

Teach Peace: A Quiet Revolution in Classrooms

In schools across Europe, a quiet revolution is unfolding. Teach Peace is helping teachers and students discover simple, sustainable ways to nurture calm, connection, and compassion in everyday school life. The project's guiding idea is straightforward yet powerful: when teachers embody peace, students learn it naturally—through example, empathy, and everyday interaction.

Teach Peace has been active in over a dozen schools in Slovenia, Spain, Belgium, Ireland, Scotland, England and Germany. From early-years classes to secondary schools, more than 200 teachers and about two thousand students have taken part in activities such as morning breathing exercises, gratitude journals, and quiet reflection spaces. Each project is locally adapted, but all share a common thread: empowering teachers to lead from within, supported by a network of peers and trainers.

Teach Peace supports schools to weave emotional awareness and relational skills into their routines. Instead of adding another “programme,” it helps educators create a shared culture of attentiveness, kindness, and care. The training empowers teachers to guide short mindfulness or emotional-health exercises, strengthen communication skills, and reflect together on their own well-being. Over time, these small, consistent practices build a calmer, more connected atmosphere—benefiting both staff and students.

At Sveta Ana Primary School in Slovenia, the whole staff—31 teachers including the principal—took part in Teach Peace training. Working closely with Slovenian trainer Saša Kerkoš, they created an approach that felt authentic to their community. Using the school loudspeaker system, every morning begins with a short breathing exercise led by teachers for all students. This daily, school-wide routine has become a shared anchor, helping students start the day with focus and calm. Teachers who were initially hesitant found encouragement from colleagues who had already experienced the benefits. This peer-to-peer support strengthened the initiative and made it sustainable. As one teacher reflected, “At first I was reluctant—but then something clicked. Now I even teach my grandson how to stop and breathe instead of react.”

The story is similar at Colegio Buenos Aires in Madrid, where teachers took part in a structured mindfulness and compassion-training course led by Victoria Martín-Moreno. What began as professional development soon grew into a grassroots movement: teachers began meeting for a voluntary 20-minute meditation before the school day. Even colleagues not enrolled in the course joined in, drawn by the sense of calm and solidarity it created. In classrooms, teachers adapted what they learned into age-appropriate exercises—such as “frog breathing,” “listening to the bell,” or short gratitude reflections. These sessions helped children manage stress, develop emotional vocabulary, and build a gentler classroom tone.

A key lesson from Teach Peace has learned from participating schools is the importance of teachers supporting teachers. When more experienced or confident teachers mentor others, it builds trust and shared ownership. Sustainable change doesn't rely on external experts but grows from within the staff community itself. This spirit of collaboration also extends to language: many educators find it helpful to use terms like soft skills, emotional health, or attention training rather than "mindfulness" or "meditation," especially in contexts where those words may be misunderstood. What matters is not the label, but the lived experience of calm and compassion.

Teach Peace reminds us that peace in education is not a lofty ideal—it's a daily practice. It begins with a breath, a pause, a moment of listening between colleagues.

To explore more on the background and vision of teaching peace in Europe, visit the [Teach Peace Articles page](#).