

# 和平教育課程的內涵、設計與教學：

## 以九年一貫課程社會學習領域能力指標為例

### 中文摘要

教育是建立和平的積極策略，教師透過教學引導學生擁有建構和平的能力，才能徹底解決人際間、國族間的衝突以及暴力事件。本研究檢視九年一貫課程 97 課綱社會領域裡的 147 條學習能力指標，透過內容分析法，篩選出與和平教育內涵相符合之 68 項能力指標，再加以比較分析。研究發現，在十六項和平教育內涵裡，社會領域能力指標的涵括性仍嫌不足，且缺乏「同情寬容和睦」的能力指標，僅「尊重」、「關懷生態」、「公平與正義」、「人權與民主」等能力指標出現在四個階段。國小五六年級教師可以依照「非暴力」、「合作團結」、「解決衝突」、以及「多元文化」的能力指標，來設計和平教育相關課程。最需要學習以非暴力技能來化解衝突的國中生，教師需轉借其他重大議題能力指標來發展非暴力和平教育課程。建議教師可將當前社會衝突議題融入課程，扮演和平教育轉換者，讓學生將和平教育理念能落實在生活當中，以及透過平等對話，讓教室可以營造出和平的教學與學習的環境。

關鍵字：社會學習領域、和平教育、九年一貫課程、能力指標

**Concepts, Strategies and Curricula of the Peace Education:  
Infusing the Peace Education into the Competence Indicators of the Social  
Studies Field in the Grades 1-9 Curriculum**

**Abstract**

Education is an active policy of peace-building that encourages teachers to guide students to construct peace with ability in order to solve interpersonal conflicts and inter-ethnic violence in the country. This study examines 147 competence indicators (CIs) of the 97's textbooks outline of the social field in the grades 1-9 curriculum. Through content analysis, this study selected 68 CIs consistent with 16 peace educational concepts, and then coupled with the classification, comparison and analysis. Among 16 peace educational concepts, there are CIs covered still inadequate. There is lack of CIs of "forgiving sympathy harmony". Some CIs of "respect", "eco-environment-care", "fairness and justice", and "human rights and democracy" occurred in four stages. For the upper grades of students in the elementary school, teachers can follow the CIs of "non-violent", "cooperation solidarity", "to resolve the conflict" and "multiculturalism" to design peace education courses. On the other hand, for the Junior high school students who most need to learn to resolve conflict by non-violent methods, teachers need develop the non-violence curriculum through transferring and using CIs of the important issues. This research suggests that teachers should infuse the current issue of social conflict into the curriculum. Teachers also need play the converter of peace education, so that students will be able to implement the concept of peace education in life. Teachers for peace education should create a peaceful environment for teaching and learning through the equal and open dialogue on classrooms.

**Key words:** peace education · social studies field · grades 1-9 curriculum · competence indicators