations; d) promoting of the equal rights and opportunities of women and men; e) recognition of the rights of everyone to freedom of expression, opinion and information; and f) devotion to principles of justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding between nations, between ethnic, religious, cultural and other groups, and between individuals. (cited by Castro, 2001).

Peace is not a natural occurrence in a person's system according to Castro and Gallace (2008). It is not encrypted within our DNA's; to reach peace, we need to teach peace. Thus, it is imperative that education for values that are associated with peace should be taught to students as young as preschool. It is in these formative years that children engage themselves in activities wherein they can encounter conflicts with other children, develop dominance in hierarchies in a child's peer group, increase their interaction, and engage themselves in cooperative play (Keenan, 2002). These are the opportunities wherein educators can imprint a strong values system that will lead to peaceable individuals.

### **The Task of Setting Strong Values Related to Peace Concepts**

Esteban (1990) opined that a child is born with a certain temperament and physical/intellectual capabilities but he is not born with knowledge of specific moral values; rather he is born with the potential to know and understand universal truths through the intellect and to apply them through the exercise of will and practice of virtues. Thus, education in values is developmental, a gradual on-going process during which the child learns how to reason out truths (cited by Gaveria, 2009).

In the Philippines, the 1986 Constitution mandates all educational institutions to promote values education that: inculcates patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency (Philippine Constitution, 1986, Article XIV, Sec 3, [2]).

Peace and values cannot be disconnected from one another. Their paths are intertwined and directly complement each other. Castro (2003), expressed that education is at the heart of both personal and social development and can be an instrument in forwarding a new vision. With the above mentioned, schools are powerful avenues for peace building. Quisumbing (1996), further cited UNESCO's Medium Term Strategy that stated, "Education is at the heart of any strategy for peace-building. It is through education that the individual acquires the values, skills, and knowledge needed to build a solid basis of respect for human rights and democratic principles and, at the same time, the complete rejection of violence, intolerance, and discrimination."

### **Teaching Peace to Young Children**

Cedeno (2001), emphasized that the teaching of peace should be stressed in Christian values within the domain of social dynamics. Thus, Quisumbing (1996) mentioned on improving teacher training, curricula, content of textbooks and lessons, and other educational materials and new educational technologies. Quisumbing wished to shift education to the view of educating citizens to be caring; open to other cultures; able to appreciate the value of freedom; respectful of human dignity and differences; and able to prevent and resolve conflicts in a non-violent means.

Preparing students in preschool embeds the concepts of peace deeper within their system. Kail (1998) mentioned that the children's understanding about peace expands as they start schooling. It is therefore clear that young students have a notion of what peace is. It is with the guidance of the primary care givers that students in the preschool level apply these concepts in their daily life. As Maria Montessori articulated, those who want a violent way of living prepare young people for that; but those who want peace have neglected their young children and adolescents, and made them unable them to organize themselves for peace (as cited by Castro and Gallace, 2008).

Concepts and expressions related to peace can be integrated in many disciplines. Toh-Swee-Hin (2001) articulated that peace education that is rooted in various sources of inspiration, role models and practices located in specific historical, social, cultural, economic and political contexts allow children to learn. The curriculum of a school is one of the important medium where peace-related expressions and concepts can be incorporated. It can be tailored according to the needs of the young students. A curriculum according to Wiles and Bondi (as cited by Calderon, 2004) is a sequence of potential experiences set up by the school for the purpose of disciplining children and youth. The curriculum that reflects the school's vision, mission and goal is an abundant source of values.

### **METHODOLOGY**

The study applied document analysis in identifying the peace-related expressions and concepts that were embedded in the curriculum and instructional plan used by the Preschool Department of HMC. The researcher also identified the teaching strategy facilitated by the teacher that enhanced the learning experience of the peace related expressions. The curriculum used by HMC was fully developed and implemented

in 2012 by a group of curriculum experts and preschool education teachers. The development of the curriculum underwent four phases: situational analysis; developing philosophy, goals, and objectives; designing curriculum standards; and validation and revision of curriculum standards. The writing team of the curriculum analyzed the previous curriculum content in 2006 which was used by the preschool of HMC prior to its revision in 2012. They adopted several contents of the previous curriculum guide and modified them to become content and performance standards of the new curriculum. The team benchmarked with the different curriculum standards for preschool in the United States and the new Kindergarten Curriculum of the Department of Education in the Philippines.

The curriculum was categorized under the six domains: Domain I, Physical Development, Health and Safety; Domain II, Personal and Social Development; Domain III, Language and Communication Development and Literacy; Domain IV, Cognitive Development; Domain V, Creative Development; and Domain VI, Spiritual Development and Values Formation. Each domain is further categorized to different performance standards. The curriculum based its philosophy to learner-centered education. It revolved around the child considering his/her nature, interests, and needs.

The researcher also analyzed the instructional plans prepared by the teacher in preschool. These instructional plans were inspired from the new preschool curriculum wherein considerations on the following factors were observed: Harris Philosophy of Education; the background of the learners and his/her needs; the subject matter based on the Harris Curriculum and government curriculum standards; the learning environment; and the assessment and evaluation tools applied by the teacher.

The researcher looked into the method or the teaching strategy utilized by the teacher in teaching the different domains where the peace related expressions and concepts may be embedded. These strategies were assumed to aid the learning experience that will further strengthen the peace concepts. The inclusive dates of the analyzed instructional plan were from June 18 to November 16, 2012. Sixteen instructional plans for kindergarten 2 were analyzed for peace-related expressions and concepts. These instructional plans were submitted weekly by the kindergarten 2 teacher to the respective preschool coordinator for checking and were validated by a curriculum expert.

The researcher's components of peace were derived from the framework of four sources: (a) the skills, attitudes, and values identified by Castro and Gallace, (2008) in the book *Peace Education: A Pathway to a Culture of Peace*, p25-29; (b) the UNESCO Declaration on a Culture of Peace, cited by Castro in 2001; (c) the Philippine Constitution of 1986 (Article XIV, Sec 3, [2]) on the mandate of values education; and (d) the master thesis conducted by Donor (2005) on *Children's Concept of Peace*. The researcher reviewed and analyzed the four sources and connected them with the attitudes, values, and behavior that expressed peace. The researcher created peace concepts based on the four sources that were suitable to the expressions of peace which were visible in the preschool curriculum of HMC, as well as in the instructional plans utilized and designed by the teacher. The researcher categorized the expressions of values, attitudes and behaviors of peace as expressed in the performance standard.

After identifying and categorizing the peace-related expressions the researcher had come-up with twenty-eight concepts based from the four resources mentioned. The categorization of the peace related expressions were validated by the class adviser who created the instructional materials and the coordinator of the Preschool Department.

The research focused on two parts: 1. What peace related expressions and concepts were integrated in the preschool curriculum of HMC 2. What teaching strategies or activities were used by the teacher to strengthen the integration of the identified peace related expressions and concepts? The first phase focused on the analysis of the HMC Curriculum for Preschool Education as well as the instructional plans. The curriculum was analyzed per domain and per curriculum standard to identify the peace related expressions based on the standards of the four sources mentioned. The instructional plans were also scrutinized to see the parallelism between the teacher's identification of the appropriate performance standard as identified within the specific domain.

The second phase focused on the approaches and strategies the teacher implored to teach the topics under the different domains. The purpose of this was to identify the strategies wherein the specific peace related expression or concept can be further intensified as the students engage in the different activities in the class.

Identifying the peace-related expressions and concepts as well as the teaching strategies implored by the teacher, may possibly facilitate in teaching a young student to a lifestyle that is centered on Christian values, behaviors, and attitudes that will advocate for peace.

## RESULTS AND FINDINGS

### **1. *What peace related expressions and concepts were integrated in the preschool curriculum of HMC?***

Twenty eight peace related expressions and concepts were identified in the curriculum of HMC as reflected in Table 1. These peace concepts were patterned from the following sources: a) the skills, attitudes and values identified by Castro and Gallace, 2008 in the book *Peace Education: A Pathway to a Culture of Peace*, p25-29; b) the UNESCO Declaration on a Culture of Peace, cited by Castro in 2001; c) the Philippine Constitution of 1986 (Article XIV, Sec 3, [2]) on the mandate of values education ;and (d) the unpublished master thesis conducted by Donor (2005) on *Children's Concept of Peace*. The researcher categorized the expressions and concepts of peace that closely resemble the attitudes, behaviors, values, and concepts presented in the preschool curriculum of HMC.

The researcher observed that there was a repetition of the concepts of peace in the different domains. This was probably because in a particular domain a definite performance standard had to be met. In every performance standard, there are numerous expressions or concepts that can be associated to peace.

**Table 1.** Identified Peace Related Expressions and Concepts from the Preschool Curriculum of Harris Memorial College

Peace concept	Domain I: Physical Development, Health and Safety	Domain II : Personal and Social Developm ent	Domain III: Language and Communica tion Developme nt and Literacy	Domain IV : Cognitive Developm ent	Domain V : Creative Developm ent: Aesthetic Appreciati on	Domain VI : Spiritual Developm ent and Values Formation	Tot al	Percenta ge
1. 1. Diligence	0	0	5	9	0	1	15	10.1%
2. Appreciation	0	1	2	6	2	1	12	8.1%
3. Active Participation/ Belongingness	1	1	2	4	2	1	11	7.4%
4. Respect for oneself and for others	2	0	1	4	1	2	10	6.7%
5. Patience	1	1	4	3	0	1	10	6.7%
6. Self- discipline/self- control	2	2	2	1	1	1	9	6.0%
7. Care	1	0	1	6	0	0	8	5.4%
8. Politeness	0	3	4	0	0	0	7	4.7%
9. Sense of Achievement	0	1	0	1	3	0	5	3.4%
10. Obedience	1	0	1	0	3	0	5	3.4%
11. Friendship	1	1	0	0	2	1	5	3.4%
12. Giving and sharing	1	0	0	2	1	1	5	3.4%
13. Love	0	0	1	0	0	4	5	3.4%
14. Gratefulness	0	0	0	2	1	2	5	3.4%
15. Sense of Responsibility	2	1	0	1	0	0	4	2.7%
16. Cooperation	0	2	0	1	0	1	4	2.7%
17. Patriotism	0	0	0	2	1	1	4	2.7%
18. Analytical thinking	0	0	0	3	1	0	4	2.7%
19. Fairness	0	0	0	3	0	0	3	2.0%
20. Thankfulness	0	1	0	0	0	2	3	2.0%
21. Self Expression	0	0	0	0	3	0	3	2.0%
22. Self-confidence	0	0	0	0	3	0	3	2.0%
23. Kindness	0	1	1	0	0	0	2	1.3%
24. Humility	0	0	1	0	0	1	2	1.3%
25. Joy	0	1	1	0	0	0	2	1.3%
26. Accepting oneself	0	2	0	0	0	0	2	1.3%
27. Forgiveness	0	0	0	0	0	1	1	0.7%
28. God fearing	0	0	0	0	0	1	1	0.7%
Total	12	18	26	48	24	21	149	100%

In the table presented, the peace concept “diligence” scored the highest with 10.07%. The score was reflected among the domains for cognitive and language development. The said domains focused on the learning experiences for Mathematics, Science, Social Studies, and Language and Communication.

The peace concept “appreciation” presented itself within domains II-VI but scored high under cognitive development. Appreciation within the said domain varied from the practical application of numbers, the unique function of the body, the aid of technology in making man’s life easy, the roles played by community leaders, events that shaped Philippine history, and the unique qualities and culture of another country. Appreciation for the rest of the domains focused on: oneself and others, one’s



achievements, the sound present within the environment, uniqueness of God's creation, music, singing, dancing, and God's love for children.

The peace concept "active participation" or the "sense of belongingness," was also dominant in cognitive development. The result varied from participation in mathematical activities; experiments and investigations for science; community tour, following directions, and festivals for social science. Active participation within the rest of the domain was summarized as: participation in a group dynamics, recitation, singing, movement activities, and actions that strengthen Christian values.

The peace concept "respect for oneself and for others" ranked high under the cognitive domain. The concept of respect focused on respect for all forms of living things, cultural practices and traditions, respect for one's neighbor, and respect for one's country. Other identified concepts that suggested respect within the rest of the domains were: respect for individual differences, for classmate's belongings, classmate's opportunity, and for God.

The peace concept "patience" showed the same percentage as "respect." The domain for language and communication reflected the highest score. Patience in waiting for one's turn to speak, and in answering an activity, reading, and writing were identified. The performance standards that reflected the identified concept were: to read words correctly and with comprehension; demonstrate skills and interest in writing; and develop vocabulary skills. The rest of the domains reflected patience in varied ways: in waiting for one's turn in the line, in dealing with a fellow classmate during an activity, in classifying and identifying objects, in recognizing numerals, in applying mathematical operations, and in practice as a way of life.

"Self-discipline" and "self-control" as a peace concept appeared in domains I-III. Self-discipline and self-control, identified under the different performance standard for the mentioned domains were summarized as: performing activities that can make the body healthy; avoiding things that can harm oneself; controlling one's emotions; following time schedules for activities; saying words that will not hurt others; and focusing in one's lessons. Self-discipline and self-control reflected the curriculum standard that demonstrated good health habits; understand the importance of a safe physical environment; express feelings and emotions appropriately; develop positive behavior; use appropriate language and expressions in conversation; and read words correctly with comprehension.

"Care" as a peace concept was repetitive under the cognitive development. This was due to two learning experiences under the said domain. The peace concept was reflected through the care of body, the environment, for plants and animals, and the Earth were the topics identified for science. While, care for the needs of the family and its members, for ones neighbor, community and country were topics identified for social studies. The peace concept of caring traverses the learning experiences for the: human body, weather condition, plants and animals, family, community, and being a Filipino.

For the peace concept "politeness," language and communication development under domain III marked several repetitions. Politeness under the curriculum was reflected by the curriculum standards that encouraged the use of polite expressions and

proper greeting of classmates and teachers. The use of “po” and “opo” when being talked to were also included.

The peace concepts “sense of achievements, obedience, friendship, giving and sharing, love, and gratefulness, revealed an equal percentage as it appeared in Table 1. For the sense of achievement, obedience and friendship; the creative development or domain V was able to reflect the highest scores. The following activities reflected sense of achievement as one’s art work is accomplished and displayed; recreates rhythm and melody and carry a tune; and perform his or her own dance and movements.

The peace concept of “obedience” was reflected through the curriculum as the child followed activities based on the teacher’s instructions. The concept of friendship, on the other hand, was developed through sharing of art materials, activities and participation in different production. The two concepts complemented one another because most of the activities identified were under the curriculum standard for expression through a variety of art media, musical experiences, and creative movement.

The peace concept of “giving and sharing” scored high under cognitive development. It appeared under the learning experience for mathematics. The sense of equal sharing, appeared under the curriculum standard for understanding number concepts and applying mathematics in daily life situations.

“Love” as a peace concept appeared high under the spiritual development and values formation. The concept is manifested through love of God, God’s unconditional love, love for peace, and love for others. The following are reflected in the curriculum standards for: understanding the Bible and God’s people; God is great and loving to all; knowledge about the life and works of Jesus; and internalizing Christian values.

“Gratefulness” as a peace concept was reflected with similar scores in the cognitive development and spiritual development. The said concept under cognitive development manifested through gratefulness to the Creator for creating the Earth and gratefulness to the national heroes and their contribution to the country. These were under the curriculum standards for developing ones knowledge about the Earth and other heavenly bodies, and demonstrating knowledge about one’s country. For the spiritual development, the performance standards that showed gratefulness for Jesus’ sacrifice and gratefulness for giving us life, were identified. The peace concepts mentioned above were under the curriculum standard that showed understanding of God’s greatness and love to all people and the knowledge about the life and works of Jesus.

The following peace concepts: “sense of responsibility, cooperation, patriotism and analytical thinking,” revealed an equal percentage. Sense of responsibility manifested highly in physical development, health and safety. Activities that encouraged taking care of school properties and taking care of one’s personal belonging falls under the performance standard for the development of basic self help skills.

The peace concept “cooperation,” manifested under personal and social development. It was reflected through the activities that promoted the performance standard of working together with the teacher and classmates and cooperation during play time and classroom activities. The identified concepts fell under the curriculum standard that developed positive social skills and interest for learning.

“Patriotism” showed strength in the cognitive development. It was focused under the learning experience for social studies. The performance standard that promoted patriotism was focused in knowing the Filipino heritage and respect for ones flag. The curriculum standard identified with the said concept focused in understanding the unique characteristics of every Filipino and his family and demonstrates knowledge about one’s country.

The peace concept “analytical thinking,” manifested strongly under the domain for cognitive development. It reflected the application of analytical thinking with the use of non-standard measuring tools for the learning experience in mathematics and observing how plants grow and the changes that take place in a matter for the learning experience in science. The curriculum standard that met these concepts developed the knowledge for spatial concept; observed and investigated plants and animals; and observed and investigated matter and energy.

The peace concepts: “fairness, thankfulness, self-expression, and self-confidence,” showed an equal percentage. Fairness is reflected high under the cognitive development within the learning experience for mathematics. The performance standards that showed the concepts for equality and fairness were associated with the measurements and numbers. These also included topics that dealt with the use of equal and non equal signs and the concepts for less and more.

The peace concept “thankfulness,” was manifested in the domain for spiritual development and values formation. Thankfulness reflected the curriculum standards that promoted the value of praying and internalizing Christian values. The peace concept self-expression was reflected under the creative development domain. The curriculum standard that suggested self-expression through the use of the different art media, music, and creative movements were also included in this concept.

The peace concepts such as “kindness, humility, joy, and self-acceptance” ranked equal with one another. Kindness was reflected with the use of kind words in dealing with others. This concept manifested under the domains of personal and social development and language and communication. Activities such as: expressing feelings and emotions appropriately and the use of appropriate language and expressions in conversations, were identified as examples of this concept. The peace concept “humility,” on the other hand, reflected the performance standard that promoted humility in oneself and in calling on God for help.

The peace concept “joy,” was reflected through the performance standard that promoted satisfaction in oneself, family, and accomplishments. This also included the joy one experiences in reading. The domain II and III under the curriculum standard showed positive self-concept and develop an interest in reading various forms of literature. Self-acceptance was reflected through the activities that encouraged accepting one’s unique qualities as an individual. This included acceptance for one’s strength and weakness as during games and activities. The curriculum standards for the said concepts were identified as: developing positive self-concept and positive social skills. Both were focused on the personal and social development of the child.

The peace concept that least appeared among the 28 concepts were forgiveness and fear in God. These concepts were found under the spiritual development and values

formation. These were reflected through the curriculum standard for internalizing Christian values.

### ***Analysis***

The 28 identified peace related-expressions and concepts that were visible in the Preschool Curriculum of HMC and in the instructional plans that were utilized by the teacher for kindergarten 2 were compared to the sources of Castro and Gallace (2008), in the book *Peace Education: A Pathway to a Culture of Peace*; the UNESCO Declaration on a Culture of Peace; the Philippine Constitution of 1986 (Article XIV, Sec 3, [2]) on the mandate of values education ;and the finding of Donor in her master thesis on *Children's Concept of Peace*.

The researcher was able to identify five related peace expressions that were not presented in sources mentioned. These expressions were: sense of appreciation, diligence, sense of achievement, thankfulness/gratefulness, and self acceptance. The peace concepts mentioned were embedded in the learning experiences that dealt with cognitive, creative, physical, and spiritual development domains.

The five expressions may not be mentioned from the four major sources of peace related expressions and concepts because the researcher took into consideration the student's expected learning competencies in correlation with the curriculum and the instructional plans that is suitable to preschool. Since the study was focused in the school setting, it is also possible that the operational meaning might be different. It is also possible that the peace related-expressions and concepts presented by the sources were in general or was geared towards the direction of global action as mandated by the United Nation.

Diligence in Filipino means "kasipagan" or "sikap." This means industrious, hardworking, involved and engrossed. Patience, on the other hand, means "sikap," "tiis," and "pasensiya" (Timbreza, 2003). Timbreza stated that patience is necessary to be able to maintain one's diligence, and diligence is important in order to prolong and sustain one's patience. He further mentioned that these two are necessary for one's own growth and development. Based in the preschool learning competency, these peace concepts both manifested within the language and cognitive development domain. Preschool students were expected to develop determination in pursuing the different tasks as they course through the different learning competencies. This may also lead them to develop appreciation of the different learning activities presented by their teacher. These two related peace expression are emphasized within the Filipino culture because of their belief that "There is no substitute for hard work in order to succeed" (Jocano, 2000).

Jocano (2000), mentioned that the values that establish teamwork were the expressions: politeness/respect (*galang*), care/concern (*pagkabahala*), and responsibility (*pananagutan*). These were identified as part of the peace-related expression because these encouraged students to develop the sense of belongingness wherein he/she can actively participate in a group. Students can also develop analytical thinking as he/she works in a team thus leading to cooperation. It also develops friendship as students

learn to share and to give and thus, farther develop fairness and equality. The researcher observed that various peace concepts are intertwined with one another. The peace related expression and concepts are dependent to each other. One cannot acquire only one concept without developing the others.

Amor propio means “accepting oneself/self love” or “self-confidence/self-esteem” (Jocano, 1997). These two peace concepts as mentioned by Jocano develop self-respect and pride. These were examined by the researcher in the preschool curriculum to aid student to socialize with others and to participate in different classroom activities wherein he/ to have the will acknowledge his/her worth. The acceptance of one’s capability may also lead to the concept of joy/happiness, a positive trait that can encourage relationships and a positive disposition in life.(Tmbreza, 2003) Self-confidence based on Table 1 showed “self-confidence” to have the same strength as of “sense of achievement” and “self-expression” under the creative domain. These three peace concepts develop the sense value and worth in a child.

The peace concept “love” according to Esteban (1990) is the strongest and deepest emotion which every human being needs to experience. Esteban pointed out that human love is an expression of God’s love for man. This is total self-giving, unconditional, and irrevocable. It acts in the best interest of and unite with others through the practice of virtues such as understanding, sincerity patience, truthfulness and justice. The peace concept love based from the curriculum and the instructional plan transpired through the peace concepts: gratefulness, thankfulness, forgiveness, and fear of God. Although the mentioned concepts were identified to be the list presented in Table 1, it is also common to the theme that linked the students to God.

Obedience was defined by Esteban as esteem for authority figures. This peace concept was observed through the curriculum and the instructional plan as a concept that can foster the atmosphere of love, dignity, respect, and understanding. This concept is essential to be taught to preschool students as they develop proper language and respect with the rules and regulation of the school. This can foster unity and peacefulness in the classroom.

According to Timbreza (2003), patriotism or love of country is inert to Filipinos. Filipinos are ready to sacrifice their life to attain freedom. This peace concept is important for preschool students to understand because this may teach them to value the freedom that they experience and the symbols that represent the Philippines.

**2. What teaching strategies and activities were used by the teacher to strengthen the integration of the identified peace related expressions and concepts?**

Salazar -Clemeña (1997), opined that values infusion consists of incorporating concepts, knowledge, skills, attitudes, and activities into appropriate segments of the

basic subject matter content. It involves matching concepts and matching activities. In matching concepts, one first looks at the original aim of the lesson and then introduces a related value concept. In matching activities, one first observes the original planned activities and then expands, modifies, or tailors one activity to develop the target value (Castillo, 1995, cited by Clemena, 1997).

As reflected in Table 2 topic-oriented art activities was the most common strategy applied by the teacher. The use of art (18.9%) that transcended within the six domains of the student’s learning experience was identified as the most utilized strategy where peace related expressions and concepts can be associated.

**Table 1.** Teaching strategies and activities used by the teacher in kindergarten

Identified Strategies	Percentage
1. Topic Oriented Art Activities	18.9%
2. Teacher-Student Interaction/Demonstration	16.5%
3. Story Reading/Telling/Listening	15.9%
4. Recitation	13.9%
5. Topic Oriented Games/Free Guided	12.9%
6. Music and Movement/role playing	11.4%
7. Observation/ Investigation/ Exploration	4.5%
8. Answering Activity Sheets	1.5%
9. Writing and Tracing	1.5%
10. Film Viewing	1.0%
11. Community Tour	1.0%
12. Program Celebration	1.0%
<b>TOTAL</b>	<b>100%</b>

Teacher-student interaction/demonstration (16.5%) were the teaching strategies that ranked second to the most applied approach in teaching students in the preschool. This approach can be capable of opening avenues for values and peace-related expressions because the teacher can emphasize concepts and expressions that lead to peace. Students can also be encouraged to give their opinion without fear of being wrong. The teacher used modeling as a tool to demonstrate how things were properly done. The use of resource speaker coming from the parents was also utilized under the instructional plan.

Story-telling, reading, and listening (15.9%) were approaches that ranked third to the most employed strategy. These were strongly observed in the domains for language and communication and spiritual and values formation. The teacher used values-

oriented stories related to the main theme allowing an avenue for interaction between the teacher and the students. The fourth used was recitation (13.9%). The use of this strategy included recitations performed during math wherein students participated in rote counting and language and described something about an object or a picture introduced by the student or the teacher.

The fifth identified approach was the use of topic oriented games and free guided play (12.9%). This approach was seen through the instructional plan as well as the curriculum that encouraged free guided and outdoor play. This was also visible in the daily schedule of the preschool students as reflected in Figure 1.

The sixth identified strategies applied by the teacher where peace-related expressions and concepts can be reinforced were through the use of music and movements and role playing (11.4%). The teacher used simple songs and actions that coincided with the target learning experience. The songs that were commonly chosen were those with Christian themes or with rhymes. Role playing was also utilized to create scenarios wherein students wore costumes that were suggestive of the role and scenario that they played.

**Figure 1.** Sample Daily Schedule of Preschool Students at HMC

Time (Morning)	Activity	Domain Focus
7:45-8:00	Arrival and Prayer	
8:00-8:15	Free Guided Play/Individual and Group Activities	Physical Development, Health and Safety; Emotional and Social Development; Spiritual Development
9:00-9:15	Circle Time	Language Development and Literacy; Creative Development
9:15-9:45	Integrated Periods/Group Instruction	Cognitive Development; Science, Social Studies, Spiritual Development
9:45-10:00	Snacks and Clean-up	Physical Development, Health and Safety
10:00-10:10	Rest Time	
10:10-10:40	Individual and Group Instruction	Language Development and Literacy; Mathematics
10:40-11:00	Storytelling/Outdoor Play	Language Development and Literacy; Physical Development, Health, and Safety; Emotional and Social Development; Spiritual Development
11:00	Prayer and Dismissal	

The seventh recognized teaching strategy was the use of observation/investigation/exploration (4.5%). This approach reflected the domains for cognitive development specifically science.

The eight identified teaching strategy was shared by answering activity sheets and writing or tracing letters (1.5%). These approaches were marked as not very popular to the teacher because students were commonly given photocopies of schedules, notes, or activities. The instructional plan and the curriculum also encouraged outcome-based activities, rather than, the paper and pen technique.

The ninth discovered teaching strategy that the teacher utilized were film viewing, community tours, and program celebrations (1.0%) These approaches were the least used by the teacher because tours and festivities are scheduled and mandated by the school, following the calendar of the Department of Education. The use of film viewing was also limited because movements were preferred.

### ***Analysis***

The study was able to identify twelve teaching strategies that the teacher commonly used in the classroom. The identified strategies were limited to the approaches that were expressed by the teacher in the instructional plan. The researcher used the preschool curriculum to explain possible reasons why these were the usual strategies manipulated by the teacher. The researcher compared the instructional plan, preschool curriculum, and Table 1 to match the possible concept that can be incorporated in the identified strategies

The use of topic oriented art activities were immensely utilized by the teacher because, as Barnes (2002) pointed out, art works of children are evidences of their development. The preschool curriculum of Harris included creative development as part of the learning wheel together with the emotional and spiritual aspect of the child. Peace-related expressions and concepts can be incorporated through this strategy because the activities such as: coloring, painting, drawing, tracing, cutting and pasting, collage making, art mosaic, and clay molding may demonstrate peace concepts such as: self expression, appreciation, friendship, sense of sharing, sense of achievement, and analytical thinking.

The preschool curriculum of HMC acknowledged that “Children are best imitators” (Harris Preschool Curriculum, 2012), thus, through teacher-student discussion and demonstration, the teacher can teach peace-related concepts by modeling. The use of polite expression such as “po and opo,” the proper way of respecting the Philippine flag, the proper way of taking care of things that belongs to you and to others, and ways on how to be healthy, were few of the identified examples. The presence of a resource speaker who was tasked to teach students of the proper way of greeting in another language was also observed in the instructional plan. This strategy may teach the peace concept of self disciple, politeness, patriotism, and respect as expressions related to examples listed above.

The use of storytelling, reading and listening may occur during the circle time, individual and group instruction, or the designated storytelling, as reflected under the



language and development and literacy. These strategies can reinforce the peace-related expressions and concept because Christian values are being inculcated to children through storytelling. As reflected in the curriculum and the instructional plan, Bible stories and contemporary narratives with Christian values are being utilized by the teacher. These approaches may also lead to recitation/ rote counting/ show and tell as language and mathematics may occur under the same period as seen in Figure 1.

Music and movement and role playing can be effective strategies that support peace-related expressions. The preschool curriculum of HMC applies music and basic movements to release the students' emotions and physical stress. Based on curriculum and the instructional plan, students were given the chance to be creative in developing actions that would go with the beat of a given tune. This, perchance, can develop self confidence, analytical thinking, sharing, sense of achievement, and sense of belongingness in a group. At the same time, role playing provided an avenue for self expression and creativity as students play roles like doctor, nurse, or baker.

The teaching strategy observation/exploration/investigation reflected the performance standard for the cognitive development. The examples of activities that employed this strategy were identified as: walking around the school to familiarize pathways, buildings, and people; nature walking; observing the different parts of the body and its function; eating different kinds of food to distinguish its taste; and touching objects to know its texture. In the instructional plan of the teacher, the students were exposed to situations which encouraged them to use their different senses. This is a possible opportunity where peace-related expressions and concepts can be highlighted because of the values and expressions related to teamwork.

The use of activity sheets and writing and tracing were noted as one of the strategies with low percentage. The use of the activity sheets were identified in the instructional plan as part of the activities for mathematics. Examinations were not mentioned as part of this category because the preschool curriculum of HMC used portfolio assessment, anecdotal reports, and developmentally appropriate checklist that was designed by curriculum experts as assessment tools. The curriculum as well as the instructional plan is focused on the performance output rather than performance assessment based on examinations and quizzes. Despite its low percentage result, using the mentioned strategy can teach peace-related expression of patience and diligence to the students.

Film viewing, community tours, and program celebrations were identified as the least used strategy in preschool. The use of film may encourage students to voice out their opinion about what the students have seen. In the instructional plan, the teacher made the students watch a video about activities done in school. The peace related expressions such as self-confidence in giving one's opinion and maintaining silence to show respect for others were possible peace concepts that can be achieved with the use of this strategy. On the other hand the use of community tour and program celebrations can teach peace concept through active participation. The community tour that was focused on knowing the community helpers and the places near the school and the program celebration that focused on nutrition and love for the Filipino language, can

foster the student's behavior or attitude that leads to appreciation, care, patriotism, and gratefulness.

### **INSIGHT GAINED FROM THE STUDY**

The result of the study provided the insight that peace education is being taught to the preschool students of HMC through their preschool curriculum and instructional plan. The twenty eight identified peace concepts were seen to be embedded and connected with the different domains and learning competencies of the curriculum. The different learning competencies were related to the various peace expressions that is geared towards Christian values, behavior, and attitudes.

The students practiced the peace-related concepts through the aid of the teaching strategy used by the teacher. The twelve identified strategies could have possibly assisted in the amplification of the peace concept through the output of the students.

The curriculum played an important role in guiding the teacher to create an instructional plan based on the philosophy of the school, the learners need, the subject matter, the learning environment, and the assessment and evaluation tools. The teacher teaching in the preschool level is confronted to plan an effective instruction that is motivating and suitable for the students.

The analysis further revealed the following:

- The teacher should be well versed with the domains of the curriculum and its various performance standards so as to fulfill the learning experience of the child. Mastery of the curriculum will allow the teacher to integrate more peace related expressions.
- A curriculum designed for preschool students can become avenues for peace education. By identifying the needs of the child, the vision, mission and goals of the school, and the standards mandated by the government for kindergarten education; an institution can create an education program based on values that advocate for peace.
- The Christian values, behaviors and attitudes that are integrated in the various domains and performance standards of a curriculum can be related to expression that lead to peace. Identifying specific peace concept intertwined with Christian values can serve as the focal point of the learning experience of the child.
- Filipinos believe in God and that everything was created by Him. In the process of identifying the peace concepts within the curriculum, it was observed that love for God, gratefulness for His blessings, respect for the Creator and His creation, and fear of God were few of the expressions that may lead to peace. The preschool curriculum of HMC advocates for Christian education, servant leadership, academic excellence and responsible

citizenship. The mentioned core values can aid a student to become an individual who can advocate for peace.

## CONCLUSION

A curriculum is a valuable tool wherein the vision, mission, and the goal of an institution can be integrated. Furthermore, it is an indispensable tool wherein standards are set as the foundation for teachers to map and develop instructional materials. The preschool curriculum of HMC is centered in providing Christian education that promotes the values behavior, and attitudes that are good sources of peace-related expressions and concepts.

The concept of peace varies per person; it is not limited to the broad spectrum. The meaning of peace is able to transcend from various experiences and expressions. Therefore, it is possible to introduce peace education with the use of a developmentally-appropriate curriculum. Peace-related expressions and concepts that reflect values, behaviors and attitudes can be utilized to emphasize a certain peace concept.

Educators should look into the possibility of creating a curriculum wherein peace related concepts can be integrated in the various subjects of the basic education (preschool, elementary and high school). Identifying specific peace concepts for the young students can aid in uprooting behaviors and attitudes that lead to violence. It may also develop the ability of the students to resolve and manage conflict.

This study proposes that peace education should be part of the curriculum for teacher education. A teacher who would be teaching peace concepts in the basic education should be equipped with the principles and techniques that will ensure his/her effectiveness in teaching the peace concepts in the classroom.

The study supports the use of varied strategies that can emphasize the values, expression, behaviors and attitudes that will lead to peace. Integration of peace to the different subjects, topics, or domains allows the peace concepts to be universal, thus, it does not limit itself to one subject.

Finally, this study welcomes researches that will promote the awareness of young students about peace and further fortify the peace-related concepts and expressions that are integrated in the curriculum of students in the basic education.

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