

WCCI

World Council For Curriculum And Instruction

Proceedings

for

WCCI
13TH WORLD CONFERENCE IN EDUCATION

on

"Creating a Global Culture of Peace:
Strategies for Curriculum Development and Implementation"

2 – 7 September 2008
Antalya, Turkey

Editors

Ismail Hakkı Mirici
Bengü Aksu Ataç
Mehmet Metin Arslan
Iveta Kovalcikova

THE FEELINGS AND IDEAS OF PRIMARY STUDENTS ABOUT PEACE

Tanju GÜRKAN* - Dürdane BAYRAM** - Dr. Berna ARSLAN***

Keywords:
Peace, Perception of Peace, Views of Primary Students

Abstract

The aim of this research is to discuss the difference in the ideas and feelings of the lower primary students about peace. First and fifth grade students are attended the study. The students in fifth grade were asked to describe their ideas and feelings by writing a composition, while students in first grade were asked to describe their ideas and feelings by painting. Results show that first grade students describe peace with acts reminding happiness and individually as well as socially reconciled figures (such as children embracing each other, excusing, getting along well with others, walking hands in hands, playing games), with nature or with war as the opposite of peace. Chi-square result indicated a meaningful difference ($p < .01$) between girls and boys according to the figures they use in their drawings. Content analysis results of 5th grade students' essays show that some of the student describes peace with statements of happiness, cheer, festival greetings whereas others used statements such as legal or social regulations. At the end of the research, it has been suggested that peace education has to be dealt within a cross-curricular platform. Longitudinal studies should be done to understand an age related changes on peace conception. Also comparative studies should be done to define the elements of the idea of world peace.

* Prof. Dr. Instructor of Department of Curriculum, Faculty of Educational Sciences, Ankara University gurkan@education.ankara.edu.tr

** Res. Assist. Instructor of Department of Curriculum, Faculty of Educational Sciences, Ankara University polat@education.ankara.edu.tr

*** Res. Assist. Instructor of Department of Curriculum, Faculty of Educational Sciences, Ankara University barslan@education.ankara.edu.tr fax: 0312 363 6145

I. INTRODUCTION

Today violence, which is becoming more and more visible in a way not experienced before, and violent acts committed by man against man as well as against nature make mindful and caring people feel despaired and frightened. Unfortunately, this era is full of violence appearing in the forms of terrorism, war, crimes, injustice and oppression and exploitation in the midst of an apparently outward development of a few, whereas the majority of mankind lives in absolute poverty, struggling for bare survival. Disorder and confusion in the society is unfortunately affecting the innocent minds of children who easily absorb violence in the atmosphere. Taking into consideration that these children of the next generation will carry on with violence, the urgent need to foster peace in their hearts is apparent ("What is Peace Education?", 2008).

There are several definitions about the concept of peace. According to Galtung, peace can be classified as negative and positive peace. He defines *negative peace* as the absence of physical and of direct violence between groups or nations, while he describes *positive peace* as cooperative patterns aiming at the integration of and collaboration between groups or nations (1964, as cited in Hakvoort Oppenheimer, 1998: 355). Later he redefined the term positive peace by involving "what it is not"; that is, "the absence of indirect or structural violence" (Galtung 1969, as cited in Hakvoort Oppenheimer, 1998: 356). This is to say that "non-violence" and "social justice" are to be perceived as the two key core values of peace.

Teaching the concept of peace is significant and difficult. In the UNESCO (United Nations Educational, Scientific and Cultural Organization)'s Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy it is stated that: "The ultimate goal of education for peace, human rights and democracy is the development in every individual of a sense of universal values and types of behaviour on which a culture of peace is predicated. It is possible to identify even in different socio-cultural contexts values that are likely to be universally recognized." (UNESCO, 1995).

Since the nineteenth century social reformers have seen schools, churches and community groups as the contributors to ground changes in the society. Those who are against war maintain the hope of creating a more peaceful society by raising young people to have an abhorrence of violence, an international awareness, a desire to settle disputes in a nonviolent manner, an ability to resolve problems peacefully, and a comprehension of the harms of war (Haris and Morrison, 2003).

Today, peace education is getting more important as violence in schools is being experienced and is becoming more and more frequent. Most people hope that schools will develop skills, values and expectations in children such as

responsibility and cooperation, critical thinking, tolerance, emotional and social understanding, curiosity through peace education ("Teach Peace", 2007). There are different ways of introducing peace education; as a separate subject, as a cross-curricular subject, or as a whole -school approach. Even though a more holistic approach should be preferred, lacking a whole-school commitment should not keep individuals from working towards making the school a more peaceful place. In order that both teachers and children are able to get an idea of specific skills, knowledge and experience needed, a particular subject at the initial stage is needed (Bretherton at al., 2007). Questions such as; Are we giving adequate attention today to teach peace? Are our schools really interested in producing a peaceful young generation? Is it enough having mere peace concepts in the curriculum? Can be asked at start to make peace education continues to be important if we wish to teach tolerance and understanding, to teach respect, and to avoid war (Souza at al., 2006).

Two major theoretical models can be distinguished in understanding peace and war: The model of political socialization and Piaget's cognitive-developmental theory (Hakvoort Oppenheimer, 1998: 358). According to Allen (1989, as cited in Hakvoort Oppenheimer, 1998), political socialization can be defined "as those developmental processes through which individuals acquire political orientations and patterns of behavior". The way children understand peace and war may be the illustration of the influence of their social environment (Hakvoort Oppenheimer, 1998: 358).

There are many studies on peace apprehension and peace education. For example, Souza at al. (2006) investigated the understanding of peace and war and violence of children in southern Brazil analyzing the children understands of war, peace and violence concepts. Using content analysis method they found 12 categories about peace. Results show that boys emphasize concrete aspects when they talked about war and use more technical categories, such as war activities, weapons and soldiers. In their research Souza at al. (2006) underlined the impact of mass communication on children's comprehension of war and peace. They stated that although Brazil has not been involved a war since the 19th century, Brazilian children's conceptualization of war and peace shows similarity to European children. Moreover, the study showed that the differences regarding responsibility for peace are in line with standard cognitive development theory. While, the younger children focus on concrete events such as battles more than older children, the older ones focus more on abstract reasons such as ideological conflict and competition for resources.

Kamaraj and Kerem (2005) investigated the relationship between Human Development Index and peace education as a result of which they found differences in perception of peace among people living in high, medium and low

levels. Whereas people from high human development level countries define the term "world peace" as equality in power, absence of war, and creative solution for the problems, people in medium and low development level countries define peace as not being in war, equality in distribution of resources.

Hakvoort and Hägglund (2001), in their comparative study on children's conceptions of peace and war, compared the Dutch and Swedish children's view about war and peace composing 12 categories for peace and underlining the following three main categories for the concept: absence of war, absence of quarrels and social activities. The study showed that Dutch children and adolescents preferred to refer to human attitudes (e.g., tolerance, equality, and solidarity) than their Swedish counterparts, who more often referred to international collaboration.

Souza at al. (2006) found that younger children define peace and war more in terms of concrete aspects, such as weapons and soldiers, while older children emphasized abstract aspects, such as human attitudes, conflict interest, and verbal aggression.

Hakvoort and Oppenheimer noted varying results related to gender differences in the concepts of war and peace. Oppenheimer (1999, as cited in Byrne, 2001) reported that girls' answers on peace and war tend to refer to well-being and social relationships, whereas the answers of boys emphasize justice disarmament. Hakvoort (1996, as cited in Souza at al. 2006: 50) found that girls mention more negative emotions and themes from personal life related to concepts of war, while boys stress conflict in distant nations.

Hakvoort and Oppenheimer (1998) have reviewed a number of studies (e.g. Cooper, 1965; Haavesrud, 1970; Hall, 1993; Tolley, 1973) and they reached the conclusion that children have begun to develop ideas about peace and war by about age 7-8 years. As children mature, differences related to age appear in their comprehension of peace concepts. Between the ages of 8 and 18 years, children and adolescents are generally able to reason about peace in terms of "negative peace"; that is, the absence of conflict or a state of stillness and calm. Older children in this age group (from approximately 10 years) are able to reason about peace also in terms of "positive peace"; that is, respect for others, integration, bilateral cooperation, reconciliation, equality and democratic processes. In other words, while younger children concentrate on the passive (negative) aspects of peace, from around 10 years of age they begin to add the constructs of active (positive) peace-making (McLernon and Cairns, 2006: 272)

Some years ago, an art professor at Midwest University asked his students to illustrate peace in drawings. Many students, bewildered by this request, had a hard time imagining peaceful images and after thinking for a while a few of them drew

pictures of rainbows, doves or other natural scenes. They faced difficulties in responding to this simple request because the concepts associated with peace are not prevalent in our contemporary culture. On the contrary, images of violence, destruction and death often dominate (Haris and Morrison, 2003).

For children who find it is difficult to express themselves with a limited vocabulary, the easiest way is to use drawings. They can depict their ideas through drawings. The child gives information of his inner world through the drawings. There is a meaning in the shapes and order of objects, people as well as the colors used, the missing elements and scratches in the painting. In fact a drawing is a child's inner world, which is depicted on paper, has importance in getting to know them; so like looking the games they play, their drawings are also of importance.

It is possible to get some information about the child in studying his drawings. The drawing as a bare tool of expression is important for a child in reflecting himself and his feelings and ideas. Yavuzer (1992) divided children's paintings into four periods: Pre-scheme (ages 4 to 7), Schematic (ages 7 to 9), Realistic (Grouping) (ages 9 to 12) and Visual Appearance of Naturalistic (Logic period, ages 12 to 14) Stages. In the Pre-Scheme period (ages 4 to 7) the drawing is subjective and full of imagination. In the Schematic period (ages 7 to 9) the child does not only depict relationships to himself but also logical relationships between others. The information in this period shows his world comprehension and his interests. In the Realistic period (ages 9 to 12) the child draws more detailed lines than in his previous works. In this period, the anxiety of fitting into the cultural and enjoyment dimensions of the society he lives in is dominant in the drawings. In the Visual Appearance of Naturalistic period (Logic period, ages 12-14), on the other hand, the child tries to reflect the proportions and dimensions of objects in his drawings. (Yavuzer, 1992).

The first stage of the primary level is a critical period of physical, mental, affective and social development, during which the most important development of the individual in getting to know himself and his environment takes place. In this stage, the children have to acquire basic skills such as speaking, reading, writing, arithmetic as well as communication skills with others, physical skills necessary for daily life and moral values valid in social life. The goal of primary education is to give individuals basic education, which is to make them acquire the common and necessary behaviors expected from all individuals to become a citizen in a democratic society (Kuzgun, 2008). Therefore, it is important to define lower primary school students' understanding of peace.

As a result of the mentioned reasons up to now, the problem of this study is to define lower primary school students' apprehension of peace.

The main goal of this study is to define students' understanding of peace at primary school grades 1 and 5.

II. METHODOLOGY

In order to define the feelings and ideas about the theme peace at primary level, 263 lower primary school students, from four state schools at grade 1 and grade 5, were asked their feelings and ideas about the concept of peace. 1st grade students were asked to depict "their feelings and ideas raised by the word peace in a drawing". 5th grade students were asked to write an essay on the same topic. The students' drawings and essays have been studied, investigating the presence of peace, by means of the "content analysis" method.

In most of the studies on the understanding of peace by children, sentence completion activities are being performed. Besides the pen-and-paper procedure, procedures involving interviews, essays, drawing, and photocommunication (i.e. making pictures) were also a common used approach for studies on the issue of peace and war conceptions (Hakvoort Oppenheimer, 1998: 366). Yavuzer (1997:12) stresses the importance of drawing for understanding children: ".. *drawings are very important both to know children's personality, intelligence and also to understand them in terms of their psycho-pedagogical aspects.*" Yavuzer, (1997:55) states that the concept of shapes starts at about the age of seven and emphasizes that whereas the schemes of some children are quite rich conceptually, those of some others may be a weak symbol.

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or other communication tools (speeches, drawings, etc.). It helps researchers to quantify and to analyze the presence, meanings and relationships of words and concepts in order to make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part (Writing Guides Content Analysis, 2008). Content analysis mainly aims at obtaining concepts and relations so as to describe the data gathered (Yıldırım and Şimşek, 2005: 227).

a- Study Group of the Research

The study group of this research is composed of 263 students, from four state run middle social class schools. 185 students out of 263 are first graders, whereas the remaining 78 are fifth graders.

Table 1. *Number of Students Taking Part in the Research*

	1st Grade		5th Grade		Total	
	N	%	N	%	N	%
Girls	98	(53%)	49	(62.8%)	147	(55,89%)
Boys	87	(47%)	29	(37.2%)	116	(44,11%)
Total	185	(100%)	78	(100%)	263	(100%)

As can be seen in Table 1, 55,89 % (n=147) of 263 the lower secondary school students are girls, 44,11 % (n=116) are boys. 53 % (n=98) of the girls are first graders and 62 % (n=49) are 5th graders. On the other hand, 47 % (n=87) are first graders and 37,2 % (n=29) are fifth graders.

Age average of fifth grade students is 11, whereas the average of the first grade students is 7.

b- Procedures, Data Analysis

Initially the category of analysis is determined in content analysis. The "word" and the "theme" has been chosen as the unit of analysis while analyzing the essays and drawings of the students, and the frequency of occurrence of designated categories in each sentence or picture has been determined. The main category is determined as "peace".

The reliability of content analysis technique depends especially upon coding process. Determination and definition of categories are the most important stages. As long as these processes are realised, the reliability and objectivity of the analysis will increase (Tavşancıl and Aslan, 2001: 80). In order to ensure the reliability of the study, three researchers together realize the coding process on the randomly selected pictures and essays until the agreement is obtained between the coders. Afterwards, 6 drawings and 6 essays chosen randomly have been studied by 3 researchers by means of content analysis method. For this, the following formula has been used (Tavşancıl and Aslan, 2001:81):

$$\text{Reliability} = \frac{\text{Number of agreements}}{\text{Number of agrements + disagreements}}$$

When the coding processes performed by three researchers are compared, it is seen that the agreement between the coders is found as 84%. The agreement between the coders should be at least 70% for the reliability of the research (Hall, Houten, 1983; as cited in Kepenekçi, 2005). Since the agreement obtained between the coders was higher than the one mentioned above in this study, it is concluded that the analysis are reliable.

In the study, the content analysis of the essays has been calculated manually. Also analysis of drawings has been calculated manually, however, the differences of symbols in drawings of girls and boys have been calculated using the chi-square test.

c- Limitations

This study is limited to the feelings and ideas of 1st and 5th grade lower primary school students on the peace topic.

III. FINDINGS and INTERPRETATION

In this part, findings of the data gathered from the analysis of students' drawings and essays are presented.

a. Results of the Drawings Analysis

Symbols and objects reminding peace in the drawings of first grade students have been determined. The findings are presented in Table 2.

Table 2. *Themes in the Drawings*

	f	%		f	%
Sun	109	15,52	Mountains	11	1,57
Houses	43	6,12	Butterfly	25	3,56
Clouds	82	11,68	Earth	22	3,13
Children	33	4,70	Ballons	10	1,43
Children hand in hand	60	8,55	Moon, star	14	1,99
Children playing games	29	4,13	Weapons, shooting	13	1,85
Children embracing, excusing and making up with other children	17	2,42	Heart	13	1,85
Children quarreling	2	0,29	Plane, ship	13	1,85
Trees	70	9,98	Rainbow	8	1,14
Flowers	50	7,13	Soldiers, injured people	6	0,86
Birds	30	4,28	Family	3	0,43
Animals	12	1,7	Kite	2	0,29
Flag	22	3,13	Olive branch	3	0,43
			Total	**702**	**100**

As can be seen on Table 2, in 15, 52% of the drawings the Sun (f: 109), in 11, 68% clouds (f: 82), in 8, 55% children hand in hand (f: 60) take place. Whereas some children tried to explain peace by drawing figures in the nature such as animals, butterfly, trees, flowers, birds, rainbow, some others have the Earth, children hand in hand on the Earth embracing children and children making up with others. On the other hand, some other students tried to explain peace through war drawing figures such as firearms, soldiers, injured people and planes.

In some pictures happy or unhappy faces are drawn on figures such as animals, flowers, the Sun and clouds.

In order to find the differences of peace comprehension of girls and boys, the frequency in using the symbols and objects in Table 2 have been analyzed by the statistical program SPSS version 13.0. Since in the results of the chi-square test, the proportion of expected counts of cells to the grand total of cells is more than 20%

the results could not be interpreted (Büyüköztürk, 2002: 147), and a re-categorization was made. So, 8 categories were created benefiting from Souza at al. (2006: 55)'s 3 categories (negation of war at an individual level, negation of war at global level, friendship) used in the research to define the comprehension of peace, war and violence by Brazilian students. The symbols and objects in these 8 categories are shown in Tale 3.

Table 3. *Categories Used to Define Peace Derived From Drawings*

Category	
Negation of war at an individual level	House, family, friendship
Nature	The Sun, clouds, trees, flowers, rainbow, the Moon and stars
Children	Children
Friendship	Children embracing, excusing and making up with other children, children hand in hand, children playing games
Animals	Animals, birds, butterflies
Negation of war at global level	The Earth, children hand in hand on the Earth, countries, flags
War related figures	Soldiers, injured people, planes, ships, weapons, shooting
Not classifiable	Kite, olive branch, heart, balloons

In order to determine the frequency of the usage of these categories in girls' and boys' drawings, a chi-square test was performed. The results are as below in Table 4.

Table 4. *The Frequency of Using Different Symbols in Drawings by Girls and Boys*

		Gender		
		Girls	Boys	Total
Negation of war at an individual level	Count	29	20	49
	%within categories	59,2%	40,8%	100%
Nature	Count	184	158	342
	% within categories	53,8%	46,2%	100%
Children	Count	21	13	34
	%within categories	61,8%	38,2%	100%
Friendship	Count	67	45	112
	% within categories	59,8%	40,2%	100%
Animals	Count	39	31	70
	%within categories	55,7%	44,3%	100%
Negation of war at global level	Count	22	25	47
	% within categories	46,8%	53,2%	100%
War related figures	Count	6	29	35
	%within categories	17,1%	82,9%	100
Not classifiable	Count	23	5	28
	% within categories	82,1%	17,9%	100%
Total	Count	391	326	717
	% within categories	54,5%	45,5%	100%

χ^2=31,99 df= 7 p=.00

As it is seen in Table 4, the girls use the symbols and objects in categories of "negation of war at an individual level" (59,2%, f:29), "nature" (53,8%, f:184), "children" (61,8%, f:21), "friendship" (59,8%, f: 67), "animals" (55,7%, f: 39), "not classifiable" (82,1%, f:23) more than boys in their drawings. In spite of this, boys when compared to girls, used the symbols and objects more frequent in the following categories: "negation of war at global level" (53,2%, f: 25) and "war related figures" (82,9%, f:29). The difference between the drawings of girls and boys are significant at .01 level [$\chi^2_{(7)}$ =31,99 p<.01].

been used only by girls whereas weapons and shooting figures (f: 13) have been used only by boys. Girls explained peace with their close environment, friend groups and mutual relationships. The boys, on the other hand, have used elements such as war figures and weapons at first place.

The findings of this research show similarity to the findings of Souza at al. (2006)'s study. Souza at al (2006:56) found that boys highlighted concrete aspects when they talked about war and use more technical categories, such as war activities, weapons and soldiers.

The drawings have been analysed for the facial expressions depicted. The findings are presented in Table 5. .

Table 5. *Facial Expressions in Drawings*

	f	%
Smiling	100	90,9
Crying, unhappy face expressions	10	9,1
Total	110	100

As shown in Table 5, 90,9% of the depictions in 110 drawings are expressions of people smiling, laughing and having fun (f:100), whereas crying, unhappy expressions are depicted 9,1% (f:10).

The drawings have also been studied for the dominant colours used. The findins are presented in Table 6.

Table 6. *Dominant Colors in the Drawings*

	f	%
Blue	94	34,31
Green	81	29,56
Yellow	28	10,21
Red	35	12,77
Purple	4	1,46
Pink	9	3,29
Brown	14	5,11
Orange	5	1,83
Multicoloured	4	1,46
Total	274	100

As can bee seen in Table 6, blue (f: 94) is used predominantly in 34, 31% drawings, while 29, 56% green (f: 81), 12, 77% red (f: 35) and 10, 21% yellow (f: 28) are used. Yavuzer (1992: 52) states that, if the children in the pre-scheme period use predominantly red in their drawings, this may be a sign of stubbornly

insistent and aggressive personalities. Again, children who prefer to use warm colors such as red, yellow, orange are in general compassionate, compatible and valuing cooperation individuals whereas children who prefer to use cold colors such as black, blue, green or brown are more stubbornly insistent, shy and difficult to control.

It has been seen that blue and green are used most frequently in depictions. Blue is the color of sky symbolizing integration and calmness. Green is the color of spring, symbolizing creativity and liveliness (Bono, 1999: 97, 149).

b. Results of the Essay Analysis

5th grade lower primary school students were asked to write an essay on the theme of peace and these essays have been analyzed for the presence of the theme of peace. In this analysis, peace and words as well as themes reminding of peace have been counted. The findings are given in Table 7.

Table 7. *Themes in the Essays*

	f	%		f	%
Happiness, joy	39	13,73	April 23 (Turkish National Sovereignty and Children's Day), feast	7	2,46
Love, know-how to love, not hating, not quarrelling	36	12,68	Not being selfish, respecting rights, sacrifice	6	2,11
Amity, friendship, brother/sisterhood	32	11,27	Congratulation, greeting card	2	0,7
Respect	16	5,63	White dove, daphne leave, olive branch	4	1,41
Compatibility	16	5,63	Peace, well-being	4	1,41
Understanding, tolerance	31	10,92	Not to do harm, not to kill, to save lives	3	1,1
Freedom	6	2,11	Legal order, judicial organizations/institutions, democracy, modernization	3	1,1
Reconcile, compromise	17	5,99	Getting closer, becoming friends	2	0,7
Nice, good	24	8,45	Trust, honesty	4	1,41
Aid each other, act with solidarity, sharing	15	5,28	Flag	2	0,7
High quality life, being comfortable, social order, coexistence	12	4,23	Love, hope, imagination	3	1,1
			Total	**284**	**100**

As can be seen in Table 7, in the essays on peace 13, 73% happiness/joy (f: 39); 12, 68% love/not to feel animosity/not to quarrel (f: 36) statements have been used. While in their essays students have described peace with other words, the word peace itself has been used 529 times (6, 78 times in average per student) in explaining peace.

In the essays, generally explanations were based on what could happen if there is no peace. In the first place, war and death of children and innocent people are mentioned. Also, the happiness, joy and love through peace has been emphasized.

When the essays of boys and girls are compared the following points stand out:

1) Essays written by girls are longer in comparison to those of boys.

2) In their essays, girls used more and various words. Boys used less words and repeated the same words.

3) Girls have mentioned more different feelings and ideas, whereas boys have predominantly mentioned feelings and ideas related to war.

4) In writing essays, girls are more careful in using Turkish grammar rules. The boys, on the other hand, made more grammar mistakes in essay writing.

5) Essays by girls are more subjective and some of them ornamented the essays with drawings. There are no drawings to be found in boys' essays.

IV. CONCLUSIONS AND RECOMMENDATIONS

The results of this research made to define primary school students' feelings and ideas about peace can be summarized as follows: First grade primary school students describe peace with figures reminding reconciliation figures (such as children embracing each other, excusing, getting along well with others, walking hands in hands, playing games), with nature or with war as the opposite of peace. There has been noted a significant difference ($p<.01$) between the figures painted by girls and boys according to the chi-square results. Results show that in the drawings of the girls they use the symbols and objects in the categories "negation of war at an individual level", "nature", "friendship", "animals" more frequent than boys. On the other hand boys, when compared to girls used the symbols and objects more frequent in the following categories: "negation of war at global level" and "war related figures". One of the interesting finding is that in the drawings the heart figure (f:13) was only used by girls whereas weapons, shooting figures (f:13) were only used by boys.

If the drawings are criticized according to Galtung's (1964, as cited in Hakvoort Oppenheimer, 1998: 355) positive and negative peace division, it can be said that

girls use elements of positive peace (cooperative patterns aiming at the integration of and collaboration between groups or nations) whereas boys use elements of negative peace (the absence of physical and of direct violence between groups) much more frequently. This is to say that, while boys explain peace as the absence of indirect or structural violence, girls explain it with their social environments and friend groups. This result is also compatible with the findings of Oppenheimer (1999, as cited in Souza at al., 2006)'s study. Oppenheimer (1999) stressed that girls explain peace by well-being and social relationships, whereas the boys emphasize justice disarmament.

Results of the content analysis of 5th grade students' essays about peace shows that these students explained peace generally with statements such as happiness, joy and feast greetings. In some essays statements on judicial or social order can also be found. While girls wrote the essays more detailed and with more attention, boys wrote shorter essays and with less attention.

At the end of the research, the following proposals have been made:

- It is important that primary school students comprehend the necessity and significance of peace. Therefore, peace education should be highlighted within different subjects at primary school level.

- Peace education should not be dealt with as a separate topic or program. It should be dealt with as an integrated program, which will ease the development of positive behaviors related to peace.

- The changes in the students' feelings and ideas related to age should also be studied with longitudinal studies.

- In order to find out the main ideas for world peace, comparative studies should be done analyzing the different peace related studies in different countries.

RESOURCES

Bono, E. (1999). *Six Thinking Hat.* USA: Penguin Books.

Bretherton, D., Weston, J. and Zbar, V. (2007). *Peace education curriculum development in post-conflict contexts: Sierra Leone.* Retrieved on 13.12.2007 from: http://www.aiec.idp.com/PDF/Bretherton_Weston_p.pdf

Byrne, S. (2001). Book reviews: How children understand war and peace: A call for international peace education. *International Journal of Group Tensions, Vol. 30,* No. 4.

Büyüköztürk, Ş. (2002). *Sosyal Bilimler için Veri Analizi El Kitabı.* Ankara: PegemA Yayıncılık.

Crawford, P. (2005). Primarily peaceful: Nurturing peace in the primary grades. *Early Childhood Education Journal, Vol. 32,* No. 5., p. 321-328.

Hakvoort, I. and Oppenheimer, L. (1998). Understanding peace and war: A review of developmental psychology research. *Developmental Review, 18,* p. 353-389.

Hakvoort, I. and Hägglund, S. (2001). Concepts of peace and war as described by Dutch and Swedish girls and boys. *Peace and Conflict: Journal of Peace Psychology, 7*(1), p. 29- 44.

Haris, M. I. and Morrison, M. L (2003). Peace Education. McFarland & Co Inc Pub. North Carlonina:USA

Kamaraj, I. and Kerem, E.A. (2005), Erken çocukluk dönemi barış değerine evrensel bir bakış. *XIV. Ulusal Eğitim Bilimleri Kongresi*, Pamukkale Üniversitesi Eğitim Fakültesi, p. 28-30 Eylül, Denizli.

Kepenekci, Y. (2005). Citizenship and Human Rights Education: A Comparison of Textbooks in Turkey and the United States. *International Journal of Educational Reform, Vol. 14*, No. 1.

Kuzgun, Y. (2008) İlköğretimde Rehberlik. Retrieved on 11.05.2008 from: http://193.140.216.63/19928YILDIZ%20KUZGUN.pdf

McLernon, F.and Cairns, E. (2006). Children's attitudes to war and peace: When a peace agreement means war. *International Journal of Behavioral Development, 30* (3), p. 272-279

Souza, L.K., Sperb, T.M., McCarthy, S., and Biaggio, A. (2006). Brazilian children's conceptions of peace, war, and violence. *Peace and Conflict: Journal of Peace Psychology, 12* (1), p. 49-63.

Teach Peace. Retrieved on 13.12.2007 from http://www.global-ed.org/e4p/brochure.pdf

Tavşancıl, E. and Aslan, E. (2001). *Sözel, Yazılı ve diğer materyaller için İçerik Analizi ve Uygulama Örnekleri.* İstanbul: Psilon

UNESCO (1995). *Integrated Framework of Action on Education for Peace, Human Rights and Democracy.* Declaration of the 44th session of the International Conference on Education (Geneva, October 1994) endorsed by the General Conference of UNESCOat its twenty-eight session Paris, November 1995. Retrieved on 10.05.2008 from: http://www.unesco.org/education/pdf/34_69.pdf

What is Peace Education? Retrieved on 04.04.2008 from: http://www.ncte-in.org/pub/unesco/ch1.htm).

Writing Guides Content Analysis (2008). Retrieved on 10.05.2008 from: http://writing.colostate.edu/guides/research/content/pop2a.cfm

Yavuzer, H. (1997). *Resimleriyle Çocuk Resimleriyle Çocuğu Tanıma.* 6. Basım. İstanbul: Remzi Kitabevi.

Yıldırım, A., .and Şimşek, H. (2005). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri.* 5. Basım. Ankara: Seçkin Yayınevi.