



BUILDING A EUROPE FOR AND WITH CHILDREN



The violence reduction in schools training pack



Violence reduction in schools training pack

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Violence reduction in schools – how to make a difference

The Council of Europe programme “Building a Europe for and with children”
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Contents

I. Introduction	5
II. Facilitator Manual	1
<i>User's guide</i>	5
Session 1 <i>Personal planning for the workshop and assessment of current issues of violence in schools</i>	15
Session 2 <i>The Facilitator Reference Guide: training methodology – first part</i>	31
Session 3 <i>The Facilitator Reference Guide: training methodology– second part</i>	39
Session 4 <i>Getting started – a Europe perspective on factors affecting school violence/behaviour improvement</i>	51
Session 5 <i>Finding out more – The role of a school self-review in preventing and minimising violence</i>	73
Session 6 <i>Finding out more – Exploring a self-review instrument and its application</i>	87
Session 7 <i>Finding out more – Tailoring the self-review to meet local priorities</i>	101
Session 8 <i>Agreeing and applying policy – Creating a climate of non-violence through whole-school policy</i>	105
Session 9 <i>What should be taught? Using the curriculum to support violence reduction and improve behaviour for learning</i>	117
Session 10 <i>Involving students – Developing student-led strategies to reduce violence and improve behaviour in school</i>	139
Session 11 <i>Protecting children – Making the school environment safe</i>	153
Session 12 <i>Supporting school staff – Developing staff training in violence reduction/behaviour improvement</i>	171
Session 13 <i>Working with parents/ guardians – Establishing and maintaining partnerships</i>	197
Session 14 <i>Developing local partnerships – Strategies for effective networking</i>	217
<i>Resources for facilitators, parents and guardians</i>	237

III. Facilitator Reference Guide	1
Section 1 <i>Training methodology</i>	7
Section 2 <i>Learning styles</i>	11
Section 3 <i>Using solution-focused approaches</i>	17
Section 4 <i>Motivating adult learners</i>	27
Section 5 <i>Working successfully with participants in groups</i>	33
Section 6 <i>Arranging groups</i>	41
Section 7 <i>Preparing for a training session</i>	45
Section 8 <i>Training resources</i>	49
Section 9 <i>Training styles</i>	53
Section 10 <i>Training techniques</i>	59
Section 11 <i>Other training tips</i>	69
Section 12 <i>Co-training – two facilitators working together</i>	73
Section 13 <i>Anticipating and managing conflict and problems</i>	77



I. Introduction



Introduction

The “Violence reduction in schools” training pack (the Pack) has been developed as part of the Council of Europe programme “Building a Europe for and with children”. It is designed to support existing violence prevention schemes in Council of Europe member states by training facilitators in whole-school approaches to violence reduction. It is aimed at assisting senior staff in schools with their responsibility to create a climate of harmony where violence is not expected, experienced or tolerated.

“Building a Europe for and with children” is a comprehensive programme set up by the Council of Europe to secure and promote children’s rights, and to protect children from all forms of violence. It helps government decision makers and other relevant players to design and implement strategies in the social, legal and educational fields that will make children’s lives better and create non-violent environments respectful of their human rights.

School violence, especially that which causes serious injury, can be highly visible. It receives widespread media coverage and both governments and the public are increasingly intolerant of it, leading many governments to place it high on their political agenda. Other kinds of school violence, such as bullying and intimidation, are more insidious and not easily detectable, but they are no less harmful to the well-being of pupils and the whole school.

Schools cannot fulfil their role as places of learning and socialisation unless children are free from bullying, intimidation and repression. If a climate of violence reigns at school, then children’s rights to education and to protection from violence are compromised. These rights are guaranteed by regional human rights instruments such as the Council of Europe’s European Convention on Human Rights and the European Social Charter, and international ones such as the United Nations Convention on the Rights of the Child.

Aims and objectives of the Pack

The overarching aim of the training pack is to make schools and other children’s settings safer and happier places by establishing a climate free from violence.

The concrete aims of the Pack are to establish cascade training which will help senior staff in schools and child services to:

- develop a self-review instrument to assess the level and nature of violence in individual schools, or other settings, such as special schools, young offenders institutions, etc.;
- draw up and implement an action plan based on a self-review;
- respond to violence in ways to prevent a recurrence, thus embedding change by ensuring that training is effective.

Achieving these, even partially, will enhance significantly the efforts of governments and international organisations to replace school violence – amongst pupils and between school staff and pupils – with a climate of harmony conducive to learning and preparing the young to meet life challenges, both present and future.

Training outline

In addition to improving their knowledge and understanding of how to reduce violence in schools, facilitators are taught about effective training methodology. This Pack is equally relevant to primary, secondary or special schools and has much to offer youth and social workers and others within a community.

The Council of Europe Pack is designed for cascade training in individual countries using the four following resources.

1. The handbook on *Violence reduction in schools – how to make a difference* (the Handbook) contains information and a range of practical activities on how to organise a whole-school programme to address violence. Once trained in its use, facilitators can select materials to combine into a tailored training programme to meet the particular needs of pupils in a school or group of schools or other settings.

The Handbook covers all aspects of violence reduction – policy making, self-review, action planning, staff training, involving pupils, working in partnerships with participants and the community, and protecting children.

2. The Facilitator Manual contains training sessions on how to train senior school staff to use the Handbook to implement a whole school approach to violence reduction. It covers all chapters of the Handbook, with additional sessions on involving participants and the local community. Specifically it contains:
 - detailed instructions for facilitators on how to train participants using 14 modular, activity based training sessions, each lasting 2.5 hours;
 - PowerPoint slides to help explain the background to each session;
 - two CD-Roms, which include a wide range of video clips to illustrate the activity based training sessions.
3. The Facilitator Reference Guide describes training methodology and techniques to assist facilitators train in ways that will be effective in helping senior staff implement their strategies to reduce violence. It is designed as a resource for facilitators who, as they work, may need:
 - to be reminded about the key concepts in the Pack;
 - further explanation of the training methodology;
 - assistance with planning a training session;
 - background information;
 - links to resources and further information;
 - ideas for furthering their own professional development.
4. A self-review instrument that measures violence in schools or institutions and determines how well they are organised to implement the improvements they want. A well-developed

violence reduction in schools self-review should generate a targeted action plan so that areas of greatest concern are improved first. The Facilitator Manual includes detailed sessions on the design and application of a self-review instrument, using as a model one designed by the authors. Schools, regions and countries can either develop their own models or opt to purchase the authors' online version.

Where to obtain resources

The Handbook (in English, French, Russian), the Facilitator Manual (English) and the Facilitator Reference Guide (English) may be downloaded from the "Building a Europe for and with children" website at: <www.coe.int/children>. Print copies are payable and may be ordered from Council of Europe Publishing at <<http://book.coe.int>>. Translation rights are generally free of charge upon request to <publishing@coe.int>. These resources may also be distributed by master facilitators during training sessions.

All CD-Roms are copyright free and will be provided by master facilitators. They may also be obtained via the addresses in the following paragraph.

Those not wanting to develop their own self-review instrument may contact the Centre for Learning Behaviour (cgittins@btinternet.com or <www.behaviour4learning.ac.uk/cflb>) about purchasing the European Violence Reduction in Schools Self-Review (e-ViRIS). A service is also available to tailor this model to meet specific priorities.

The Pack's effectiveness

The Pack has been trialled at workshops in Germany, United Kingdom and Russian Federation with participants from 32 countries. Some of the outcomes are summed up below.

- The training received positive feedback. Participants rated both the training and materials very highly.
- The training materials are culturally inclusive and therefore should work well in all countries. All participants rate them as very relevant to the needs of schools and other settings in their country.
- All participants developed an action plan to cascade the training in their country. The most successful action plans were those which were supported by follow-up from the master facilitators.
- The training is more effective if it is tailored to the socio-economic situation and cultural expectations of schools in each country. It is most effective when it is used flexibly to support action which is already under way

The programme is designed for training facilitators. This is not to say others cannot use it but they are not the key audience.

The international training team

An international team of master facilitators is available to work with key multipliers and to follow up training for multipliers by supporting them in their country. This ensures that all five stages (p. 7 of the Facilitator Manual) of the training's learning process are completed, the training is cascaded and that it has impact.

Training can be tailored to the needs of each country or region. A full programme would entail:

- running a 6-day workshop at a suitable venue;
- three day follow-up visits to work with multipliers and help them run a violence reduction in schools training workshop for facilitators.
- support for establishing and maintaining an online school violence self-review.

If you are interested in using the Council of Europe training pack contact "Building a Europe for and with children" (children@coe.int).



II. Facilitator Manual



Contents

<i>User's guide</i>	5
Session 1 <i>Personal planning for the workshop and assessment of current issues of violence in schools</i>	15
Session 2 <i>The Facilitator Reference Guide: Training methodology – first part</i>	31
Session 3 <i>The Facilitator Reference Guide: Training methodology– second part</i>	39
Session 4 <i>Getting started – A Europe perspective on factors affecting school violence/behaviour improvement</i>	51
Session 5 <i>Finding out more – The role of a school self-review in preventing and minimising violence</i>	73
Session 6 <i>Finding out more – Exploring a self-review instrument and its application</i>	87
Session 7 <i>Finding out more – Tailoring the self-review to meet local priorities</i>	101
Session 8 <i>Agreeing and applying policy – Creating a climate of non-violence through whole-school policy</i>	105
Session 9 <i>What should be taught? Using the curriculum to support violence reduction and improve behaviour for learning</i>	117
Session 10 <i>Involving students – Developing student-led strategies to reduce violence and improve behaviour in school</i>	139
Session 11 <i>Protecting children – Making the school environment safe</i>	153
Session 12 <i>Supporting school staff – Developing staff training in violence reduction/behaviour improvement</i>	171
Session 13 <i>Working with parents/ guardians – Establishing and maintaining partnerships</i>	197
Session 14 <i>Developing local partnerships – Strategies for effective networking</i>	217
<i>References and resources for facilitators, parents and guardians</i>	237



User's guide



User's guide

The Facilitator Manual and the Handbook on which it is based apply a five-stage learning process which, research indicates, will generate real outcomes and have an impact on change in a school.

The five stages are:

1. acquisition of knowledge – initial learning of knowledge and skills;
2. modelling what has been learned – rehearsing the processes and techniques;
3. practice – the practical experience of implementing the process and techniques;
4. feedback – learning from others about how effective the processes and techniques are;
5. implementation – improving practice and embedding the change in teaching and learning.

By using the Facilitator Manual, a facilitator will be able to achieve the first two stages of this five-stage learning process. In some cases, stage 3 (practice) is possible, so sessions have a follow-up procedure for participants so that they take away and implement what they have learned.

The five stages are best developed if the training is based on solution-focused approaches. A description of solution-focused approaches and a fuller description of the five-stage learning process can be found in the Facilitator Reference Guide.

Suggestions for achieving stages 1 to 5

The workshop training is arranged in 14 sessions, each usually of 2 hours duration. However, the materials are designed to be used flexibly. Facilitators can choose which sessions to use and, because each activity stands alone, they can be recombined into a tailor-made programme to suit the different requirements of different schools or other educational settings.

The training materials

The training materials are supplemented by resources in addition to the Handbook and there are references to further resources so that an activity can be extended if necessary, or if participants want to carry on studying a particular aspect of the Handbook.

It helps to achieve the greatest benefit if facilitators work with video projection from a computer or with an online whiteboard. There will also be advantages if the training can take place in a venue that has access to the Internet.

Resources needed for training

For all activities, facilitators will require:

- a training room with flexible seating so that groups can be recombined according to the activity
- computer and projector/screen or overhead projector for projecting PowerPoint slides
- copies of the Handbook
- a file of all relevant activities
- handouts and copies of the Facilitator Reference Guide for all participants.

For some activities, facilitators will require:

- flip chart, adhesive putty and flip chart pens
- DVD drive and computer/projector with sound
- Internet connection for the computer/projector
- packs of adhesive notes
- dice (for one activity).

Training facilitators – a model workshop programme

Workshops can be designed to meet the needs of different countries/regions/schools. The training is modular and can be adjusted to any requirements.

The model below is an example of how a workshop can be organised: training takes place over five and a half days with follow-up activities to support the setting-up of a training programme for school senior staff to meet regional needs.

The workshop trainers have the title “master facilitator”.

There are six components to this model workshop.

1. Keynote presentations:

- the Council of Europe and the transversal programme “Building a Europe for and with children”;
- background to the Council of Europe’s work in violence reduction in schools;
- an introduction to the Violence Reduction in Schools Training Pack (the Pack).

2. Fourteen training sessions

- The sessions are the core of the programme and each takes approximately 2 hours to complete in study groups. The sessions are listed on the contents page at the start of this Facilitator Manual and are based on chapters in the Handbook and sections of the Facilitator Reference Guide.

3. Visits to local schools and other settings

4. Plenary sessions

- feedback and discussion of each session
- planning and delivering the training
- reflecting on and sharing the experiences of the visits

5. Consultations at the end of each day
 - Opportunities for individual participants to meet and discuss issues with master facilitators
6. Evaluation
 - Facilitators who attend the workshop start with a self evaluation of their current knowledge, understanding and skills followed by a personal learning plan for the workshop. At the end of the workshop they repeat the evaluation to assess their personal development before completing a work plan to build on their strengths and implement training in their educational setting.
 - The workshop itself is evaluated daily so that master facilitators can assess progress and adjust the programme in response to feedback from facilitators attending the workshop.
 - A final evaluation from facilitators helps to assess the outcomes of the workshop and to inform further development of the training session and the Pack.

A model workshop programme

Day 1	
9.00-12.30	Master facilitators and organisers only: dry run through the workshop sessions.
12.30	Lunch for master facilitators and organisers
16.00-17.00	Participants' enrolment and registration
18.00-18.30	Formal opening of the workshop: – participants' introductions – opening warm-up activity
18.30-19.00	Keynote introduction: Presentation of the Council of Europe programme "Building a Europe for and with children"
18.30-19.00	Information about the Pack: – explanation of the materials pack and the workshop programme – business arrangements for the week – preparation for the international/regional evening and local visits
19.30-20.30	Dinner (participants will be asked to change places after each course so that all will meet as many people as possible)
21.00-22.00	Bar open – open forum to meet the organisers and master facilitators

Day 2	
08.00	<i>Breakfast</i>
09.00	Plenary: – any further introductions and reintroductions – warm-up activity
09.30-10.30	Keynote presentation: Violence reduction in schools – how to make a difference – background to the training pack – the workshops
10.30-11.30 <i>(tea and coffee available)</i>	Plenary: Session 1: Personal planning for the workshop and assessment of the current issues of violence in schools (in working groups) What is your current level of skill as a facilitator? What do you expect to learn during the workshop? What are the issues in your country or region? What are some of the solutions already in place?
11.30-12.30	Plenary: Presentation of working group views of the issues and solutions from the point of view of: – effects on student learning – effectiveness of interventions Each group summarises their discussion, assisted by a master facilitator
12.30	<i>Lunch</i>
14.00-16.00 <i>(tea and coffee available)</i>	Session 2: The Facilitator Reference Guide – training methodology Plenary then working groups: – the five-stage learning process – learning styles – applying solution-focused approaches
16.00-18.00	Session 3: The Facilitator Reference Guide – training methodology Plenary then working groups: – effective group working – training styles – conflict resolution
18.00-18.15	Reflection and evaluation of the day
19.00-22.00	Social evening – buffet supper available (participants are asked to share something typical from their country – songs, dances, costumes, food, drink, photos, etc.)

Day 3	
08.00	<i>Breakfast</i>
09.00-11.00	Session 4: Getting started – a European perspective on factors affecting school violence/behaviour improvement Working groups
11.00-12.30 <i>(tea and coffee available)</i>	Session 5: Finding out more – the well-organised school and the role of a schools' self-review instrument. Plenary
12.30	<i>Lunch</i>
14.00-16.00	Session 6: Exploring a self-review instrument and its application Working groups: – practical self-review techniques – effective action planning and monitoring following an audit
16.15-17.15 <i>(tea and coffee available)</i>	Session 7: Tailoring the self-review to meet local priorities Working groups: – exploring the e-ViRiS self-review and its application – using a self-review instrument in school
17.15-17.30	Reflection and evaluation of the day
17.45-19.45	<i>Visit to see the area and local sights of interest</i>
20.00-21.00	<i>Dinner</i>
21.30-22.30	<i>Bar open – open forum to meet the organisers and master facilitators</i>

Day 4	
08.00	<i>Breakfast</i>
09.00-11.00	Session 8: Agreeing and applying policy – creating a school climate of non-violence through whole-school policy Working groups
11.00-13.00 <i>(tea and coffee available)</i>	Session 9: What should be taught? – Using the school curriculum to support violence reduction and improve behaviour for learning Working groups
13.00	<i>Lunch</i>
14.30-16.30	Session 10: Involving students – developing student-led strategies to reduce violence and improve behaviour in school Working groups
16.30-18.30 <i>(tea and coffee available)</i>	Session 11: Protecting children – making the school environment safe Working groups
18.30-18.45	Reflection and evaluation of the day
20.00	<i>Dinner</i>
21.00-22.30	<i>Bar open – open forum (mentoring available from the organisers and master facilitators)</i>

Day 5	
08.00	<i>Breakfast</i>
09.00	Plenary Reports from groups – recap and sharing experiences
09.30-11.30 <i>(11.00 – tea and coffee available)</i>	Session 12: Supporting school staff – Developing staff training in violence reduction/behaviour improvement Working groups
12.30	<i>Collect packed lunches</i>
12.30-16.30	Escorted small group visits to schools and specialist provision in the local area – to focus attention on the reality of the task and to see any examples of violence reduction strategies in the local area.
16.30-17.00	Plenary Reflecting on and sharing the experiences of the visits in relation to workshop sessions 1-12 and in preparation for sessions 13-14
17.00-19.00	Session 13: Working with parents/guardians – Establishing and maintaining partnerships Involving participants Working groups
19.00-19.15	Reflection and evaluation of the day
20.00	<i>Dinner</i>
21.00-22.30	<i>Bar open – open forum (mentoring available from the organisers and master facilitators)</i>

Day 6	
08.00	<i>Breakfast</i>
09.00-11.30 <i>(11.00 – tea and coffee available)</i>	Session 14: Developing local partnerships – Strategies for effective networking Activities and role play to explore how to establish and maintain community action groups in support of violence reduction Working groups
11.30-12.30	Plenary – Planning for multiplying and arrangements for ongoing support
12.30	<i>Lunch</i>
14.00-16.00	Participants plan their action plan for onward training in their country – individual consultations with master facilitators available
16.00-17.00 <i>(tea and coffee available)</i>	Final plenary session: – round-up of workshop – feedback and preparation of reports
19.00	<i>Reception from the host country/venue</i>
20.00	<i>Workshop dinner</i>

Day 7	
08.00	<i>Breakfast, farewells and depart</i>



Session 1

*Personal planning for the workshop
and assessment of current issues of violence in schools*



Outline for facilitators

 2 hours

Summary

This session follows the keynote presentation that will have introduced the workshop. It is an opportunity for facilitators to assess their current level of understanding and to plan for what they will aim to learn. They complete a self-assessment sheet based on solution-focused approaches and this is followed by an opportunity to share experiences and make short presentations about the key issues.

Training sequence	Duration
General introduction to the self-assessment form and time spent completing it	20 minutes
Working group discussion: the key issues related to violence in schools; preparation of presentations	40 minutes
Presentations by working groups	40 minutes
Summary by the master facilitators	20 minutes



Learning outcomes

- understanding of the content of the Facilitator Manual
- self knowledge of personal competencies
- planning for personal learning during the workshop
- analysis of some of the problems associated with violence in schools.

Training sequence

Introduction (5 minutes)

PPT 1.1 – Explain the self-assessment form to facilitators: this is a personal document that they do not need to share with anyone. It will help them prepare for what they will learn during the workshop – that the methodology is the most important feature of the Pack – it has relevance to any training and facilitators can apply it to any teaching or training that they do.

The introduction explains the process of self-assessment. After completing the initial self-assessment form participants are invited to list their greatest strengths as facilitators and what they most want to improve. Participants will return to complete a final assessment at the end of the workshop and to produce an action plan following this.

Activity 1.1 (15 minutes)

Ask facilitators to read the introduction and complete the facilitator's initial self-assessment of skills.

Discussion (40 minutes)

PPT 1.2 – Each group should discuss "What are the current issues related to violence in schools in my country or region?" Groups should then prepare a poster to share their findings with other groups under two headings:

- the effects on student learning
- the effectiveness of interventions.

Plenary (60 minutes)

PPT1.3 – Bring groups back together for plenary discussion. Each group makes a short presentation based on their poster and the facilitator opens a discussion on key issues making a short summary at the end of each presentation and discussion. At this stage we are interested mostly in the problems. However, if solutions or examples of initiatives are introduced then the opportunity to discuss them should be taken.

Facilitator tips

Emphasise that the self-assessment form has a different style to the usual evaluations that workshops use. The question: "Why is your total score not one less?" may need explaining – it is one of the strategies used in solution-focused approaches to help people recognise their strengths – and this programme builds on strengths rather than only improving weaknesses.

You can expect the first discussion to range widely and it should help participants to focus in their presentations on the issue of the effect on student learning and the effectiveness of interventions, because we want to explore the problem together at this early stage.

Your summary at the end should highlight the common concerns.

Additional resources

None



Activity 1.1: Self-assessment

Facilitator's self-assessment of skills and action plan

Name _____ Date _____

When you have looked through the programme materials, please complete the initial self-assessment of your training skills. You will not be asked to show the assessment to anyone else but you will use the results during the workshop.

The purpose is to help you to recognise your strengths as a facilitator. It is important to do this and to realise how much you bring to the role. The assessment will also identify any areas that you could improve and it will make you think about what is required from facilitators for the Violence Reduction In Schools Pack.

The questions use a solution-focused approach and are based on the following Code of Conduct and professional standards for facilitators.

Code of conduct for facilitators

Facilitators are always expected to behave in ways that will give participants the very best learning opportunities and gain their respect and appreciation. The following list of expectations has been drawn up to reflect best practice in facilitation and all facilitators should abide by it.

Prepare well for the session, write a session plan and organise all materials in advance to avoid last minute problems.

Arrive well ahead of the starting time for a session and ensure that the room and resources are fully prepared.

Greet participants warmly and create a relaxed and happy environment for learning.

Start the session on time.

- Ensure that you understand and appreciate the needs of participants and respond by adapting the session.
- Engage all members of the group in learning and treat everyone with equal esteem, valuing their input.
- Use praise and encouragement frequently so that participants feel confident and satisfied in their learning.
- Differentiate the learning to meet the needs of participants with varying experience and understanding of the subject.
- Agree and implement ground rules for the group and abide by them personally at all times.
- Manage disruption, should it occur, calmly but firmly. When signs of conflict first appear, take steps to reduce and to resolve it while remaining calm and polite at all times.

- Keep to time for the session and finish promptly, leaving adequate time for explaining the home activities.

Professional standards for facilitators

Professions become established and respected if the members of that profession set high standards and support each other to achieve them. If they do this effectively, facilitators can take pride in their achievements and will deserve the thanks of participants and the community for the work that they do to improve the lives of children.

The following personal qualities and competencies are required for facilitators of the “Violence reduction in schools” training. The training for facilitators is designed to help them develop and apply these qualities and competencies so that they:

- have a high degree of empathy for the needs of participants and their schools, expressing interest and concern for their situation and a wish to help them improve their ability to reduce violence
- use good communication skills by actively listening, using visual aids and practical demonstrations, speaking and writing clearly and concisely, and using appropriate body language and expression to enthuse and involve participants
- effectively apply the five-stage training methodology for active learning, making clear and concise presentations, using imaginative modelling, providing good opportunities for practice, giving and receiving feedback and facilitating arrangements for the learning to be implemented
- are confident and competent in their knowledge and understanding of the subject matter
- use solution focused approaches both in the taught part of the programme and also in supporting participants with problems
- abide by the code of conduct and set high personal standards of behaviour, showing respect for others and expecting high standards and respect from participants in return
- plan sessions thoroughly with understanding of group and individual needs, responding effectively to address them
- implement sessions so that learning is maximised in a well-organised and purposeful atmosphere, taking account of the variety of individual preferred learning styles and encouraging participants to become independent learners
- apply an inclusive facilitation style, valuing the needs of each participant equally and respecting cultural, religious, socio-economic and gender diversity
- regularly monitor the progress of the group to check that their learning is improving their practice. Regularly evaluate their own performance using feedback from the participant group and from colleagues to build on strengths and implement improvements.

There is one question that is not drawn directly from this list of professional standards but it makes a very important point. The question is: “How do you rate your ability to recognise when you cannot help with a problem and to suggest other sources of help?”

The point is that, although a great deal is expected of you as a facilitator and you must show the highest standards of professionalism, it is important for us all to recognise our own limitations. You are not expected to be perfect or to solve all the difficulties you encounter. You are expected to be human and to do your best.

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in your abilities and

identify the specific skills that you could improve. Doing this now will help you to gain maximum benefit from the workshop by focusing on the aspects that are most significant for you.

At the end of the workshop

When you have completed the workshop, you will be invited to answer the same questions again on the second questionnaire in this pack.

You will be able to compare your answers and see how much you have achieved. This will help you build on your achievements and plan for your continuing professional development as a facilitator.

You can decide at the end of the workshop whether the improvements you aimed for were achieved or not – and you can answer the question after each section (Achieved during the workshop? Yes / No).

You can then complete the workshop by deciding on your action plan and noting your three most important targets on the final sheet.

Facilitator initial self-assessment of skills – before the workshop

Using a scale of 0-10, with 0 being no ability at all and 10 being the highest ability that a facilitator could demonstrate, please answer the following questions:

	Rating 0-10
1. How do you rate your:	
– empathy for the needs of participants who want to reduce violence in schools	
– ability to express interest and concern for participants' needs	
– willingness to help participants improve their skills to reduce violence	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
Achieved during the workshop? Yes / No (You will return to answer these questions later)	
2. How do you rate your ability to:	
– listen	
– speak with language appropriate for your audience and make your meaning clear	
– use visual aids to illustrate a point	
– use appropriate body language to enthuse and involve participants	
– write clearly and concisely	
Total	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
Achieved during the workshop? Yes / No	
3. How do you rate your ability to:	
– make clear and concise presentations	
– think of good examples to illustrate a point	
– choose appropriate practical activities to reinforce participants learning	
– give feedback that will be useful	
– receive feedback on your work and use it	
Total	

<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
Achieved during the workshop? Yes / No	
4. How do you rate your:	
– understanding of the key learning points in the “Violence reduction in schools” programme	
<i>Why is your rating not one point lower?</i>	
<i>What would you need to do to raise your rating by one point?</i>	
Achieved during the workshop? Yes / No	
5. How do you rate your ability to:	
– use solution-focused approaches in the taught part of the programme	
– use solution-focused approaches in supporting participants who have problems	
– recognise when you cannot help with a problem and suggest other sources of help	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
Achieved during the workshop? Yes / No	
6. How do you rate your ability to:	
– abide by the code of conduct for the “Violence reduction in schools” programme facilitators	
– set high personal standards of behaviour	
– show respect for others	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
Achieved during the workshop? Yes / No	
7. How do you rate your ability to:	
– plan sessions thoroughly	
– take the needs of participants into account in your planning	
Total	

<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
Achieved during the workshop? Yes / No	
8. How do you rate your ability to maximise participants' learning by:	
– organising the running of a workshop	
– keeping a focus on the purpose of a session	
– encouraging participants to become independent learners	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
Achieved during the workshop? Yes / No	
9. How do you rate your ability to maximise participants' learning by:	
– applying an inclusive facilitation style	
– valuing the needs of each participant equally	
– respecting and valuing diversity: cultural, religious, socio-economic and gender	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
Achieved during the workshop? Yes / No	
10. How do you rate your ability to:	
– monitor and assess the progress of a group	
– evaluate your own performance	
– improve your performance by building on your strengths	
– improve your performance by rectifying your weaknesses	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
Achieved during the workshop? Yes / No	

Targets for development during the training

Looking at your answers as a whole, what do you think are:

– your three greatest strengths as a facilitator?

1.

2.

3.

– the three aspects that you most need to improve?

1.

2.

3.

Please keep this assessment with you during the workshop. You will also want to refer to it when you are completing your personal assessment at the end of the workshop. You will compare your ratings before and after the training so that you can judge what you have achieved.

Facilitator self-assessment of skills after the workshop and action plan

Using a scale of 0-10, with 0 being no ability at all and 10 being the highest ability that a facilitator could demonstrate, please answer the following questions:

	Rating 0-10
1. How do you rate your:	
– empathy for the needs of participants	
– ability to express interest and concern for participants' needs	
– willingness to help participants improve their skills to reduce violence	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	
2. How do you rate your ability to:	
– listen	
– speak with language appropriate for your audience and make your meaning clear	
– use visual aids to illustrate a point	
– use appropriate body language to enthuse and involve participants	
– write clearly and concisely	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	
3. How do you rate your ability to:	
– make clear and concise presentations	
– think of good examples to illustrate a point	
– choose appropriate practical activities to reinforce participants' learning	
– give feedback that will be useful	
– receive feedback on your work and use it	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	

4. How do you rate your:	
– understanding of the key learning points in the “Violence reduction in schools” programme	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your rating by one point?</i>	
5. How do you rate your ability to:	
– use solution-focused approaches in the taught part of the programme	
– use solution-focused approaches in supporting participants who have problems	
– recognise when you cannot help with a problem and suggest other sources of help	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	
6. How do you rate your ability to:	
– abide by the code of conduct for “Violence reduction in schools” programme facilitators	
– set high personal standards of behaviour	
– show respect for others	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	
7. How do you rate your ability to:	
– plan sessions thoroughly	
– take the needs of participants into account in your planning	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	

8. How do you rate your ability to maximise participants' learning by:	
– organising the running of a workshop	
– keeping a focus on the purpose of a session	
– taking account of a variety of preferred learning styles	
– encouraging participants to become independent learners	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	
9. How do you rate your ability to maximise participants' learning by:	
– applying an inclusive facilitation style	
– valuing the needs of each participant equally	
– respecting and valuing diversity: cultural, religious, socio-economic and gender	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What will you now do to raise your total rating by one point?</i>	
10. How do you rate your ability to:	
– monitor and assess the progress of a group	
– evaluate your own performance	
– improve your performance by building on your strengths	
– improve your performance by rectifying your weaknesses	
Total	
<i>Have your abilities in this area changed during the training? If so, how?</i>	
<i>What might you now do to raise your total rating by one point?</i>	

Action plan

Looking at your answers as a whole:

What are the three most important improvements you have made during the "Violence reduction in schools" workshop?

1.

2.

3.

To build on your achievements, what are your three key targets for further improvement? What will you do first to start achieving each target?

Target 1.

What I will do first?

Target 2.

What I will do first?

Target 3.

What I will do first?



Session 2

The Facilitator Reference Guide: training methodology – first part

- *the five-stage learning process*
- *learning styles*
- *applying solution-focused approaches*



Outline for facilitators

 2 hours

Summary

This session is the first on the methodology used throughout the training programme. It introduces the five-stage learning process, learning styles and solution-focused approaches.

Training sequence	Duration
<i>Warm-up activity</i>	5 minutes
<i>The five-stage learning process – presentation</i>	20 minutes
<i>Learning styles – discussion and two activities of 10 minutes each</i>	35 minutes
<i>Solution-focused approaches – presentation and three activities of approximately 10 minutes each</i>	60 minutes



Notes for facilitators

 2 hours

Explain to facilitators that the methodology is the most important feature of the core programme – it has relevance to any training and facilitators can apply it to any teaching or training that they do.

Learning outcomes

- knowledge and understanding of the five-stage learning process
- skills to apply effective training methods and techniques to improve learning
- understanding of learning styles and the need for variety in presentation
- ability to apply solution-focused approaches.

Training sequence

Warm-up activity (5 minutes)

PPT 2.1 – Working in pairs ask facilitators to close their eyes and think back to their days at college or university. They should try to remember one thing that stands out from an early seminar or lecture and then open their eyes and tell their partner anything at all they remember.

Ask how many remembered:

- a person they met
- the building
- a teacher
- an event that happened
- the food at lunch
- something they learned.

You will find that most people remember people, places and happenings and very few remember much that they learned directly.

The five-stage learning process (20 minutes)

Presentation

This presentation is supported by the PowerPoint slides.

PPT 2.2 and 2.3 – Too often facilitators are concentrating on their teaching and not on what the participants are learning

- Teaching is an output
- Learning is an outcome
- Our targets for violence reduction are learning outcomes.

We should therefore use training methodology that focuses on learning and not only teaching.

PPT 2.4 – Michael Fullan researched the training of teachers but what he discovered applies equally well to other forms of training. We want training that is responsive to people's needs and makes a difference to their behaviour.

PPT 2.5 – This is why the "Violence reduction in schools" training programme involves a five-stage learning process.

Active learning is needed to achieve learning outcomes.

PPT 2.6 – Lecturing people is not effective! If you take in 5% of what I am saying and then you deliver this presentation to other facilitators, they will get 5% of what you have learned – that is less than 1% of what I am saying.

PPT 2.7-2.12 – We will use a five-stage learning process and it is important to use all five stages. Go through and explain the stages. In each case there is an example of how the process might apply to a facilitator learning in this workshop and how it might apply to school staff learning in the core programme.

Learning styles (35 minutes)

Presentation (15 minutes)

PPT 2.13 – Ask facilitators to read the Facilitator Reference Guide Section 2 – two descriptions of the different ways in which people learn.

Point out that the Kolb Learning Cycle relates to the five-stage methodology we have just discussed. Both stress the importance of thinking about what you have learned and putting it into practice.

Preferred learning styles are more established in adults than they are in children and it is therefore important that facilitators provide a range of different activities so that everyone can learn in the way that suits them best.

Activity – What kind of a learner are you? (10 minutes)

Use activity sheet 2.1 to help facilitators decide how they personally learn best. Explain that most people prefer one style – but not to the exclusion of the others.

Ask them to compare notes in their groups and to see what the preferred group style is.

If they were a group of staff following a school based training programme, what would their facilitator have to do to ensure that they could learn in their preferred styles?

Activity – Communicating without one learning style (10 minutes)

Call to the front one member of each table group. Tell them that they must communicate a message without talking to the rest of the group. The message is: "Children who are frightened do not learn". The first group to return to the front with the message wins. Ask groups to reflect about how visual learners will have found this task much easier than auditory learners. Also note how much fun this form of active learning was as a way of sharing a message – it involves practice and feedback.

Solution-focused approaches (60 minutes)

Presentation (10 minutes)

PPT 2.14 – This session is based entirely on PowerPoint slides. Refer the group to Section 3 of the Facilitator Reference Guide.

PPT 2.15 – The solution-focused approach is based on “solution-focused brief therapy” developed by an American psychologist – Steve de Shazer.

PPT 2.16-2.19 – The approach focuses on the solution, not the problem. It uses questions to do this.

Activity – The miracle question (15 minutes)

PPT 2.21-2.23 – The miracle question helps us to think about what we really want to happen and how to achieve the necessary change.

Discuss briefly the usefulness of the miracle question when working with groups who face problems with violence in schools or with a student who is being bullied.

Activity – Scaling (20 minutes)

PPT 2.24 – Ask facilitators to work with a different partner so that each is considering a different problem.

Activity – Applying solution-focused approaches (10 minutes)

PPT 2.25 – Ask facilitators to look at the other solution-focused techniques listed in Section 3.3 of the Facilitator Reference Guide.

PPT 2.26 – Encourage them to work with yet another partner and to think about how to use positive, solution-focused approaches to the three problems described.

Plenary (5 minutes)

Have the facilitators found solution-focused approaches useful? Ask them to discuss in their table groups what they have learned in this session. Ask each table to share one useful thing.

Facilitator tips

You can suggest that facilitators use the behaviour teaching technique of “Catch me....” to help them recognise the five stages of our facilitation methodology. Explain that teachers can use this technique to encourage positive behaviour: the teacher announces that he/she is going to see if he/she can “catch” the student behaving positively during the day – for example showing empathy towards another person. In this case ask the group to see if they can “catch” you or one of their group using modelling, practising or giving feedback during the session – you can keep this as a running activity for all or part of the five days. Participants can keep a score with a total at the end.

You can model visual, auditory and kinaesthetic learning styles through the activities.

Be prepared to spend some time on solution-focused approaches. Remember that most facilitators will be overwhelmed by the problems associated with violence in schools and will be training

staff who will feel the same way. Participants can easily spend all their time in the sessions discussing how bad the problem is and how impossible it is to change student behaviour. Solution-focused talk should therefore help overcome this problem.

Additional resources

None.



Activity 2.1: Self-assessment

What kind of learner are you? A quiz for facilitators

Choose what you would do or say FIRST

Situation	Visual	Auditory	Kinaesthetic/physical/tactile
operate new equipment	read instructions	listen to explanation	have a go
travel directions	look at a map	ask for spoken directions	follow your nose and maybe use a compass
cook a new dish	follow a recipe	call a friend for explanation	follow your instinct, tasting as you cook
teach someone something	write instructions	explain verbally	demonstrate and let them have a go
you'd say...	I see what you mean	I hear what you are saying	I know how you feel
you'd say...	show me	tell me	let me try
you'd say...	watch how I do it	listen to me explain	you have a go
faulty goods	write a letter	phone	send or take it back to the store
leisure	museums and galleries	music and conversation	playing sport or DIY
buying gifts	books	music	tools and gadgets
shopping	look and imagine	discuss with shop staff	try on and test
choose a holiday	read the brochures	listen to recommendations	imagine the experience
choose a new car	read the reviews	discuss with friends	test-drive what you fancy

See if you can decide on your order of preference and how strongly you prefer each style.

Compare your results with your group and see if you can agree a preferred style or combination of styles for the group.



Session 3

The Facilitator Reference Guide: training methodology – second part

Covering

- *effective group working*
- *training styles*
- *conflict resolution*



Outline for facilitators

 2 hours

Summary

This session completes the introduction to techniques in the Facilitator Reference Guide, which is designed for them to dip in and out of when they want support for designing and facilitating a training programme. It is more practically based than Session 2 and moves us on to consider effective practical techniques rather than methodology. Not all of the guide can be covered in the time but we will briefly study three important areas:

- effective working with groups
- training (leadership) styles
- an alternative or extension activity about conflict resolution.

In total, there is three hours worth of material in this session. You should decide, now that the group is established, whether or not to introduce the activities on conflict resolution at this stage in place of some of the activities on other facilitation techniques. You can also include this work during Session 11 if desired.

Experienced facilitators who are already practitioners of active learning in groups may be advised to study the conflict resolution activity instead of some of the other activities. Conflict resolution is dealt with in Session 11 and is particularly important because this is a skill that applies to violence reduction as well as to managing problems that can occur during training.

Training sequence	Duration
<i>Training techniques – introduction</i>	5 minutes
<i>Working with groups and how adults learn – review and activity 3.1 and 3.2</i>	1 hour and 20 minutes
<i>Optional extension activity 3.3</i>	Optional 20 minutes
<i>Training (leadership) styles – presentation, activity 3.4 and plenary</i>	35 minutes
<i>Optional extension activity 3.5 – Active listening</i>	Optional 20 minutes
<i>Optional alternative activity 3.6 – Conflict resolution</i>	Alternative 40 minutes



Learning outcomes

- knowledge understanding and skills for helping groups work and learn together
- understanding and application of appropriate facilitation and leadership styles to suit the occasion and group
- extension work – knowledge and skills for conflict resolution.

Training sequence

Training techniques

Introduction (5 minutes)

PPT 3.1 – Begin with a reminder about the improvement cycle. If all stages are to be achieved there must be robust learning for change – the role of the facilitator is to achieve change for children. This will not be achieved without appropriate leadership. The leader is the engineer who drives the cycle and keeps it turning. Progress will not be achieved without co-operative group working.

Group working

Review – Successful group working (10 minutes)

PPT 3.2 – Reducing violence is a co-operative process and at all levels it is essential that groups work together harmoniously. Successful facilitators should understand how to motivate groups and, when working with school staff they should appreciate how adults learn and in what ways their learning process is different to children.

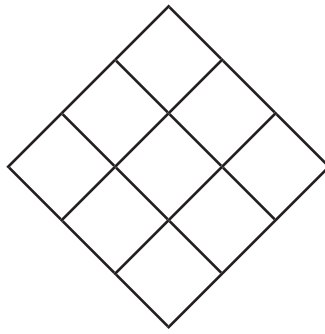
Run through the content of Section 5 of the Facilitator Reference Guide and ask facilitators to look through it.

Activity 3.1 – Factors for successful group work (25 minutes)

Work in table groups and give each group a set of "diamond nine" cards. There are twelve cards and some blanks, which they can use to add any extra factors that they think are important. Ask them to arrange nine cards in a diamond so that:

- the most important factor is at the top
- the two next most important factors are next
- the three next most important factors are next
- the two next most important factors are next
- the least important factor is at the bottom.

Most important



Least important

Then ask everyone to stand up and to go, as a group, to look at and discuss each group's cards in turn, asking a group member to explain the arrangement they have chosen.

Agree that there is no right or wrong arrangement. The purpose of this exercise is to make everyone think carefully about the different factors that influence group working. These will vary according to circumstances.

Discussion – How do adults learn? (20 minutes)

PPT 3.3 – Refer facilitators to Sections 4.1 and 4.2 of the Facilitator Reference Guide and invite them to add any additional factors to their diamond nine list on the blank cards.

Give each group a glue pen and a sheet of A4 paper for them to make a page for notes to add to their reference guide (you could arrange photocopying at the end of the day).

Hold an open discussion to compare group findings.

Activity 3.2 – Thought shower and wall of bricks (20 minutes)

PPT 3.4 – There is no activity sheet for this; the slide should be sufficient. Refer to Sections 10 and 11 of the Facilitator Reference Guide. We are going to consider some more practical techniques for facilitators to use to help groups learn actively and practise effectively. Point out that we have already been modelling some training techniques, for instance we have used warm-up activities and circle time.

Ask tables to tear sheets of A4 paper into four pieces and to write down as many useful training techniques as possible – one on each piece of paper. This is called a "thought shower" (10.2.2). They should move together to a table where everyone can see and add their ideas to a "wall of bricks" (10.3.1). Everyone should read what is already there from other groups. Where they have the same idea, place it on top of an existing brick. Where it is a new idea, they add it to the wall.

Point out that this is a very good exercise when you want groups to share their ideas without reading a list to each other.

Everyone should then look at the "wall" to see what ideas they have. Ask them why we used this technique for this exercise. What did it achieve? What could we now do to use the ideas we have collected?

Presentation – Group activities (5 minutes)

PPT 3.5, 3.6 and 3.7 refer the facilitators to Sections 6, 7, 8 and 10 of the Facilitator Reference Guide.

Use a pace-setting style and take the facilitators through the sections fairly quickly. Explain that the purpose is simply to let them know where to look if they wish to use this as a resource for training ideas.

Optional extension activity 3.3 (optional 20 minutes)

PPT 3.8 – There is no activity sheet for this; the slide should be sufficient.

This activity should take about 20 minutes and is suitable if you think the group would benefit from more time spent on practical group work techniques.

Training/leadership styles

Presentation and discussion – Training styles (10 minutes)

Refer the group to Section 9 of the Facilitator Reference Guide. To get everyone's attention, shout at them and use a coercive style.

Ask them to look at the list of training styles and to identify what style you have just demonstrated. Was it appropriate? Remind them that you have recently used a pace-setting style in the last activity to look at Sections 6, 7 and 8 and explain why you chose that style.

PPT 3.9 – Go through the styles asking facilitators to read about them one at a time in Section 4.2 of the handbook. For each style, ask them: "Can you give an example where you have used this style successfully in leading a training session or at work?"

Activity 3.4 – Training (leadership) styles (20 minutes)

Organise facilitators into groups of four. Ask them to reflect on an occasion when either they, or someone else, used one of the styles appropriately. Ask them to write down briefly what happened. While they are making notes, clear a space in a line on the floor. Put the sheet labelled "coercive" at one end and at the opposite side/end "coaching". Put the other sheets in order between them on the floor.

Ask the groups of four to work standing up and to take turns to tell their story to the other three members of their group who then move to the place on the "line" that they think represents the dominant style being demonstrated in the story. They discuss why they have positioned themselves where they are and, when the discussion has reached a conclusion, they move on to the next story. This should lead to analysis and discussion of the styles (and a lot of fun!).

If there is time, they can repeat the exercise by thinking of examples they have experienced when a style has been used inappropriately.

Plenary discussion (5 minutes)

Agree that no styles are "good" or "bad"; they all have their uses. To be effective, however, they have to use the style that is appropriate for the situation. Good facilitators use a range of styles.

Optional extension or alternative activities

Activity 3.5 – Active listening (20 minutes)

Ask facilitators each to spend a minute or two thinking of something that has happened to them at work recently that has pleased them.

Ask the facilitators how they rated their listening skills in their initial self-assessment. This is an opportunity to practise them.

Divide the facilitators into groups of three and ask them to stand up and find a space in the room where they can talk to do this activity. (Standing for an activity helps to stimulate learning and re-energise the group.)

PPT 3.10 – Remind them of the sequence then ask them to begin.

PPT 3.11 – Explain that active listening involves showing that you have understood. As well as looking, nodding, using facial expressions and making encouraging comments, two useful techniques are:

- reflecting the content, for example by saying: "So you are saying that you managed to get all your colleagues to agree";
- naming the feeling, for example by saying: "So you must have felt very pleased".

Give the groups a few minutes to try out these two techniques on the first speaker.

Agree with the group that it is important for facilitators to listen carefully and to develop active listening skills to show that they have heard and understood. This does not mean always agreeing with what is being said, but recognising the right to say it.

Activity 3.6 – Conflict resolution (40 minutes)

PPT 3.12 and 3.13 – There is no activity sheet for this; the slide should be sufficient.

PPT 3.14 – Ask facilitators to think of an occasion when they have resolved a conflict – either between themselves and another person or between two people – and to write brief notes. Arrange them in groups of three – each person in an A, B or C. Explain that this activity will help to develop our coaching skills

PPT 3.14 – A describes a situation where (s)he had to resolve a conflict. B will practise her/his coaching style by asking questions and helping the person to reflect on what happened and what they learned from it. C will observe B (the coach) and give feedback on coaching skills. When observing, C will make notes on a feedback form. They will then change roles so that all three have a chance to practise all the skills. (5 minutes each for A to describe the situation and for feedback from B; 5 minutes for feedback from C to B.)

Discussion: What have facilitators learned about conflict resolution? What does an effective coach do?

Additional resources

Sets of diamond nine cards

Training styles cards.



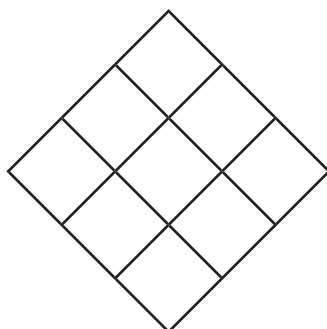
Activity 3.1: Factors for successful group work

Work in table groups to look at a set of "diamond nine" cards. There are twelve cards and some blanks, which you can use to add any extra factors that you think are important.

Arrange nine cards in a diamond so that:

- the most important factor is at the top
- the two next most important factors are next
- the three next most important factors are next
- the two next most important factors are next
- the least important factor is at the bottom.

Most important



Least important

Then stand up and go with your group to look at and discuss another group's cards, asking a group member to explain the arrangement they have chosen. Do the same in exchange with your cards.

You may agree that there is no right or wrong arrangement. The purpose of this exercise is to help you think carefully about the different factors that influence group working. These will vary according to circumstances.

When you have completed your discussion, please look at Sections 4.1 and 4.2 in your Facilitator Reference Guide. You will be asked to consider whether there are any further diamond nine cards you would like to add.

If you wish, you can make the results of your discussion into a note by sticking the cards on an A4 sheet and photocopying it to add to your Facilitator Reference Guide.



Activity 3.4: Training (leadership) styles

Work in groups of four (three is possible if there are an odd number in your session altogether).

Please reflect on an occasion when either you, or someone else, has used one of the training (leadership) styles appropriately. Write down briefly what happened.

Now stand up in your group of four. Take turns to tell your stories to the other three members of the group.

Your facilitator will have laid out a line of cards on the floor with the six facilitation styles on them:

- coercive: "Do what I tell you."
- authoritative: "Come with me."
- affiliative: "People come first."
- democratic: "What do you think?"
- pace-setting: "Do as I do, and do it now."
- coaching: "Try this."

When you have finished listening to each story, without speaking the other members of the group move to the place on the line of cards on the floor that they think represents the dominant style being demonstrated in the story.

Now discuss why the listeners have positioned themselves where they are. When the discussion has reached a conclusion, move on to the next story. This should lead to analysis and discussion of the styles (and a lot of fun!).

If there is time, you can repeat the exercise by thinking of examples you have experienced when a style has been used inappropriately.

Note: No styles are "good" or "bad"; they all have their uses. To be effective, however, we have to use the style that is appropriate for the situation. Good facilitators use a range of styles.



Optional/additional activity 3.5: Active listening

Work in groups of three for this activity and decide on your roles.

Please spend a minute or two thinking of something that you have taught someone recently and that has pleased you. You are going to stand up and talk about it.

One person from the group should spend one or two minutes telling the other two about what they taught. When did it happen and why? What did they do? Why did it please them?

While they talk, the other two will listen but they must keep completely quiet and look away from the speaker.

After a minute ask the speaker what it felt like talking to someone who was not looking at them.

Now a second person in your group should talk about their teaching experience. This time the two listeners may look at them and nod and smile, but they must not say anything.

When you have had a minute to talk, ask the third person to repeat the exercise. This time the listeners may look at them, nod, smile and say things to show that they are listening, such as "Yes!" or "Right!" They must not interrupt or add their own opinions. Their aim is to help the speaker to talk by showing that they have heard. When the speaker has finished, they can ask questions.

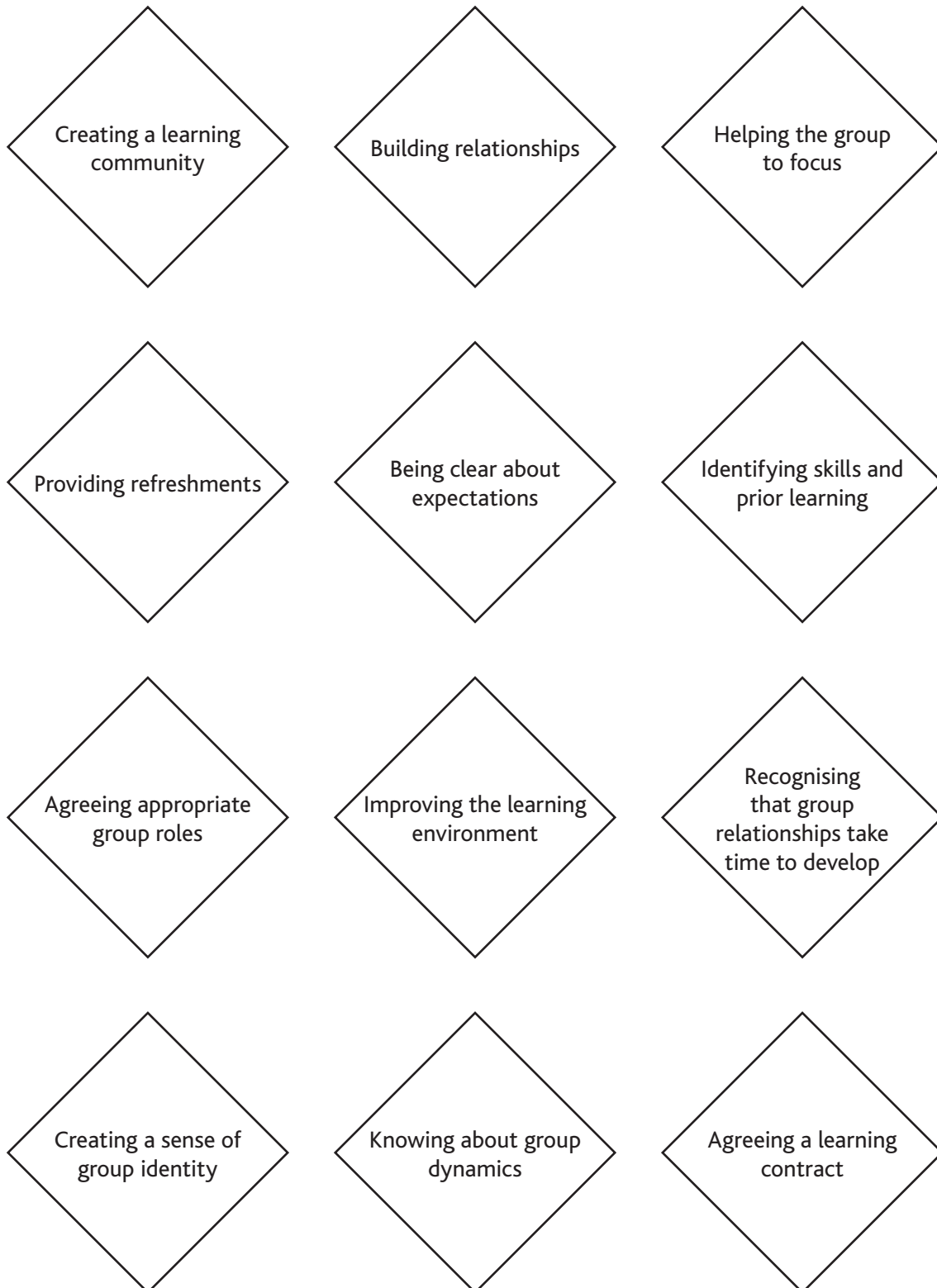
When the third speaker has finished, have a short discussion about listening. How do we know when someone is listening to us? How do we know whether they have understood?

Active listening involves showing that you have understood. As well as looking, nodding, using facial expressions and making encouraging comments, two useful techniques are:

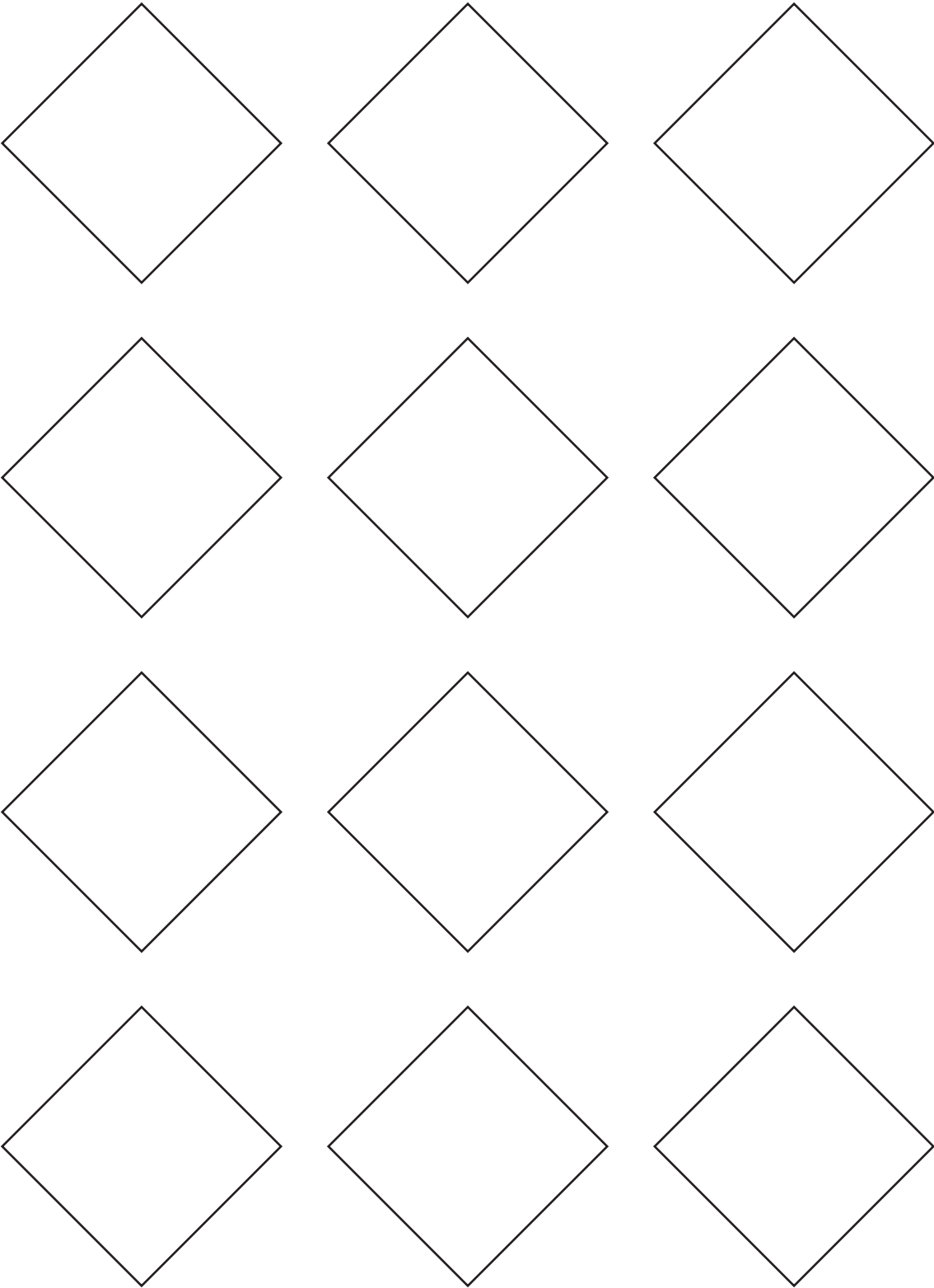
- reflecting the content, for example: "So you are saying that they were well-motivated to learn";
- naming the feeling, for example by saying: "So you must have felt pleased".

If there is time, you may wish to discuss listening to children. For example, how might it be different from listening to adults? How do we get eye contact? How do we make sure we have understood? How do we choose the words we use to show that we have understood?

Resources sheet 3.1: "Diamond nine" cards to be run off on card – one set per group – then cut up and put in an envelope



Run off three blank cards for each group





Session 4

Getting started – A European perspective on factors affecting school violence/behaviour improvement

(based on Chapter 1 of the Handbook)



Summary

After the general introduction (20 minutes) to the Council of Europe handbook (*Violence reduction in schools – how to make a difference*), activity 4.1 takes 20 minutes and acts as a bridge into three further activities of about 20 minutes each. This leaves 20 minutes for planning a follow-up activity.

Training sequence	Duration
<p><i>General introduction and activity 4.1 – Some key sources of information</i></p> <p>Using the introduction to the Handbook (pp. 5-9), activity 4.1 follows the introduction and is an initial look at some important resources which support the handbook.</p>	40 minutes
<p><i>Activity 4.2 – The definition of violence and the concept of “convivencia”</i></p> <p>Look at different words used in different countries and definitions of violence before establishing the concept of “convivencia” – the effect of violence being to reduce <i>convivencia</i>.</p>	20 minutes
<p><i>Activity 4.3 – Violent behaviour that affects school communities</i></p> <p>Participants consider violent activities that cause them concern and the factors which affect the climate of <i>convivencia</i>.</p>	20 minutes
<p><i>Activity 4.6 – Actions to reduce violence in schools</i></p> <p>There are two alternative activities for this: activity 4.6a and activity 4.6b. Either can be used depending on the interests of the group. The session finishes on a solution-focused approach – an introduction to what can be done.</p> <ul style="list-style-type: none"> • Remind participants that they can select activities to combine with their own training. • Emphasise that the sessions will be an opportunity for them to model the training they can use in their school or setting. 	20 minutes
<p><i>Follow-up activity</i></p> <p>Use activities 4.4 and 4.5 to stimulate a solution-focused exercise on “miracle questions” to begin formulating an action plan and to involve other colleagues in the school.</p>	20 minutes



General introduction and activity 4.1: Some key sources of information

Learning outcomes

- an understanding of how to use the Handbook
- knowledge and skills in using the five-stage learning process
- an understanding of the contents of the handbook.

Training sequence

Using PPT 4.1, explain the layout of the Handbook with explanatory text followed by activities. Use an example of a session to show how the activities can be combined to make a tailored training programme for a school or setting.

Remind participants about the five-stage learning process.

Discuss effective training approaches and show that each session has follow-up activities in order to achieve stages 3 and 4.

Look through the seven chapters of the Handbook together and familiarise participants with the handbook contents. Explain that it covers all areas from establishing a climate of non-violence to responding to violence in ways that prevent recurrence.

Go online and, as an example, use activity 4.1 with the group. Explain that if they are using the five-stage learning process they are only covering stages 1 and 2 and the questions at the bottom will only lead to embedding of learning if they take them away and apply them by using the websites to develop their own training programme.

Training tips

There is a danger of over-running. Start promptly and keep the pace up. Don't go into too much detail.

Remind participants about the five-stage learning process. Didactic training results in approximately 5% of knowledge being implemented. For multipliers this would then be 5% of 5% in their institution because, if they are taking away 5% and passing it on in the same way, virtually nothing will be implemented. The five-stage learning model has been shown to result in 75% upward transmission of information.

In going through the Handbook, concentrate on the activities and explain that later in the programme they will have opportunities to study a selection and both model and practise them.

When looking at the various websites, ask around for other sites that participants are aware of and add these to the list, e.g. the Behaviour 4 Learning site has started up since the Handbook was written.

Additional resources

None.



Activity 4.1: Some key sources of information

The first activity is to simply note some key sources of information on violence reduction and perhaps to visit some of the websites which schools may find useful.

Useful sources for the topic of violence in schools are widespread, but some particularly relevant for a European perspective include the following:

- the Council of Europe site on “Building a Europe for and with children” [<http://www.coe.int/children>]
- the UK Observatory for the Promotion of Non-Violence: this is the site on which all links relevant to this handbook will be posted and updated [<http://www.ukobservatory.com>];
- the European Observatory of Violence in Schools [<http://www.obsviolence.com>];
- the EU-funded CONNECT project “Tackling violence in schools on a European-wide basis” (1998-2002), which collated reports from 15 of the EU member states, and two associated states (Iceland, Norway) [findings available at <http://www.gold.ac.uk/connect>];
- the proposal for an action plan to tackle violence at school in Europe [<http://www.health.fi/connect>];
- the Pacific Path Programme, a conflict resolution programme for schools, in English and French versions from Canada [<http://www.iccrm.com>];
- the Journal of School Violence dedicated to this issue [<http://genesislight.com/JSV.htm>];
- the UK Department for Education and Skills site on “Behaviour and attendance” [<http://www.dfes.gov.uk/behaviourandattendance>];
- the UK anti-bullying site [<http://www.dfes.gov.uk/bullying>];
- the Anti-Bullying Centre, Trinity College, Dublin with information and links to worldwide sites about bullying [<http://www.abc.tcd.ie>];
- the sites for two organisations connected with restorative justice: the National Centre for Restorative Justice in Youth Settings and Real Justice, which have useful information [<http://www.transformingconflict.org> and <http://www.realjustice.org>].

What websites will be useful?

When and how will you use them in future?



Activity 4.2: Violent activities that cause concern and act against “convivencia”

Learning outcomes

- an understanding of the concept of “convivencia”
- identification of specific concerns about violence in school
- examination of the effects of aspects of violence on *convivencia*.

Training sequence

Using the Handbook and PPT slide 4.2 explain the concept of “convivencia”. Draw this table (activity sheet 4.2) on flip chart paper for each group.

Ask each group of three or four participants to discuss and complete the draft with their four top concerns. Display the paper around the room. Ask each group to describe the violence causing concern.

Concentrate on the effect of each violent activity on *convivencia* and summarise what the whole group feel are the main issues for the school.

Training tips

Make sure everyone appreciates the meaning of “convivencia”.

Some groups may wish to draw a cartoon to represent the violent activity and someone may be able to draw a representation of *convivencia*.

Limit discussion – try to avoid participants “admiring the problem” and encourage them to concentrate on the effects on *convivencia*.

Leave the charts on the wall for the session and refer back to them.

Additional resources

None.



Activity 4.2: Violent activities that cause concern and act against *convivencia*

By reference to the definitions of violence above, make a list of the violent activities which cause you concern in school. It may be helpful to draw up a list with the following headings:

Violence activity	Initiator	Effect on <i>convivencia</i>

From this list you will have identified your definition of what is included under the term "violence".



Notes for facilitators

 20 minutes

Activity 4.3: Factors affecting the school climate of *convivencia*

Learning outcomes

- an understanding of the factors influencing *convivencia*
- an understanding of the influence different groups have on *convivencia*
- experience of different views and a realisation that positive factors as well as negative factors have an influence.

Training sequence

Keep participants in the same groups. Discuss with them the influence of different factors on *convivencia*, using PPT 4.3 and pages 16 and 17 in the handbook.

Hand out to each group sets of activity 4.3. Ask them individually to record one factor influencing *convivencia* in each box and then to cut the sheet into four strips. The group should then carry out a “card sort” with the strips to agree an order of importance for factors in each of the four categories.

Consolidate the work by collecting the results group by group on a pinboard and comparing factors and orders of importance. Discuss results.

If time, look at activity 4.4 to consider how students in school are affected directly by these factors and their order of importance.

Training tips

You will probably find that most suggestions on the slips will be negative examples of behaviour that destroy *convivencia*. Discuss why this should be and suggest ways of thinking about more positive influences. Most people think negatively about this issue and ignore the positive factors in the school that are working well. Often, it pays to start with these positive influences and then see how the negative influences can be turned around. We will return to this method for achieving improvement on frequent occasions in the programme so it is worth raising the issue now.

You might find ways of printing slips in four colours so that they can be grouped more easily in their four categories. This is not possible online and so the slips are on one page.

Expect a variety of different views. Everyone has their own pet hate about behaviours.

Additional resources

Scissors

Activity sheet 4.3 for each group

Drawing pins

Four pinboards headed "student-related", "adult-related", "facilities/buildings-related", "outside school/community-related".



Activity 4.3: Factors affecting the school climate of *convivencia*

An important early consideration for establishing or maintaining *convivencia* in a school is to consider the factors that are influencing that climate. Make a list of those factors. It might be helpful to categorise each under one of four headings. Choose one factor in each heading then cut out each box and use them to agree an order of importance with others in your group.

Student-related e.g. the way students speak to each other	Order
Adult-related e.g. the way staff speak to each other	Order
Facilities/buildings-related e.g. the width of corridors so that movement is orderly	Order
Outside school/community-related e.g. racial harmony	Order



Activity 4.6a: Actions to reduce violence in schools

Learning outcomes

- understand that a whole-school approach to reducing violence can be divided into five themes:
 - a safe school
 - involving students and families
 - curriculum
 - school organisation
 - travel and safe surroundings
- use a co-operative game to develop understanding and explore strategies
- reflect on the game as a training technique.

Training sequence

Introduce the Harry Potter exercise – check all participants have a basic understanding of the story.

Use PPT 4.6 to explain the game format:

- co-operative discussion technique
- five themes for reducing violence in schools
- “measuring violence”
- Hagrid questions – random funny topics.

Explain that when discussing the question, any key point should be written on a “sticky” and then put on the flip chart.

The table is as follows:

	“Sticky” discussion points
Safe school	
Involving students and families	
Curriculum	
School organisation	
Travel and safe surroundings	
Any other issues	

The group should aim to answer ONE of each type of question. If they throw the dice and the number comes up for a second time, they answer a Hagrid question.

At the end, discuss how this approach can be used in a training setting.

Training tips

Stress there is no one right answer – the game format just lets discussion take place.

The humour behind some of the questions (especially Hagrid) may be a barrier. If necessary, simplify the questions.

Additional resources

For each group of 6–8 people:

- one copy of the rules – handout
- one copy of the numbered questions – handout
- one copy of the Hagrid questions – handout
- one dice
- flip chart with this table drawn out
- stack of sticky notes.



Activity 4.6a: Harry Potter and reducing violence in schools

The task:

To answer ONE of each question type in the time available.

How to play the game:

One person rolls the dice.

If it falls on 1, answer question 1 about a safe school.

Discuss and then write answers on "stickies".

If the dice falls on 2, answer question 2 about involving students and families ... and so on.

If it falls on a number you have rolled before, then answer a Hagrid question.

Keep rolling the dice until you have answered ONE of each type of question.

Then review how and when you might use this sort of activity with staff or students.



Handout 4.6a: Harry Potter and reducing violence in school

Dice Number	Section	Questions
1	A safe school	Some schools use IT (ICT) systems to keep track of patterns of incidents. What are the benefits of doing this? What are the problems?
2	Involving students and their families	A school identifies that gang conflict is creating fear. What solutions are there?
3	Curriculum	What should be taught in the curriculum to help develop a climate of non-violence in schools?
4	School organisation	School organisation can encourage conflict – for example, the way classes are organised. In what other ways can school organisation promote violence when it does not intend to?
5	Travel and school surroundings	Travel to and from school is a time when some students feel unsafe. What can a school do about this?
6	Measuring violence	A school starts a major programme of violence reduction. In five years time, how would a school know if it has succeeded?



Handout 4.6a: Harry Potter and reducing violence in schools

Hagrid questions:

1. Is Harry Potter right to use violence against his enemies or should he ask the teachers at Hogwarts to deal with the problems?
2. How can the "sorting hat" which schools use to put students into groups help schools reduce violence?
3. If you had to walk through a wall on the way to school every day (Kings Cross Station platform 9 $\frac{3}{4}$) how would you feel?
4. Hagrid has a monster dog called "Fluffy" with three heads. Fluffy saves Harry Potter from danger. What are the "monsters" which schools can use to help them with violence?
5. The game of Quidditch is very violent at Hogwarts. What is the effect of sport on violence in schools that you know?
6. Muggles cannot use magic, but if you had Harry Potter's magic wand to change one thing in a school you know, what would you do to make it a safer place?



Notes for facilitators

 20 minutes

Activity 4.6b: Starting to find solutions by studying factors that influence students

Learning outcomes

- an appreciation that all is not what it seems when we consider violence
- a review of current activity in the school that influences violence.

Training sequence

Introduce the idea of solution-focused approaches. This underpins the whole of the Handbook. There is an optimal PPT 4.6a to use. Also refer participants to Section 3.3 in the Facilitator Reference Guide for an explanation of solution-focused brief therapy on which solution-focused approaches are based.

Use PPT 4.6b and page 21 in the Handbook to open a discussion about some solutions to reducing violence or maintaining *convivencia*.

Ask participants to work individually to complete activity 4.6b for their own school. Share findings across all participants.

Ask each person to note any areas of weakness that could be improved following suggestions by others.

Suggest participants keep the activity sheet and use it to help design an audit into key areas of concern.

Training tips

It will be important to help participants think widely about all the things they are already doing. Sometimes these go unrecognised.

If they find gaps in their provision, suggest that they keep a note and return to these when they are looking at an improvement plan during Session 2.

Activities 4.4 and 4.5 are alternatives to activity 4.6 that you may prefer to use depending on the interests of the group.

Additional resources

None.



Activity 4.6b: What is the school currently doing? A checklist

As this session describes, violence reduction is a complex process. To improve the current situation schools will need a range of interlinking strategies designed to establish and maintain *convivencia*, and to respond to violence when it occurs.

What approaches, systems and staff skills do you have in the school to support the development of *convivencia* as described in this session? What could you develop further?

A checklist, such as the one below, is a useful start to identify what is already in place before starting an audit.

Activity/system area	Approaches/systems/skills
Response to national requirements, initiatives and programmes	
School policies and class rules	
General preventative measures	
Improving the school environment to reduce violence	

Teaching programmes and activities	
Support for individual students at risk of being violent	
Support for victims of violence	
Safety and security arrangements	
Staff training	



Extension activity 4.4: What factors may influence students?

You may wish to reconsider your list in activity 4.3 by considering the direct effect of each factor which influences *convivencia* in terms of its effect on students. Does this result in any changes to the order of influence of each factor? This will be an important consideration if policy and action planning (Handbook Chapter 3) is to be student-centred.

Student-related e.g. students make friends easily	Order
Adult-related e.g. staff do not model behaviour they want to see in students	Order
Facilities/buildings-related e.g. students make physical contact as they move around the buildings and this results in arguments and sometimes fights	Order
Outside school/community factors e.g. good racial integration helps students integrate in school	Order



Extension activity 4.5: What national initiatives are there? How do they support school policies and rules?

Schools who wish to start work on reducing violence may wish to first identify local and national initiatives that will guide their policy development (see Handbook Chapter 3), in addition to visiting the websites listed in activity 4.1.

Local initiatives

National initiatives



Follow-up activity

 60 minutes

Activity

This activity is designed to help you apply some of the ideas in this session and achieve improvements in your workplace that will help learning by reducing violence. You are invited to work with a group of colleagues in your school and setting.

Explain what you have been studying and working on in Session 1.

Lead the group to consider Extension activity 4.4: "What factors may influence students?" After explaining what you did with activity 4.3 and showing the results, complete the table of how four groups of factors affect students.

Apply what you have learned from this session to a miracle question exercise with the group: imagine your school with all the factors that affect the climate of *convivencia* having a positive influence on learning. (N.B. a description of the miracle question exercise and the list of questions is in the Facilitator Reference Guide Section 3.4.1).

Answer some of the miracle questions together.

Select one answer and plan one change that you could make so that the answer could be achieved.



Session 5

Finding out more – The role of a school self-review in preventing and minimising violence

(based on Chapter 2 of the Handbook)



Outline for facilitators

 4 hours 30 minutes

Summary for sessions 4, 5, 6

Sessions 4, 5 and 6 are very closely linked and follow one another in the model workshop programme. They lead to an understanding of how to develop, apply and use a self-review of violence in a school with emphasis on how well organised a school is to benefit from an action plan.

Note: The term "audit" is used in the Handbook but for reasons of easier translation the term "self-review" is more commonly used in this training manual.

After an introduction of 10 minutes, each of the eight activities takes approximately 30 minutes.

Session 5 is supported by activities 5.1, 5.2 and 5.3.

Session 6 is supported by activities 6.4, 6.5, 6.6 and 6.7.

Session 7 is supported by the follow-up activity 7.8 and gives the group the opportunity to plan how the self-review can be used in a specific, local context.

The European violence reduction in schools self-review

Organisations and schools can create their own monitoring instrument following this training. As an alternative, there is a complete online self-review instrument called e-ViRiS available from the Centre for Learning Behaviour designed to meet the needs of schools who wish to identify areas for priority action.

It is designed to assess how well organised a school is to introduce changes and reduce violence.

Training sequence	Duration
<p>Session 5: Finding out more – The acte of a school self-review in preventing and minimising violence</p> <p><i>Introduction (10 minutes)</i></p> <p>The introduction to this session describes the philosophy behind self-reviews.</p> <p>The training sequence then follows:</p> <p><i>Activity 5.1 – Making accurate judgments (20 minutes)</i></p> <p>This activity is a general introduction to self-reviews and how to make judgments.</p> <p><i>Activity 5.2 – Discussing the model of a well-organised school (35 minutes)</i></p> <p>This emphasises the importance of school organisation as the starting point for checking whether a school is ready for improvements.</p> <p><i>Activity 5.3 – The values that underpin a self-review (25 minutes)</i></p> <p>This explores the values on which the self-review is based and how these compare to the school's guiding principles and values.</p>	1 hour 30 minutes
<p>Session 6: Finding out more – Exploring a self-review instrument and its application</p> <p><i>Activity 6.4 – Organising self-review tasks (30 minutes)</i></p> <p>This activity offers participants the opportunity to discuss the tasks that need to be carried out to conduct a self-review.</p> <p><i>Activity 6.5 – Preparing people for the self-review (30 minutes)</i></p> <p>This promotes understanding of how to inform, activate and involve all members of the school community in the self-review so that everyone owns the outcomes.</p> <p><i>Activity 6.6 – Interpreting self-review data (30 minutes)</i></p> <p>This leads to understanding of the self-review profile and how to "dig down" and examine how the profile was obtained, noting differences within and between groups.</p> <p><i>Activity 6.7 – Producing action plans (25 minutes)</i></p> <p>This moves on from the self-review to look at the outcomes and how to make an effective action plan.</p> <p><i>Summary (5 minutes)</i></p>	2 hours
<p>Session 7: Finding out more – Tailoring the self-review to meet local priorities</p> <p>Follow-up activity: <i>Activity 7.8 – Familiarising yourself with the online self-review and planning a self-review in a school</i></p>	1 hour

Additional resources. Information about the e-ViRiS self-review instrument can be obtained by contacting the Centre for Learning Behaviour at:

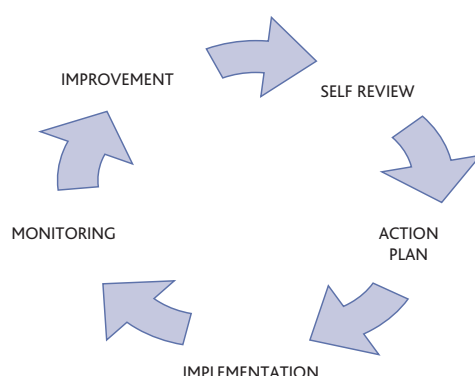


Session 5: Finding out more – The role of a school self-review instrument in preventing and minimising violence

Introduction

Use the Handbook Chapter 2, pages 23 and 24: “What is a school audit?” and “Why is an audit necessary?” as the basis for an introduction.

School improvement is a cyclical process and continual self-review is an important part of the school improvement process.



PPT 5/6/7.1, 5/6/7.2 and 5/6/7.3 make the case for the self-review process:

“It is irresponsible for a school to mobilise, initiate and act without any conscious way of determining whether such expenditure of time and energy is having a desirable effect.”

(Glickman, *Renewing America's schools*, 1993)

“Our professional role is not to ‘fix’ society. We cannot change the home environment of many of our children; nor their families who depend on us to provide an education for their children. What we can do immediately is to make better choices about how we spend student and adult time and energy in our schools.”

(Calhoun, *How to use action research in the self-renewing school*, 1994)

“The process of action, research and training together can ‘transform’ a multitude of unrelated individuals, frequently opposed in their outlook and their interest, into co-operative teams. On the basis of a readiness to face difficulties realistically, to apply honest fact-finding and to work together to overcome them. By centring action on the careful collection of data to diagnose problems ... ”

(Lewin and Corey, *Action research to improve school practices*, 1948)

PPT 5/6/7.4 summarises the messages in these quotes.

Self-reviews:

- help a school to be clear about what it is doing
- provide evidence as to whether it is doing the right things
- provide evidence as to whether what they are doing is having a positive impact
- help a school identify problems
- support a school in working together to improve.

You may wish to give the group a few minutes to discuss these points but do not allow the discussion to become too protracted at this stage of the presentation.

Briefly explain the training sequence for the three sessions 5, 6 and 7, so that facilitators can understand how they will be helped to develop or use a self-review in ways that will be effective in generating an action plan.

Emphasise that the review is part of the improvement cycle and that they have already discussed this cycle for the “Violence reduction in schools” training at the start of Session 3.



Activity 5.1: Making accurate judgments

Learning outcomes

- understand how the self-review provides an accurate picture of the situation regarding pro-social behaviour and violence in the school
- know how to make judgments on violence
- be aware of the dangers of making faulty judgments.

Training sequence

Use the Handbook and PPTs 5/6/7.5 to explain the main features of a self-review. PPT5/6/7.6 explains activity 5.1. Organise working groups of 5-8 participants and introduce the activity.

Whole group discussion of the outcomes: go round each group and take answers to the seven questions for short discussion one group at a time. Draw conclusions that are relevant to a self-review.

Criteria to include are:

- subjective versus objective judgments
- issues of consistency of judgment
- over what time are judgments made
- trends in violence – what is increasing, what is improving
- need for agreed descriptors – a common language to describe violence
- determining categories – these are not the only forms of violence.

Training tips

Explain that this is a quick, impressionistic exercise.

Point out that you could turn this into a solution-focused scaling exercise by asking: "Why is your score not one less." On this occasion, however, our purpose is to explore validity.

Limit the time for discussion in the group to about 10 minutes and encourage groups to be pace-setting and not to get into too much discussion.

Ask each group to appoint a reporter who should keep a note of the answers to the seven questions.

The whole group discussion should make the point that the issue of violence in schools is a highly emotive one and an area that lends itself to widely different viewpoints depending on the person's role in the school – between students and staff for example. Consequently, sound judgments can

be difficult to make. A well designed self-review can provide a more objective view of the situation in any school. However, it is necessary to have appropriate forms of measurement and these must be carefully constructed.

If time is short, you can do without the flip chart and collect feedback verbally before making general points.

Additional resources

None.



Activity 5.1: Making accurate judgments

You are invited to consider how you would rate a school you know on the following areas of violence on a scale where 1 = not a problem at all and 10 = a very serious problem

Area of violence	Rating 1 – 10
Physical attacks on teachers by students	
Physical attacks on other students by students	
Bullying and intimidation between students	
Bullying and intimidation of students by teachers	
Bullying and intimidation between teachers	
Verbal aggression from teachers towards students	
Verbal aggression from students towards students	

Share your ratings within your group and discuss the reasons for similarities and differences by answering the following questions. Please ask one person in the group to keep a note of your findings on the table below.

How similar were your judgments?
Against what standards did you each decide on a rating?
How did you make your judgment?
How confident are you in your judgment?
How confident would you be in sharing this judgment with others?
Why is it possible to make such a clear judgment in some areas?
What are the dangers in making partial or faulty judgments in this area?



Activity 5.2: Discussing the model of a well-organised school

Learning outcomes

- understand how the self-review is developed from a model of a well-organised school
- understand schools as multi-layered organisations and the six key areas which the self-review examines
- understand that a well-organised school is essential for violence reduction.

Training sequence

The rationale for the model is described in the Handbook and can be used as the basis for presentation and explanation to the group.

Introduce and explain the model using PPT 5/6/7. Explain to the group the six areas which the self-review covered and how they relate (in terms of colour coding) to the model.

Working individually, participants use the Handbook to examine this model of the self-review.

Facilitators answer the four questions on the activity sheet.

Invite facilitators to share their answers in pairs and discuss them briefly with each other.

You should take any questions and summarise how such a model leads to questions about how well the school organisation is working and how that can be the basis for a self-review.

Use PPT 5/6/7.8 to summarise and explain that the six areas of the e-ViRiS audit are therefore drawn from the model. Four of the areas come from the rows and two (organisation and monitoring) come from the columns so that the audit is two-dimensional.

Training tips

The model in PPT slide 8.7 has been simplified and animated for ease of explanation. Keep this model on the screen for groups to refer to during the activity.

Additional resources

None.



Activity 5.2: Discussing the model of a well-organised school

This activity refers to the diagram and explanation on pages 26-28 of the Handbook.

Answering the following questions may help you explore this model of a well-organised school.

How well does the model describe your school organisation?

Are there aspects of your school organisation that are missing from this model?

Are there aspects of this model that are missing from your school organisation?

What does this tell you about areas of the school organisation that should be self-reviewed to find out how effective they are in reducing violence and promoting *convivencia*?



Activity 5.3: Identifying the values underpinning a self-review

Learning outcomes

- understand the values on which the self-review is based
- have the opportunity to compare these values with the actual or desired values of the school
- understand the possible implications of differing values.

Training sequence

Move on to explore the values which underpin a self-review using paragraph headed “Audit values” on page 28 of the Handbook. Additional examples of values are given in Section 5 of activity sheet 5.3.

Ask participants to complete the activity sheet individually and then work with a partner to compare their responses and discuss the self-review. Ask them to spend no more than 10 minutes on the exercise and 10 minutes on the discussion.

Circulate and join discussions.

Training tips

Encourage participants to employ the learning style that most suits them. For example, some may prefer to draw or act out their responses by producing a small poster or scenario.

Draw out of the discussion the importance of a school being clear about its own underpinning values and those that inform the self-review. If it appears that there may be a mismatch between these two sets of values (for example, the school is not committed to eliciting and acting on children’s views and this is a key value of the self-review) then the senior leadership team will need to discuss whether the self-review values would underpin the school’s ambitions for improvement.

Point out the value of the self-review in opening a dialogue about fundamental values – something essential for establishing and maintaining *convivencia*.

Additional resources

None.



Activity 5.3: Comparing the values underpinning a self-review and those of the school – a miracle question exercise

This activity demonstrates an important benefit of self-review – helping clarify values. Once you have completed the five sections please work with a partner to share your findings. You may prefer to share your thoughts by making a small poster or by a short scenario.

1. Carry out a miracle question exercise – when you wake up in the morning there is *convivencia* in the school. What core values would be universally applied in the school?

2. What would members of the school community be doing and how would they be speaking or relating to each other?

3. How would the school be organised in key areas such as curriculum, support systems, environmental space – inside and outside?

4. From the detail of these descriptions, try to pull out key words or phrases which can be used to represent how people behave towards each other. Start sentences with: "We all...."

5. What values can a self-review add or support (e.g. inclusivity, listening to children, equality of esteem, forward thinking and planning, efficiency and those on page 29 of the Handbook)?



Session 6

Finding out more – Exploring a self-review instrument and its application



Activity 6.4: Organising self-review tasks

Learning outcomes

- understand which tasks are likely to be relevant to the self-review process
- understand which groups are involved in the self-review process.

Training sequence

Completing activity 6.4 (20 minutes)

PPT 5/6/7.9 to 5/6/7.13 have details of five stages for organising and carrying out a self-review. Take each of the slides in turn and ask pairs to work together in completing activity 6.4. Explain that the list of tasks is to stimulate discussion. Each school is different but if the self-review is to be successful, it will be necessary to plan carefully to resource and complete all five stages.

When completed ask each pair to join another to share their priorities and reasons. If time, each four should join another four to share common thoughts. In each case one person from each group leads the discussion.

Point out that there are no right or wrong approaches. The purpose of this activity is to help facilitators think about the planning needed for effective self-review.

Explaining the e-ViRiS self-review (10 minutes)

Explain to the group that the e-ViRiS self-review itself has two stages: the first is totally questionnaire based and the second stage allows the school to confirm or refute findings that might be ambiguous, fragmented or polarised in the questionnaire results.

In deciding who to review and how many of each group, there will always be a tension between the completeness of the self-review and the time and resources it takes to complete. The school will need to decide whether there is a need to move to stage 2 of the process which includes interviews, observations and documentation examination and puts greater demands on time and resources. The pay-off is that the reliability of the results increases.

The self-review is therefore designed for delivery in a flexible way so that the specific needs of the school can be recognised and factored into the self-review process.

Ask pairs to discuss whether they feel their school should give all five groups access to the self-review at stage 1 and what the implications might be for organising any stage 2 that would be needed.

Training tips

Encourage participants to consider how the various tasks in the self-review process can be allocated to groups of staff or perhaps colleagues from outside the school.

Suggest to participants that it will be useful if they are prepared to describe the mechanics of the self-review process – the content of the questionnaires, how the results are derived, etc., to a school staff.

Additional resources

None.



Activity 6.4: Organising self-review tasks

Work with a partner to select the two most important tasks at each stage. PPT 5/6/7.8 to 5/6/7.12 will help you.

Focus area for self-review	Tasks to be organised
Stage 1: initial consultations	
Stage 2: introduction to staff and other relevant parties	
Stage 3: carrying out the self-review	
Stage 4: data analysis	
Stage 5: action planning	

When you have made your choices please share them with another group and see where there is agreement and if they have different priorities. Agree, if you can, and then share your findings with another group of four.



Notes for facilitators

 30 minutes

Activity 6.5: Preparing people for the self-review

Learning outcomes

- understanding of how to inform and activate all members of the school community to participate in and support a self-review.

Training sequence

PPT5/6/7.14, 5/6/7.15 and 5/6/7.16, and *The people side of auditing*, pp. 30-31 of the Handbook can be used to introduce the activity – main points only.

Keep the whole group together and collect ideas/approaches that will motivate and engage all members of the school community.

Use a flip chart or computer-projected table of activity 6.5 to record key ideas in each of the sections.

Training tips

Keep the pace moving – you only have 30 minutes for this exercise.

Ask a volunteer to record on the flip chart.

If you can project the table in activity 6.5 from a computer and someone can type in responses, then you could run off a copy for everyone at the end of the session.

It is important to make the point that getting the people side of the self-review “right” is perhaps more important than the organisational aspects (how people get the questionnaires, how they enter their data, etc.). People may be unclear or suspicious of the intentions and possible outcomes of the self-review. Good communication is vital before, during and after the self-review. The self-review process is a “hearts and minds” issue!

Additional resources

Either a flip chart on which Table 6.5 is drawn or a computer/projector with the table projected.



Activity 6.5: Preparing people for the self-review

Before a school starts to carry out a self-review, it is worth considering the following questions:

What do you think will be the reaction of staff, students and parents to carrying out a self-review?

What are their probable concerns and how will they be addressed?

Considering the advice in the chapter so far, how might the following groups be best encouraged to support a self-review:

- the senior staff leaders?

- the staff (perhaps considered under different groupings – teaching staff, support staff etc.)?

- students?

- parents?

- members of the wider community with an interest in the school?



Activity 6.6: Interpreting self-review data

Learning outcomes

- understand the nature of self-review data
- understand the profile of results
- understand how differences are recognised and how they inform possible future actions at stage 2 of the self-review.

Training sequence

PPTs 5/6/7.17 and 5/6/7.18 can be used to explain the two profiles that the self-review produces. Profile 1 on PPT 5/6/7.17 gives the amalgamated results for each of the 80+ areas. Demonstrate, using the online self-review if you wish, how the results can be further analysed to see differences *between* groups on each item and to indicate the nature of the distribution of questionnaire scores for each item within each group. The self-review will indicate where there is a two-point or greater difference between scores between groups and also where, within groups, there is a fragmented or polarised distribution.

Profile 2 on PPT 5/6/7.18 shows the results of the questionnaires for type, frequency, perpetrator and location of different kinds of violence. These results provide straightforward information of interest in these areas.

Explain, using PPT 5/6/7.18, that where differences occur in this section of the self-review further action at stage 2 may need to be taken – observations, interviews, document review – to clarify the nature of these differences (between staff and students, for example).

In terms of discussing differences within groups, use the handout “Stage 2 – Student interview schedule” to explain the kind of distributions questionnaire results might produce and how these can be addressed by, in this example, a stage 2 interview.

If certain areas need further clarification then move on to stage 2 activities.

For those areas that have reliable results these can be used as part of the action planning process in the next activity.

Training tips

At first sight some schools may find the data intimidating. Explain that in fact the results are quite simple and once the data has been verified for its reliability action planning around each item easily follows.

Additional resources

Handout 6.6: “Stage 2 – Student interview schedule”.



Activity 6.6: Interpreting self-review data

Stage 2 – Student interview schedule

For each item in the self-review there will be five possible profile types. This student response is used as a fictional example. Any of the five groups could record similar distributions.

Profile 1: fragmented or even

Profile 2: normal curve

Profile 3: hyper normal curve

Profile 4: two peak

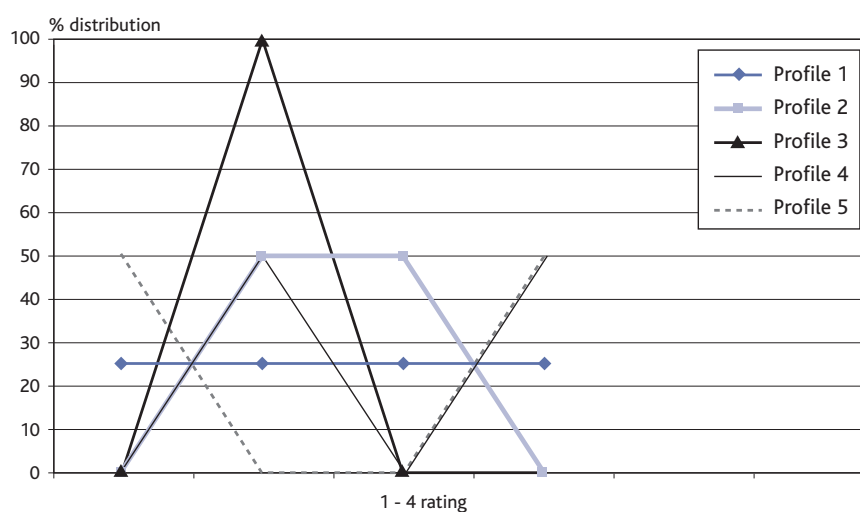
Profile 5: polarised

N.B: Profiles 2 and 3 are approximations to the statistical artefact "normal curve of distribution".

A simple form of these profiles is represented diagrammatically below. In simple numerical terms the profiles would be as follows :

Profile 1 :	25	25	25	25 (+/- 10)
Profile 2 :	0	50	50	0
Profile 3 :	0	100	0	0
Profile 4 :	0	50	0	50
Profile 5 :	50	0	0	50

Student questionnaire scores



Profiles 1, 4 and 5 need further clarification through a structured interview. For example:

Item 27 "Students have access to pro-social/relationship building activities e.g. sports clubs, drama clubs, etc.

The example profile of results to this question was (a polarised profile):

Completely agree	Mostly agree	Partially agree	Completely disagree
53%	0%	0%	47%

Explore with your focus group the reasons why they think there is such a difference of opinion about this issue.

If there are good reasons why this profile should occur, for example if half of the school take part in such activities and half do not, then score this item a "2" on a five-point scale. A "2" is scored because on balance it is not satisfactory if half the school are choosing not to or are unable to take part in relationship-building and skill development activities such as these.

Give the focus group the opportunity to further discuss this issue and at the end of the discussion on this item (a maximum of 10 minutes, or more if you have a relatively small number of items to discuss) give the item a rating based on the information you have.

N.B: At this stage, you are simply seeking to clarify not to find solutions for any problems associated with this item. That can be done with focus groups at a later stage in the process.

N.B: A school may need to be selective in deciding which items it needs more information about if a large number of items have fragmented or polarised responses.

Keep in mind that at this stage you are simply attempting to determine whether the rating ultimately awarded is a fair and accurate (as possible) one.

This now becomes the student rating for this item that may then be compared with results from other groups.



Activity 6.7: Producing action plans

Learning outcomes

- know how to use the data to construct an action plan
- understand how to implement, monitor and review action plans.

Training sequence

Presentation – Explain the stages in producing an action plan

Use PPT 5/6/7.21 (Producing action plans 1) and, on the basis of self-review evidence, find some answers to the following questions.

- Which areas have high scores – areas of strength? What are the reasons for the success? Take the complete self-review profile as a first step (PPT 5/6/7.16) is a shortened example of the profile). Note those areas in which the school is strong and celebrate these achievements. Take note of which of the six key areas they form a part. Spend some time determining how these positive results were achieved. Ensure that this knowledge is used to inform action plans addressing those areas the self-review has identified as requiring improvement.
- Which areas have low scores – areas for improvement? What are the reasons for low scores? Consider those areas that have scored 1s or 2s either reliably at stage 1 or after stage 2 activities have been completed. Note which of the six areas they are located in. Where fragmentation or polarisation occurs, ask if this gives any clues as to how this area can be developed.
- How can the successful strategies be applied to less successful areas? The nature of each item will give a clear indication of the target that should be set. For example, a low score in item 27 ("Students have access to pro-social/relationship building activities") will usually lead to a plan to develop such activities. The strategy should be based on examples where activities are already successful, for instance a buddying scheme.
- How can successful areas be further strengthened? It is important to maintain areas of success because they are the basis for improvement elsewhere and should not be neglected.
- How can the school organisation be improved? The action plan will depend on the school organisation for implementation. The plan should indicate roles and responsibilities for implementation.

Take action (PPT5/6/7.22). Develop SMART targets:

- Specific
- Measurable
- Achievable
- Realistic
- Time limited.

Prioritise targets and develop short- and long-term goals. How many targets can be addressed depends on the nature and complexity of these targets and also the availability of resources in the school and community. The school will also need to consider how the targets in the short term can be sustained in the long term. What can be done quickly and what should be the first step – so that everyone will be motivated by early results following the self-review?

Develop a training programme based on e-ViRiS materials. The 15 sessions of the e-ViRiS facilitators' manual should be tailored into a training programme to deliver the action plan targets.

Identify resources. Most resources relate to staff and staff time. A well-organised school has the flexibility and organisation to redirect resources to priority areas. Solution-focused techniques are particularly useful for finding ways of doing this.

Communicate, implement and monitor an action plan. It is important to involve as many people as possible in owning the development. This starts with careful and open communication. Plans should be regularly reviewed and constantly adapted. They should be organic and change according to changed circumstances.

PPT 5/6/7.14 is an example of the profile/action plan link. Refer to page 37 of the Handbook.

Activity 6.7 – Divide table groups into two teams; ask one team to draw up an action plan for school A and the second team for school B. After 15 minutes they should explain their plans and the reasoning behind them to the other team on their table.

Training tips

Make the presentation pace-setting and solution focused. Do not go into detail but use examples to model each stage.

Additional resources

None



Activity 6.7: Producing action plans

You are invited to work in two teams. You have 25 minutes for this activity. One team takes each case study A and B and draws up part of an imaginary action plan.

After 10 minutes please return and each team explains their plan to the other (15 minutes).

Remember that the biggest constraint on development is lack of staff time. It is essential that action plans address priorities and help staff to become more efficient – avoiding wasted effort.

The outcomes of action plans will be successful if they are:

- Specific
- Measurable
- Achievable
- Realistic
- Time limited.

They should also build from strengths and be based on strategies that have worked elsewhere.

When analysing strengths you can use solution-focused questioning e.g. Why is the score not one point lower?

School A

The school scores highly in the area of documentation that aims to achieve a whole-school approach to preventing violence and establishing an atmosphere of *convivencia*. The documentation was produced by appropriate involvement of key groups: staff, students, parents and governors. However, the documentation is now three years old and has not been reviewed since its introduction. Evidence from staff, student and parent interviews and direct observations in classrooms suggest that the policy on violence reduction is not influencing the day-to-day behaviour and practice of staff and students.

School B

The school scores low in the area of documentation. There is very little written policy documentation to inform staff and student behaviour in this area and to explain the school's aims and values related to violence reduction. Despite this, questionnaire returns and observations suggest that, for the most part, behaviour in school is satisfactory and incidents of violence are rare. Some staff complain about a lack of guidance but most seem happy with the current situation.

Area for action:		
Strength identified by self-review and reason it works well.		
What could be improved?		
Beginning date:	Review dates:	Completion date:
Action to be taken (including development of strengths):		
What should be done first and quickly?		
Target outcomes:		
Methods of monitoring progress:		
e-ViRiS Staff training programme needed?		
School organisation changes including roles and responsibilities:		
Resources needed:		



Session 7

Finding out more – Tailoring the self-review to meet local priorities



Follow-up activity 7.8: Familiarising yourself with the self-review and planning a self-review in a school

Learning outcomes

This activity can be used as the basis for “Planning a self-review for your school” following your study of Session 6 and 7. Session 7 gives participants the opportunity to familiarise themselves with the e-ViRIS online self-review which can be adapted to create a school specific instrument and to anticipate a planning session with the school. In this meeting with the school, the facilitator will find out about local and school priorities and understand the process of explaining the self-review to the school.

Activity

Clarify any aspects of the self-review process from Sessions 5 and 6 by referring to notes and to the Handbook Chapter 2.

Familiarise yourself with the online self-review. The website address and password will be given to you.

Explore each of the sections and the online tuition that goes with them. Look particularly carefully at the content of the questionnaires. The questionnaires can be tailored to the culture and priorities of each country and region.

Prior to the decision to carry out a self-review, discussions will take place with the school to cover a number of important points. The thoroughness of this part of the process will significantly affect the success of the self-review. Consider each part of the self-review and identify what issues might need to be addressed before a self-review is designed and implemented.



Activity 7.8: Preparing people for the self-review

Issue	Preparation
School has identified violence-related issues	
The local context and issues in terms of violence	
Identifying initial views and concerns	
Identifying existing data and information	
Agreeing the model of the well-organised school, and the values on which it is based and comparing them to those of the school	
Selecting components of self-review that are needed	
Supporting the school with the self-review, for example facilitator or other outsider input	
Agreeing the resources to achieve an effective review	



Session 8

Agreeing and applying policy – Creating a school climate of non-violence through whole-school policy



Outline for facilitators

 2 hours

Summary

This session looks at whole-school policies and their implications.

Training sequence	Duration
<i>Task 1: Drawing up a policy</i>	10 minutes
<i>Activity 8.1: Writing or reviewing a school policy</i>	50 minutes
<i>Extension activity 8.2: Monitoring should be easy to carry out</i>	Optional
<i>Task 2: Involving people</i>	10 minutes
<i>Activity 8.3: How effective are we at promoting convivencia</i>	10 minutes
<i>Activity 8.4: Rating your current situation</i>	10 minutes
<i>Extension activity 8.5: The value of teaching citizenship</i>	Optional
<i>Follow-up activity: Design or review a school policy on violence reduction</i>	1-2 days



Learning outcomes

- understand the dimensions of a policy on violence reduction
- be able to analyse the degree of involvement of stakeholders in policy creation.

This chapter is used as a whole with activities combined as two tasks.

Training sequence

Task 1 – Drawing up a policy (10 minutes)

Use PPT 8.1 to 8.4 and the handbook Chapter 3, pp 39-41 to summarise:

- dimensions of a whole-school policy
- engaging partners in developing whole-school policy.

Activity (50 minutes)

Use PPT 8.4 and divide the group into three teams to prepare a five-minute presentation for use with:

- all the school staff (Team 1)
- all the school students (Team 2)
- members of the wider school community and parents (Team 3),

explaining:

- key elements of a whole-school policy on violence reduction (use activity 8.1)
- how the audience (Teams 1, 2 or 3) can help to develop, implement and monitor the policy.

Task 2 – Involving people (10 minutes)

Explain the model developed by Robson and Smedley based on four levels of engagement and use some of the examples on pages 43-44 of the handbook to explain the model. Then use PPT 8.5 and ask each group to analyse their presentation against the four-level model for engagement of audience (Handbook Chapter 3, page 43).

Ask each group to discuss and agree the level of engagement for their presentation and how they would develop it further with their audience in drawing up the policy. You are looking for presentations which raise questions that will generate agreement and involvement at level 3/4 rather than presentations that instruct the audience.

Activities 8.3 and 8.4 (20 minutes)

Use PPT 8.3. Ask individuals to carry out activities 8.3 and 8.4 based on a school they know. Ensure members are aware of the range of tools in Chapter 3 of the handbook.

Summarise Task 2 on a flip chart with feedback from individuals about strategies they use to involve groups in drawing up and agreeing policy. Divide the suggestions on a flip chart between primary and secondary schools.

Training tips

In the introduction set out the Development Cycle:
Audit – plan – implement – monitor – evaluate – re-plan

In the introduction to Task 1, stress that the groups should explain how stakeholders will be involved in monitoring and evaluation as well as building the policy in the first place.

It will be easy for groups to overrun on Task 1. A vital learning point is in Task 2 – make sure that they have enough time to undertake the analysis of levels of engagement and discuss how to involve everyone in policy agreement.

Follow-up activity

Use Session 8 and Chapter 3 of the Handbook to revise or produce your school policy on violence reduction.

Additional resources

None.



Activity 8.1: Writing or reviewing a school policy

Creating a school climate of *convivencia* through whole-school policies.

One way of constructing a policy is to write a paragraph that will answer each of a series of questions. How does your policy answer the following? Write one sentence in each box for you to use for your presentation to an audience.

What is your definition of violence – what behaviours does this policy cover?

What are the principles underlying the policy and how do they apply to the whole-school community?

How do these principles relate to the school's overall aims and curriculum?

How does the policy promote effective learning and teaching about violence avoidance and conflict resolution?

What are the roles and responsibilities of governors, staff, students and parents/carers in promoting an ethos of violence reduction?

How does the school set high standards of non-violent behaviour for students?

How are rewards used to encourage violence reduction?

How are sanctions used to discourage violence?

What support is available for students whose violent behaviour reflects significant learning or personal problems?

What support and training is available to help staff manage incidents of student violence?

What support is available for parents/carers who wish to learn more about how to manage violent behaviour?

How are staff, parents/carers and students involved and consulted when the policy is formulated or revised?

What resources does the school invest in creating an atmosphere in the school so that violence will not occur?

How is the policy monitored and reviewed? How will the school know that it is effective?



Extension activity 8.2: Monitoring should be easy and simple to carry out

This sheet may be useful to take away and use.

When setting up a monitoring system, you can ask the following questions:

What systems are in place to record violent incidents?

What further relevant data can be simply and easily collected?

Is there positive and negative information about progress?

Will the data describe trends?

Do the data separate opinion from fact?

Do the data help the school to identify the causes of any changes?

How is this information analysed, shared and used to inform practice?

Will the information help the school celebrate success?



Activity 8.3: How effective are we at promoting *convivencia*?

You could use questions such as the following as a basis for discussion with staff, parents, students or the wider community on how effective the school is in promoting *convivencia*. How do you think people will respond?

What are the main strengths of the school?
How do students gain a sense of belonging?
How are students involved in school life?
How are students actively involved in their own learning?
How can the school support learning and development for students and adults?
How can parents support the school?
How are parents involved in decision-making?
In what ways does the community work together to secure a safe and secure learning environment?
What levels of involvement do parents and the community have in school life?



Activity 8.4: Rating your current situation

If a school seeks to foster involvement of everyone in its community in addressing issues of violence it needs to ensure that the requirements laid out in the following table are met. You may find it useful to summarise the current situation by discussing where your school lies on a scale of 1 to 10.

Situation in our school	Scale of 1 (low) to 10 (high)
The vision for the school is articulated clearly to all parties	
Policies are reviewed to support the achievement of the wider aims of the school	
There is shared awareness of the importance of self-review and reviewing current practice	
There is an understanding of the importance of a safe and secure environment within which students, staff and parents can communicate what they think and feel	
People in the school make space to listen to students, staff, parents and community views	
The school takes positive steps to involve parents and the community	

Are there other questions you would want to ask that will promote discussion and involvement?



Extension activity 8.5: The value of teaching citizenship

By looking again at the list of questions in activity 8.1, you could consider which elements of the school policy on reducing violence could be implemented through the teaching of citizenship.

In discussion, suggest five ways that a citizenship programme could be improved to further the promotion of *convivencia*?

1.

2.

3.

4.

5.

What will you do to implement these improvements?



Follow-up activity

 1-2 days

Session 8 – Designing or reviewing a policy for violence reduction in your school

You are invited to use the answers to the list of questions in activity 8.1 to design or review a school policy on violence reduction.

Remember that a policy is of no use unless it is put into practice.

Involve groups of students, staff and parents and decide with them what should be in the policy by agreeing the answers to the question in activity 8.1.

Decide how the policy will be communicated and how it will be used and monitored.



Session 9

What should be taught? Using the school curriculum to support violence reduction and improve behaviour for learning



Outline for facilitators

 2 hours

Summary

After the general introduction of 10 minutes in Chapter 4 of the Handbook there are five activities varying between 30 minutes and 10 minutes each. This leaves 20 minutes for planning a follow up activity.

This chapter introduces the idea of a "taught" and "caught" social, emotional and behavioural skills (SEBS) curriculum. There is a description of how a taught curriculum can be formulated and how the "caught" element (aspects of social, emotional and behavioural skills that children learn in less formal ways in their daily life in school) can be promoted, particularly by the example set by adults. Chapter 4 in the Handbook is based on a particular programme in the United Kingdom which is now available for all primary schools and which has recently been extended for continuation through to secondary schools for students 11 to 16.

Before starting this session facilitators will find it helpful to visit the website <http://www.standards.dfes.gov.uk/primary/publications/banda/seal> where the very extensive range of teaching materials for the SEAL (social and emotional aspects of learning) programme can be explored. It is possible to download examples of the materials to illustrate the session, including pictures and text and some streamed video material.

Handout 9.1a takes the form of a quick guide to SEBS which can be downloaded from this site. It is referred to in the PowerPoint slide and should be run off as a handout at the start of the training session.

Training sequence	Duration
<p><i>Activity 9.1: Skills, knowledge and understanding for conflict resolution</i></p> <p>Introduces the idea of SEBS as something that is needed to resolve conflict. It explores the five Goleman domains and therefore what might constitute a SEBS curriculum.</p>	30 minutes
<p><i>Activity 9.2: Students and conflict resolution</i></p> <p>Extends the concept to look at what will be needed to help children develop the necessary skills.</p>	20 minutes
<p><i>Activity 9.3: A fuller consideration of your current practice</i></p> <p>Develops thinking about the variety of individual student needs and the wave model for differentiated learning to meet the needs of each student.</p>	20 minutes
<p><i>Activity 9.4: Relevance, readiness and resource</i></p> <p>Begins the process of thinking how SEBS can be developed or introduced in a school recognising that every school or setting is already teaching SEBS in the caught curriculum.</p>	20 minutes

<p><i>Activity 9.5: What do we feel about our capacity to deliver the SEBS curriculum?</i></p> <p>The chapter finishes on a solution-focused approach using a questionnaire which can be used for a scaling exercise and can be taken back to a school as a way of introducing the ideas behind the SEBS curriculum.</p>	10 minutes
<p><i>Follow-up activity</i> – use the handbook activity 4.2 and 4.5 to work with a group of staff in your school to map where and to what extent the five domains of SEBS are taught in the school.</p>	20 minutes

Training tips

The second page of Handout 9.1a can be taken away and used to plan six steps for a whole-school approach to SEBS teaching and learning.

Facilitators must be aware that most participants will feel constrained by their country's school curriculum policy and the pressures on individual schools to maintain existing provision. It is important to point out that SEBS can be developed in a wide variety of ways and that the UK approach is only one model. For this chapter, the important message is that however it is done, children need to develop the social, emotional and behavioural skills to resolve conflict if we are to reduce violence in schools.

Additional resources

Video and other materials about the UK "Social and emotional aspects of learning" programme produced by the UK DCfS. This is copyright free and can be used and copied in any country. It can be used throughout this session to model and illustrate SEBS. Download from <www.standards.dfes.gov.uk/primary/publications/banda/seal>.

Computer with Internet.



Activity 9.1: Skills, knowledge and understanding for conflict resolution

Learning outcomes

- appreciation of the skills, knowledge and understanding needed to resolve conflict peaceably
- understanding of five Goleman domains
- preparation to understand how to apply SEBS skills in a school setting.

Training sequence

Use the PowerPoint slides to introduce the purpose behind a SEBS curriculum and the contribution it can make to violence reduction.

Start by asking participants to consider a situation in their own setting where conflict occurred. This should be a recent experience and one they can personally associate with.

Working in pairs, ask them to describe the situation to a colleague and then, together, agree a list of skills, knowledge and understanding that an adult might use to resolve the conflict peaceably.

Work together to match the skills to the Goleman domains and to decide if any of the domains are missing.

Call the group together and share some examples of the outcome and then discuss as a group whether the five skills are sufficient in a school context and whether they can be ranked for students by level of importance?

Move together to page 58 of the Handbook and discuss the SEBS programme explanation of the five domains. Ask participants to add explanations on the Handout 9.1 and then share some examples with the group.

Complete the activity by asking what participants think will be the main issues in developing a SEBS programme in a school setting.

Training tips

The main purpose of this activity is to help participants appreciate the meaning of the Goleman domains and how they can be translated into terms which can be used in a school. One key issue is that social skills cover a very wide range of attributes.

On page 61 emphasise the difference between the caught and the taught curriculum.

Point out to participants that all schools must include some of these skills in their "caught curriculum".

Use the handout for individuals to personalise their understanding of the SEBS domains and suggest they keep the handout for future reference.

Use the paragraphs on page 55 of the Handbook headed "Features of a successful taught SEBS curriculum" to round off the activity following participants' discussion.

Additional resources

Copies of Handout 9.1.



Activity 9.1: Skills, knowledge and understanding for conflict resolution

First reflect individually on a recent conflict situation in your own context.

Describe the conflict:

Then work in a group to discuss and agree a list of the skills, knowledge and understanding that an adult might use in resolving a conflict peaceably to achieve a win-win outcome.

- 1.
- 2.
- 3.
- 4.
- 5.

Try to match your list to the 5 Goleman domains listed in handout 9.1a.

Skill	Domain

Are the skills, knowledge and understanding involved in resolving conflicts peacefully drawn equally from all five social, emotional and behavioural skills (SEBS) domains? Or are some domains under-represented (see activity 9.2)

Compare your responses with the UK Department for Education and Skills social, emotional and behavioural skills (SEBS) model in handout sheet 9.1.

What skills have you added that they have missed?

What skills have you missed that they have included?

The list you have devised will represent some of the skills, knowledge areas and understanding that underpin a non-violent approach to conflict resolution. The crucial question to address is:

How can we best foster them within the school setting?

Work in your group to list some practical activities on sticky notes. We will collect these together. You may wish to use this space to record actions that would work best in your school.



Handout 9.1: Skills involved in resolving conflict: the UK Department for Education and Skills model

These are some of the skills taught in the UK SEBS programme.

Domain	Knowledge, skills and understanding necessary for effective conflict resolution
Self-awareness	<ul style="list-style-type: none"> – recognising and identifying the feelings – defining the problem ("I am feeling ... because....") – recognising and taking responsibility where appropriate (locus of control).
Empathy	<ul style="list-style-type: none"> – recognition and identification of feelings other parties may be experiencing – the ability to see the situation from the other person's point of view – the ability to understand why the other person may have acted as they did – understanding the need for any agreed outcome to be of mutual benefit/fair to all parties.
Managing feelings	<ul style="list-style-type: none"> – being able to calm down when angry – waiting your turn – not interrupting (deferring gratification).
Motivation	<ul style="list-style-type: none"> – to want to solve the conflict (not have an excuse to make the other person feel bad, etc.) – to be able to identify "what you want to happen" (goal-setting) – to identify a plan to achieve this with another person – to follow the plan, overcoming obstacles, etc.
Social skills	<ul style="list-style-type: none"> – good listening skills – assertiveness skills – knowing how to apologise and how to accept an apology.



Notes for facilitators

 20 minutes

Activity 9.2: Students and conflict resolution

Learning outcomes

- an understanding of what is currently being taught in the school setting
- the ability to analyse the SEBS curriculum.

Training sequence

Working individually, participants complete the table for activity 9.2 by expanding on the five domains and looking at current elements in the curriculum which will help children develop these skills.

Working in pairs, compare what they have recorded and use the second sheet to identify the gaps in the present curriculum, making practical suggestions about what could be changed and improved.

Training tips

Keep the group on task, particularly in the second part where they are discussing with a partner, as there is a tendency for people not to focus on the real issues.

Use handout 9.2 to introduce the wave model for SEBS development and encourage participants to think about different levels of need for individual children – the curriculum is more than what you teach in the classroom to whole groups.

Additional resources

Copies of Handout 9.2b.



Activity 9.2: Students and conflict resolution

You might now find it useful to consider and list on the table below ways in which students in your school are currently supported in developing the understanding and knowledge, and practising the skills, for effective conflict resolution.

Resolving a conflict peaceably

Domain	Knowledge, skills and understanding necessary for effective conflict resolution	Ways students are helped to develop
Self-awareness		
Empathy		
Managing feelings		
Motivation		
Social skills		

Are the skills, knowledge and understanding involved in resolving conflicts peacefully drawn from all five SEBS domains and if not what could be improved to make this so?

Share your ideas with colleagues and record your answers here.

1.

2.

3.

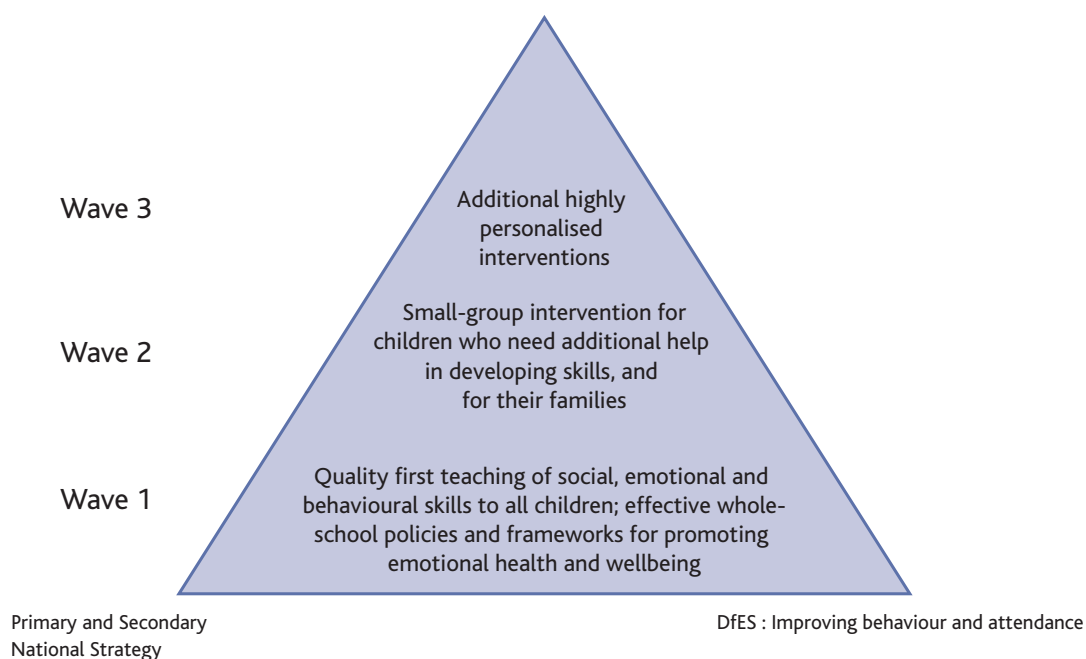
4.

5.



Handout 9.2: The Waves model of provision for promoting and developing a student's social, emotional and behavioural skills (SEBS)

Waves model – SEBS development



Wave 1 support represents any intervention that all students benefit from. Examples might be whole-school staff in-service training on behaviour management or forming relationships, the development of staff support mechanisms, or whole-school policies. The overall SEBS curriculum would fit here, as a universal entitlement.

Wave 2 support represents any intervention that only some students benefit from. This might include small group support to help students develop their social or anger management skills, or peer mediation.

Wave 3 support represents one-to-one or intensive support for the most vulnerable individuals. Often these will be those with significant, ongoing and multifaceted problems necessitating the involvement of multiprofessional teams and so forth.

The following activity may be useful to use in school. You are invited to test it out with a partner.



Notes for facilitators

 20 minutes

Activity 9.3: A fuller consideration of your current practice

Learning outcomes

- understanding of the wave model and varying SEBS needs of individual students
- understanding of a range of issues for introducing SEBS.

Training sequence

Using the PowerPoint, explain the wave model and continue 9.2 by a brief discussion about what additional provision will be needed so that individual needs are met, given the very differing stages of development for any children in the class. Some will have special needs for more intensive teaching; others will be well advanced with high level SEBS.

Offer the opportunity to annotate Handout 9.2b as you are describing the waves.

Continue working in pairs to fill out individually activity 9.3, in discussion with a colleague.

Call the group together to share any headlines and key issues, particularly concentrating on how schools will need to be organised for an effective caught and taught curriculum.

Training tips

The questions in activity 9.3 range widely. It is not necessary for everybody to work through them in sequence, suggest that they are used as a stimulus for discussion between the partners.

Additional resources

Handout 9.2b for each participant.



Activity 9.3: A fuller consideration of your current practice

Building on your earlier thoughts from activity 9.2, you could use the Wave Model and record next to it what the school already does to promote development of students' SEBS at each wave.

You could then consider these additional issues:

How far is the ethos and environment of the school congruent with the SEBS outcomes we are seeking for students?
What key knowledge, skills and understanding will students develop through these activities?
How effective are these interventions in achieving such development?
How suitable are the teaching methods we use in developing student's SEBS?
How will progress be measured?
How will students be involved in the process of measuring progress?
What do we do really well?
Where are the gaps?
What could we do differently?



Notes for facilitators

 20 minutes

Activity 9.4: Relevance, readiness and resource

Learning outcomes

Experience of relevance, readiness and resource as a way of looking at implementation.

Training sequence

Continue immediately onto this activity, which is the start of a planning programme.

Invite participants to complete the table individually and then use a flip chart to summarise key findings. Use this to analyse some principles underpinning planning for change.

Summarise key findings with the group.

Training tips

Most people concentrate on resource when thinking about implementing change. Relevance and readiness are equally important. Encourage the group to think about why they are important.

Introduce ideas of solution-focused approaches. you might suggest that participants particularly consider the spectrum of change when considering readiness and solution-focused questions or the miracle question for considering all three Rs.

Do not mention the UK three Rs – it will take too long to explain reading, "riting" and "rithmetic" to participants from other countries!

Additional resources

None.



Activity 9.4: Relevance, readiness and resource

You can consider the readiness of your school to implement a SEBS curriculum initiative with reference to relevance, readiness and resource. In pairs or small groups, you could discuss the questions below, reconvening as a whole group to decide on the next steps.

Relevance

How would implementing a SEBS curriculum initiative meet our needs? What would we want it to achieve?

Readiness

How ready are we to undertake this?

What would need to happen to ensure success?

Would things be different at another time?

Resource

What capacity do we have in terms of time, personnel and finance to launch, implement, monitor and evaluate such an initiative?



Notes for facilitators

 10 minutes

Activity 9.5: What do we feel about our capacity to deliver the SEBS curriculum?

Learning outcomes

- experience of a simple questionnaire to test a school's readiness.

Training sequence

Introduce the questionnaire and ask participants to complete it – this is a good example of a scaling exercise.

Discuss the questionnaire and suggest that it could be modified for use in their own setting as a means of identifying key issues that will be needed for SEBS development.

Extend the questionnaire by asking the scaling question: "What will it take to move up one or two points?"

Training tips

Emphasise that this is very much individual opinion and participants are not expected to have a comprehensive view.

Use the opportunity to explain the effectiveness of a scaling exercise in answering the question "what will it take to move up 1 or 2 points?"

Hold a brief discussion about how this questionnaire could be used in their own setting.

Additional resources

None.



Activity 9.5: What do we feel about our capacity to deliver the SEBS curriculum?

To explore current levels of staff motivation, confidence and perceptions of expertise in delivering the SEBS curriculum, ask staff to complete the following questionnaire individually. To arrive at a common view, pairs or groups could then share their responses or the questionnaires could be completed anonymously and then handed in to be analysed.

Questionnaire

Place your school at a point on the scales below (where 1 indicates poor performance and 10 indicates the best possible performance).

We put great emphasis on the quality of relationships in our school – between children, between adults and children, between adults and adults.	1	2	3	4	5	6	7	8	9	10
We work well together as a staff; we have our bad days but morale is mostly good.	1	2	3	4	5	6	7	8	9	10
Staff work together on their planning, and to help each other find solutions to problems.	1	2	3	4	5	6	7	8	9	10
We look after the well-being of staff, paying attention to working environments and providing support in combating and managing stress.	1	2	3	4	5	6	7	8	9	10
We make sure that the school environment is welcoming and supports children's and adults' well-being – paying attention to such details as comfortable seating areas, space for all children to call their own and keep their belongings, water fountains, clean and pleasant toilets, varied playground spaces.	1	2	3	4	5	6	7	8	9	10
Children are regularly asked to give their views on the school and the learning opportunities it offers; their ideas, even those that are challenging, are taken seriously.	1	2	3	4	5	6	7	8	9	10
Staff recognise the effect that their behaviour, body language and responses have on children. They model the behaviours they promote.	1	2	3	4	5	6	7	8	9	10

Staff always try to maintain a relationship of respect even when responding to poor behaviour, for example, by labelling the behaviour not the child, and making time to follow up behaviour issues positively later on when the emotional temperature is lowered.	1	2	3	4	5	6	7	8	9	10
We have many strategies in place to support children's well-being, for example, circle time across the school, peer mediation and buddying schemes, opportunities for all children to talk one-to-one with an adult when they need to.	1	2	3	4	5	6	7	8	9	10



Follow-up activity



60 minutes

Activity

Use the handbook activities 9.2 and 9.5 to work with a group of staff in your school to map where and to what extent the five domains of SEBS are taught in the school.



Session 10

Involving students – Developing student-led strategies to reduce violence and improve behaviour in school

This session requires the DVD entitled "Behaviour 4 learning".

The DVD may be downloaded at <www.behaviour4learning.ac.uk/cflb> or by contacting cgittins@btinternet.com

(based on Chapter 5 of the Handbook)



Outline for facilitators

 2 hours

Summary

After the general introduction of 10 minutes in Chapter 5 of the Handbook there are three activities of 20 minutes and one activity of 30 minutes, leaving 20 minutes to plan a follow-up activity.

This chapter is critical to any school activity to reduce violence. The students themselves are usually the most effective and under-used resource in any school wanting to establish *conviven- cia*.

This chapter in the Handbook is the most European of all the chapters and draws on examples from Italy, Wales and Spain as well as the UK.

It is likely that all participants will have examples of peer-led strategies from their own countries. There are a very large number to draw on.

Consequently, this chapter should be used as an opportunity for participants to share experience and to analyse features that are common to effective strategies.

Take care to emphasise that it is the outcomes that need sustaining in peer-led strategies. There are many examples of initiatives that start and then dry up.

Training sequence	Duration
<i>Introduction</i> – use PPT 10.1 and 10.2 to explain pages 67–69 in the Handbook as part of activity 10.1.	10 minutes
<i>Activity 10.1</i> explores an example of a questionnaire which could be used in a school to identify what is already happening and what could be done to make it more effective.	20 minutes
<i>Activities 10.2, 10.3 and 10.4</i> explore three case studies and summarise these with discussion questions.	40 minutes
<i>Follow-up activity preparation</i> – this pulls the examples together and uses a solution-focused approach to consider how peer support can be introduced or improved. NB: The questions in activity 10.5 have been changed from the questions which are in the Handbook version of this activity.	20 minutes
<i>Introduction to the Behaviour 4 Learning DVD.</i>	30 minutes



Notes for facilitators

 1 hour 10 minutes

Activities 10.1-10.4: Asking students to review their current involvement in peer support

Learning outcomes

- set out a range of peer-led strategies
- analyse an example in order to identify principles and organisational issues.

Training sequence

Use PPT 10.4 to set out a range of peer-led strategies used (details in the Handbook, Chapter 5, pp. 71-73) (10 minutes).

Working in pairs, participants then analyse the situation in a school using 10.1. They share conclusions with a colleague (20 minutes).

Participants then read the case studies 10.2–10.4 and select one to answer the questions individually. Then, in groups of three to five, they share answers to the questions in the boxes (30 minutes).

Share key points arising from the discussions on a flip chart (10 minutes) under the headings:

- student skills and roles
- staff roles
- school organisation issues.

The session finishes with an introduction to "Behaviour 4 learning" in preparation for Session 11.

Training tips

Members of the group may have direct experience of peer-led strategies. The facilitator may identify this earlier in the course and ask a member to make a brief presentation in place of activity 10.3.

It is important to promote discussion of the school organisational issues to support peer-led strategies.

If online facilities are available use the websites to illustrate sources of support.

Additional resources

DVD drive on a computer, projection with sound, and the DVD "Behaviour 4 learning".



Activity 10.1: Asking students to review their current involvement in peer support

Planning and development should start by consulting the students themselves. This activity helps to review what is already in place in the school. This could become part of a regular school self-review (see Sessions 5, 6 and 7).

You could convene a meeting with a representative group – the school council perhaps. You are invited to consider the following questions and change them to suit your school.

How aware are young people about existing student-led activities in the school?

Which of the activities seem to be working well and helping the students?

How could they be improved and how can this be sustained?

In what other ways might students help each other?

Are there local or national programmes of peer support that students have heard about or had experience of that could be introduced?

What would be needed for students to improve their skills in helping each other?



Activity 10.2: Discussion of issues arising from the befriending case study

Case study 1: a befriending intervention in Italy (Menesini et al., 2003)

This study illustrates the successful use of co-operative group work and befriending in order to enhance students' capacity to take responsibility for their own actions and those of others, in particular where those actions involved aggression. The researchers also took a systemic perspective by taking account of the range of participant roles (Salmivalli et al., 1996) adopted by the students at different stages in the project. The intervention took place in two Italian middle schools (age range of students 11-14 years) and the aims were to:

- reduce bullying episodes through developing an awareness in bullies of their own and others' behaviour;
- enhance students' capacity to offer support to the victims of bullying;
- enhance responsibility and involvement on the part of bystanders;
- improve the quality of interpersonal relationships in the classroom;
- analyse possible age and gender differences related to the effect of intervention.

The intervention was implemented during a school year from October until the following May. There were five phases:

- *Class intervention*: activities gave the whole class heightened awareness of pro-social and helping behaviours. The goal of this phase was to develop attitudes and values towards peer support activities in the whole school.
- *Selection of peer supporters*: peer supporters were selected through a mixture of self-nomination and peer nomination. Three or four peer supporters were selected for each class.
- *Training*: the selected students were trained to enhance skills and attitudes facilitating interactions with other students. There were whole day retreats and in-school meetings. Children were trained in listening and communication skills following the guidelines in Cowie and Wallace, 2000.
- *Working in the class*: the staff facilitated circle time class meetings in which the needs of particular students were identified. Then contact was made in confidence with certain target students to ask for their agreement to work with the trained peer supporters in a range of helpful activities. During this period, the peer supporters met weekly with staff who gave them supervision on their work with the target student.
- *Passing on the roles*: the first wave of peer supporters was involved in training other students in the class so that more could be involved in the programme.

You might find it interesting to consider and discuss the case study and its relevance to the situation in your school, particularly in relation to the following issues:

The befriending approach seemed to be well suited to the Italian school system since the training can be done in a relatively short space of time and since it builds on existing networks of friendship already established within each class.

How will it apply in your situation?

Recently, in Italy, new legislation has created roles for educational psychologists working directly in the school with the potential for developing new school initiatives like peer support. This means that a befriending system can be put in place quite easily without disrupting the timetable and with helpful collaboration between staff and psychologists trained in counselling-based skills.

Who would be best placed to run this kind of intervention in your school?

The results of the case study were very encouraging and confirm the view held by many practitioners in this field that violence and aggression can be successfully tackled through a systemic approach that takes account of different and shifting participant roles within the class group.

What are the different participant roles you would need to consider in your school?



Activity 10.3: Discussion of issues arising from the advanced listening case study

Case study 2: advanced active listening in a Welsh secondary school (Cowie et al. 2004)

This study describes a peer-led listening service in one secondary school which was developed in collaboration with ChildLine in Partnership with Schools (CHIPS) as part of a national peer-support scheme for Wales. Initially, the CHIPS team trained Year 12 and 13 in active listening skills over a period of two days. Then, in partnership with school staff, they established a daily drop-in service at lunchtime for younger students. The drama department wrote and performed a musical called “Why me?” to raise awareness about the problem of bullying and violence in the school and the need to take action against it.

From the beginning, much of the responsibility for running the service and planning rotas to cover each lunchtime slot was in the hands of the peer supporters themselves. For example, peer supporters led a poster campaign to increase awareness throughout the school and ran sessions for younger students during registration once a week.

You might find it interesting to consider and discuss the case study above and its relevance to the situation in your school, particularly in relation to the following issues:

Resources: The peer supporters need a room in which to see students individually or in groups, and where they can have ongoing training and supervision meetings.

They will also need a secure place in which to store confidential material.

Training can be lengthy. It is usually recommended that peer supporters receive a minimum of 30 hours of training by a facilitator who is experienced as a counsellor or who has training in peer support. There are a number of good training courses in the UK, run by CHIPS and Relate.

How could you arrange the necessary resources in your school?

Peer support enhances the emotional well-being of young people and is widely acknowledged to be an effective method for helping young people with peer group relationship difficulties such as bullying. It also benefits the peer supporters in terms of personal development, communication skills and confidence.

How do you persuade all members of the school about the value of peer support?



Activity 10.4: Discussion of issues arising from the peer mentoring case study

Case study 3: conflict resolution through peer mediation in Spanish schools (Fernandez et al., 2002)

As Spanish researchers have indicated for a number of years (Ortega, 2001), not all interpersonal relational difficulties lead to victimisation. Some aggression is reciprocal and it can be difficult to distinguish between victims and perpetrators. Conflicts may be between individuals or between groups and can develop along very diverse lines. As a result, very complex situations are created in which it becomes necessary to clarify who is responsible and how to return to a fairer and more appropriate system of relationships. Conflict in itself may not damage relationships. Rather, it is the way in which conflict is resolved that is the crucial factor.

Fernandez et al. (2002) describe in detail how mediation methods have been successfully adapted for use in schools to tackle the problem of violence. As they indicate, peer supporters trained in conflict resolution methods must develop the following skills:

- capacity to listen actively to a peer's narrative of events
- willingness to help in a problem-solving manner
- skill to analyse the components of a dispute
- sensitivity to the emotions engendered by a dispute on the part of those involved.

Fernandez and colleagues adopt a series of steps that the peer mediators go through in sequence.

Step 1 – analysis of the causes of the dispute. The participants prepare themselves to identify the causes of the dispute. They are encouraged to stop acting on the emotional impulse of the moment and to begin to acknowledge that they are not in a dead-end without an exit. Solutions are possible.

Step 2 – look for solutions. The disputants orient themselves to the idea that they can begin tentatively to explore a range of solutions. They must first identify potential risks and benefits. At this point, the peer mediators emphasise that they will not tell the disputants what to do.

Step 3 – generate and evaluate proposals. The disputants generate some possible proposals for action and review their advantages and disadvantages as objectively as they can. It is helpful if the pros and cons of each line of proposed action are listed on a flip chart.

Step 4 – choose the best option. The peer mediators ask key questions that enable the disputants to consider the implications of each of the suggested lines of action. Their questions must be worded in a way that facilitates a process of reflection. The mediators must not judge or give advice.

Step 5 – come to an agreement. The disputants are encouraged to arrive at the solution that best meets the needs of both parties. Often this means some form of compromise for each party but the benefit is that the solution does not involve violence or the imposition of force on the part of one side towards the other. It is a "win-win" solution with which each side can feel at least comfortable if not actually (as quite often happens) pleased and proud.

Step 6 – plan the practicalities. At this point, the peer mediator facilitates the logistics of implementation. The actions must be realistic, concrete, clear and capable of being evaluated. The key questions here are: Who does what, how and when?

Step 7 – monitor and evaluate. The peer mediators must build into the agreement a time and place to evaluate the effectiveness of the agreement in practice. Questions to ask at this stage will include: Did the agreement work? Do we need to build in some adjustments or modifications? There must be a follow-up meeting at which participants review the success or otherwise of the solution and acknowledge their willingness to make adjustments if necessary.

You might find it interesting to consider and discuss the case study above and its relevance to the situation in your school, particularly in relation to the following issues:

At the heart of the process of mediation we find the quality of active listening and the ability to respond genuinely and authentically to the needs and feelings of the participants in the mediation. It is essential for the peer mediator not to deny or repress strong emotions usually present during and after a conflict but to have the strength to allow them to emerge and be shared in a sympathetic, supportive environment.

What techniques do you know for teaching students to be effective listeners?

The way that the peer mediators ask questions is a key ingredient in the process. As Fernandez et al. indicate, the peer mediators, having been trained in active listening, learn to ask questions that demonstrate the sensitivity with which they have approached the situation, and empathy for the perceptions and the emotions of each party in the dispute.

What are the personal qualities that help mediators be empathetic?

At the same time, they need to go beyond empathy to a rational problem-solving stance so that the disputants can move through their conflict towards a resolution. This is where good communication skills are also essential. The peer mediators must show through their choice of words, the tone of their voice, the rhythm of their speech and their confidence that they believe in the real possibility of a solution to the problem.

How can staff in school model this solution-focused approach?

They must also be trained to encourage and facilitate "I" statements in the first person so that each participant recounts their own experience but does not pass judgment or express derision about the experience of another person in the group. Narratives expressed in the first person through such "I" statements create the opportunity for self-affirmation. Everyone begins with the process of learning that their experience is valid in its own right but that they must also show respect for the experience of others, however different it may initially appear.

How can students be taught to mediate using "I" statements?

Paradoxically, through this process of affirming distinctiveness, participants arrive at a deeper understanding of the commonalities that exist between and amongst us. As we have suggested earlier in this chapter, the circle creates an appropriate space in which these processes can be acted out.

In what ways should circle activity be used?



Follow-up activity: Peer support in your school

PPT 10.5 – in the light of the outcomes of activity 10.1, how might you develop the use of peer support in your school?

Given the evidence in Session 10 and Chapter 5, use the Facilitator Reference Guide Section 3:

Read Section 3.3.1 on solution-focused questions. Which solution-focused questions are most suitable to ask when introducing peer support?

Read Section 3.4.1 on the miracle question. Imagine peer support systems for reducing violence are established and working smoothly. Consider the miracle question: "What will be different and what will tell you that the miracle has happened?" Answer the components of the miracle question for introducing peer support for violence reduction in your school or setting.

Use these questions to design a follow-up activity. Change or start a peer-led activity in a school.



Notes for facilitators

Introduction to the DVD Behaviour 4 Learning.

This DVD is designed as a facilitator-led resource. It is based in a secondary school and it can be used to illustrate a range of issues related to all chapters and particularly:

- setting the climate of *convivencia*
- teacher modelling behaviour
- school organisation
- supporting school staff.

Participants could use it in their schools for training staff.

Facilitators should spend time exploring the DVD and the facilitator support section before using it. This can then help in the selection of sections likely to be of most interest to participants.



Session 11

Protecting children – making the school environment safe

This session requires the DVD entitled "Behaviour 4 learning".

The DVD can be downloaded at <www.behaviour4learning.ac.uk/cflb> or by contacting cgittins@btinternet

(based on Chapter 6 of the Handbook)



Outline for facilitators

 2 hours

Summary

After an introduction of 10 minutes there are three activities with two extension activities. Activity 11.1 takes approximately 40 minutes leaving 30 minutes for activities 11.2 and 11.3.

This session and Session 10 complement each other because they are both child-centred.

Although bullying runs through all chapters, Chapters 5 and 6 of the Handbook (sessions 10 and 11) deal with it most fully. In this chapter, however, there are also sections about setting a whole-school climate from the aspect of making the school a safe place but with an emphasis on helping students set the climate.

Training sequence	Duration
<p><i>The introduction</i> to the section uses PPTs 11.1-11.5 which explain the effects of violence on children and the importance of positively establishing a whole-school approach which includes:</p> <ul style="list-style-type: none"> • style and quality of leadership and management practice • quality and delivery of curriculum • organisation of social areas • procedures to deal with bullying incidents • children building relationships with self and others. 	10 minutes
<p><i>Activity 11.1 – Student opinion about the role of staff making the school safe</i></p> <p>Introduction to the study by Vettenburg and Huybregts (2001) followed by using the Learning 4 Behaviour DVD as a demonstration of teacher modelling of the behaviours identified in this study.</p>	40 minutes
<p><i>Activity 11.2 – A strategy for teaching conflict resolution</i></p> <p>There are a considerable number of conflict resolution and peer mediation programmes available. In this activity we simply raise awareness of two programmes.</p>	30 minutes
<p><i>Activity 11.3 – Improving danger spots</i></p> <p>An activity based on a fictitious Europa School in Omniville studying the plans of the school, identifying danger spots and improvements that could be made to improve safety.</p>	30 minutes
<p><i>Activity 11.4 and 11.5</i> are extension activities for use if the group is interested in particular aspects of whole-school safety improvement. They cover anger management (improving safety both for the angry student and those on the receiving end) and assertiveness training (ways of managing aggression from others).</p>	

<p><i>Follow-up activity (PPT 11.10):</i></p> <p>Either:</p> <ul style="list-style-type: none"> using the materials in this chapter, carry out a safety survey of a school, or plan and implement a programme of conflict resolution, anger management or assertiveness training to meet the needs of students to feel safe. 	<p>10 minutes</p>
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Notes for facilitators

 40 minutes

Activity 11.1: Student opinion about the role of staff in making schools safe

Learning outcomes

- understanding of student views about effective teaching style
- understanding the importance of staff modelling behaviours.

Training sequence

In groups of four to five, study the survey of Flemish school children, discuss staff behaviours which could be added to the list related to the cultural expectations in different countries.

Use a flip chart to collate suggested answers to the audit exercise.

Use the “Behaviour 4 learning” DVD to look at three teaching styles with a teacher modelling the behaviours listed in activity 11.1. You might suggest that participants use it as a checklist.

The DVD is an extremely rich resource and there are extensive facilitator notes that you should be familiar with so that you can choose sample sections to suit the needs of the group.

Finish the activity with a discussion about how the DVD could be used by participants to illustrate a wide range of violence reduction behaviours related to other chapters in the Handbook as well as this one.

Training tips

Leave as much time as possible for the DVD. You will find it raises many issues that participants will want to discuss. It is a very good example of training using the five-stage learning process and modelling in particular. Participants should be encouraged to use the DVD in their own setting. It is not particularly culturally biased or English language focused (the video clips work well even with the sound off because the body language is so influential).

Additional resources

DVD drive on a computer

Flip chart

Behaviour 4 Learning DVD – copies for all participants to take away.



Activity 11.1: Student opinion about the role of staff in making schools safe

School climate and violent behaviour

A study by Vettenburg and Huybregts (2001) of Flemish schoolchildren brought into strong focus the connection between anti-social behaviour on the part of students and the quality of the students' relationship with the teachers. The authors found that students distinguish very clearly between "good teachers whom they like, respect and wish to co-operate with, and bad teachers who often have to pay for it". This, according to the students, very much depends upon:

- the teachers' personality and style
- the way they teach
- their attitude towards agreements and rules
- their attitude towards students.

The students were very clear that much violence and bullying of staff and fellow students can be avoided if all school staff:

- show interest outside their subject matter
- avoid being boring
- share an occasional joke
- relate to topical events, and/or student's interests and culture
- set clear limits and standards
- take consistent action if regulations are violated
- give students a positive signal when they display pro-social behaviour
- give students a warning before punishing anti-social behaviour
- act consistently and treat students fairly
- listen actively to students, taking their opinions seriously
- are "modern" (even as far as clothing is concerned).

You may find it useful to discuss the list with students in your school, or to get them to create their own list.

In addition to informing action plans, the information you gleaned could make a contribution to the design of an audit and supports activities in Chapter 2.

What questions would you include in an audit to determine how effective teachers in your school are in creating a climate that reduces violent behaviour?

- 1.
- 2.
- 3.
- 4.
- 5.



Notes for facilitators

 30 minutes

Activity 11.2: A strategy for conflict resolution

Learning outcomes

- familiarity with restorative approaches as a method of:
 - resolving conflict and repairing harm done
 - developing emotional literacy skills
- understanding of the role of conflict resolution in setting a safe climate in school and responding to incidents in ways which prevent recurrence.

Training sequence

Use PPTs 11.6-11.9 to introduce the principles (notes are given for each slide) (10 minutes).

Use Handout 11.2. Participants read the case study and note questions to discuss (10 minutes).

Finally, group discussion time around issues from the case study and other approaches to conflict resolution used by participants in order to evaluate principles and practice (10 minutes).

Training tips

Facilitators should be very familiar with the restorative justice case study (Handout 11.2a) before the session.

Note that the formal process developed in the youth justice system but that many schools now use the term “restorative approaches” or “restorative principles”.

“Restorative approaches” does not usually mean a formal conference as set out in the case study. Most restorative practice is informal in the line of normal day-to-day work. The key is in the restorative questions (shown on the slide).

PPTs 11.10-11.13 have notes attached. These are suitable for running off as a handout.

Additional resources

Run off copies of PPTs 11.6-11.9 for facilitators to add to their files.



Handout 11.2: Case study "Restorative justice case conference"

Restorative justice (RJ) case conference

This is a real incident and process. Names have all been changed.

Scenario

A Year 10 boy, Craig Jones, steals a purse belonging to a teacher, Julie Matthew, during the lesson. He removes money and throws it out of the window. The purse has little monetary value but is a gift from Julie's mother. Julie is angry and upset about the personal hurt she feels about the theft and because it happened in her lesson. Other students come and tell the head teacher that Craig has stolen the purse. When the head teacher interviews Craig he puts the allegation to Craig. After denial at first, Craig then admits the theft. There was no particular need he had for money – he just saw an opportunity and took it. He has been in trouble before but not for theft.

Choices

The head teacher in consultation with the RJ trained teacher decides that the needs of the student and the teacher will be best met by dealing with this as an RJ rather than by referring it to the police for arrest and criminal justice process.

RJ conference

Pre-meeting

Gary Graham, an experienced RJ facilitator, has agreed to facilitate the meeting. He spends time with Craig and Mrs Jones and separately with Julie and Norman. This is to make sure that people are clear about what will happen and what can come out of the meeting for all.

Participants

RJ facilitator: Gary Graham

Craig Jones

Mrs Jones (mother)

Julie Matthew (teacher)

Norman Peters (colleague of Julie)

How it works

Gary carefully arranges the chairs in a circle and ensures the meeting cannot be interrupted. He greets everyone as they arrive and seats them in a pre-arranged order to ensure that direct personal contact can be made around the circle.

When everyone is seated he welcomes everyone and explains that the purpose of the meeting is to reach agreement and how to move on. Then Gary invites each person in turn to respond to the following questions:

1. What happened?
2. What part did you play?
3. How did you feel about it?
4. What do you feel about the incident now?
5. What needs do you have before this situation can be put right?
6. What can be done now to put this right?

If anyone interrupts they are quietly reminded of ground rules agreed before the meeting – listening, honesty, not interrupting and that everyone has the chance to make statements or ask questions. Gary himself skilfully asks questions if a statement has not been clearly focused.

The skill of the facilitator is also to listen carefully to words and body language, test statements made with others in the circle and look for an outcome owned by those directly hurt by the incident. It is not his role to solve the problem – the problem “belongs” to those directly affected. Gary also avoids asking “Why?” at any stage.

Outcomes

Craig freely offers up that he wants to apologise to Julie as he recognises the hurt he would feel by the theft of a personal memento. He apologises in a way that Julie feels she can accept. When being questioned, Craig says he wants to make amends. Julie suggests that he stays after school to help her by doing a large cartoon for her wall display linked to a citizenship discussion about the law coming up in two weeks. He agrees. Gary rounds up the meeting by restating what has happened and what will happen next. He thanks people and they leave. Gary particularly checks with Julie, Craig and Mrs Jones that they are comfortable and clear about the outcomes.

Evaluation

- The process was completed within three days from the incident. A criminal justice process would take many weeks.
- Craig completed the task and stuck to agreements with Julie.
- Julie accepted the full apology and was content that necessary action had been taken.
- Mrs Jones was relieved that the incident did not involve any formal criminal process.
- Other students knew about the incident and the outcome (because Craig told them).

Consider this:

- How would you feel about this process if you were:
 - Julie
 - the head teacher (not present in the RJ conference)
 - Craig
- If a normal school discipline process had taken place, what would the outcomes have been and how do you think they might compare with these outcomes.



Activity 11.3: Improving "danger spots"

Learning outcomes

- model a process for helping students identify areas which they feel are safe or not safe
- apply solution-focused thinking to improve safety.

Training sequence

Briefly explain that engaging students in identifying areas which are not safe is important if schools are to find solutions and discuss how this could be done.

Using Handout 11.3, ask participants to mark on the Europa School map where students may not feel safe.

As a group, ask participants to mark on a group plan the top five places where students may not feel safe.

Use PPT 11.4 to explain there are four types of solution:

- physical security steps – e.g. installing fences
- changing adult behaviours – e.g. staff patrol patterns
- changing student behaviours – e.g. managing strong emotions (fear, anger) or assertiveness training
- working with community agencies – e.g. police

On the flip chart draw the chart as shown below:

Area and reason for danger	Solution	Type of solution (four categories – physical, adult, student, community)

Now take each of the top five in turn and discuss which type of solution(s) will deal with the problem and then record it on the chart.

Finally reflect on how this technique may be used in a school setting by students, staff and others.

Training tips

You may find that participants concentrate on physical security when most of the issues can be addressed by the other strategies. Point this out.

Make sure that the discussion focuses on solutions and does not get diverted into problems, for example issues of resources.

Ensure time for discussion so that there is good time for reflection on applying this technique in a real school.

Additional resources

Handouts of Europa School plan for each participant and one spare as a group plan

Flip chart paper with chart (as above) marked on it.



Activity 11.3: Improving “danger spots”

A school may have data on incidents of violence, including bullying, accidents and injuries which could be analysed to identify times and places where there are problems.

If this information is not already available, Chapter 2 of the handbook has an example of an incident report form and explains how to collect and analyse this kind of data in an audit.

However, it should be remembered that incident report forms may not accurately reflect the student perception of personal safety.

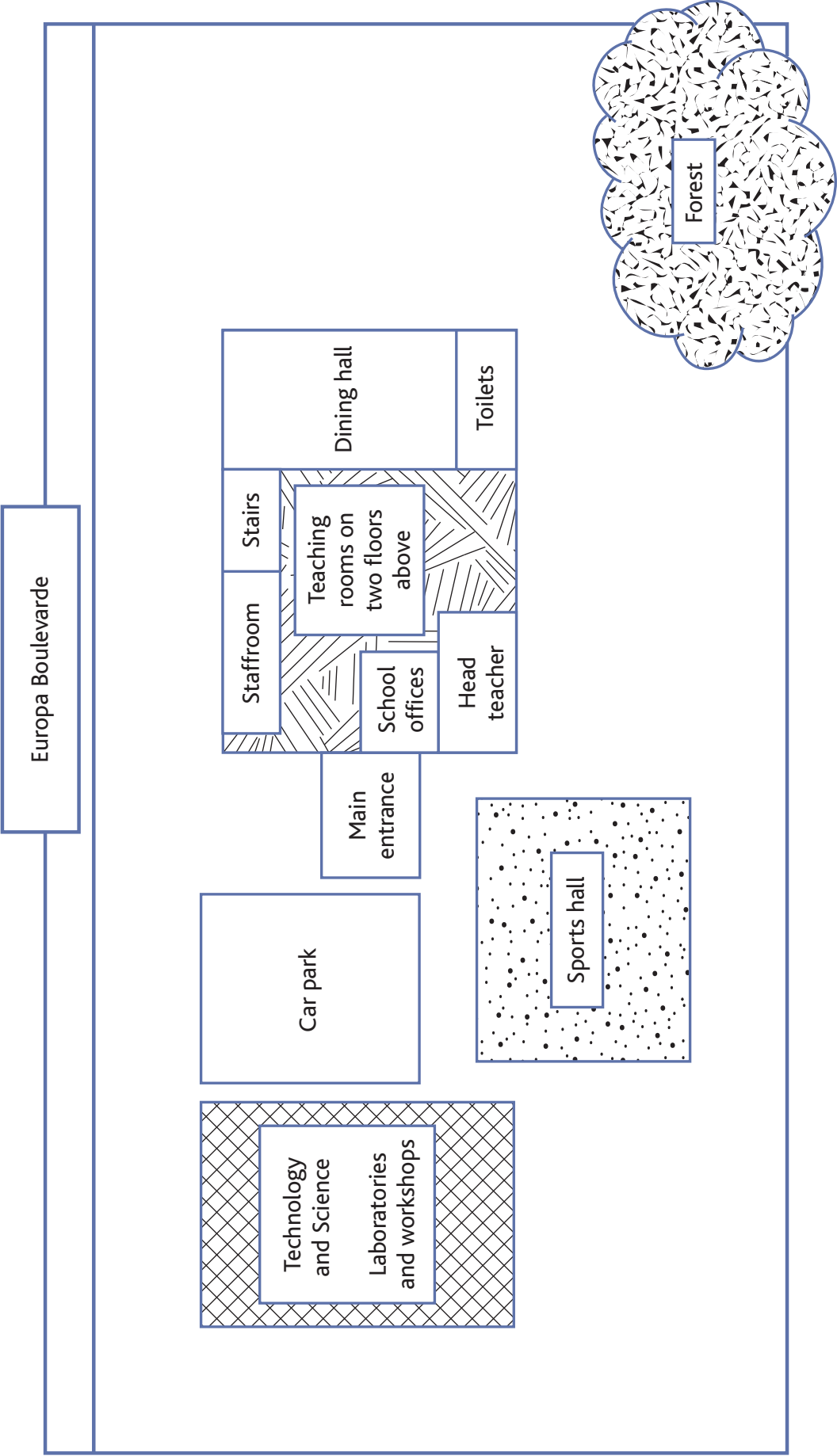
You may wish to carry out a short survey to include in a later, more comprehensive, audit asking students to identify the times and places where they feel most unsafe.

Different danger spots require different solutions depending on the reason why they are dangerous. You could use some of the ideas in this chapter, and in Session 10, to devise improvements with the support of the students.

Examine the plans of Europa School in Omniville and discuss which areas of the school are most dangerous for students and why they are dangerous. What could be improved?

Area and reason for danger	Improvement

Handout 11.3: Europa School, Omniville





Extension activity 11.4: Developing support for students in anger management

Schools may wish to use the following to help identify ways of including student anger management training as part of a social, emotional and behavioural skills or similar programme.

There are several published programmes on anger management and it is an essential part of most programmes on conflict resolution. Schools who wish to develop an anger management programme may find this exercise a useful starting point.

We may decide to model a “circle time” session using these questions. You may then wish to make notes about the experience to answer each question.

Some typical questions, that could be used in a circle time class discussion, or perhaps developed into more formal exercises, include the following:

What does anger feel like? When a person gets angry, his or her physiology changes – heart, breathing and circulation rates increase, muscles tense up, “butterflies” in the stomach, etc. Young people can learn to recognise these physiological correlates as “warning signs” from their bodies – if you begin to feel this way, and something is annoying you, then it’s time to try to calm yourself down!

How will you use this question in circle time?

How do we behave when we are angry? Discuss the fact that people behave in different ways when they are angry – one person might scream or shout, another might cry (tears of rage and frustration, not tears of sadness) and still another might go completely silent. Students should be encouraged to think about what they do. What’s your anger style?

How will you use this question in circle time?

What makes us angry? Discuss the facts that people feel differently about different things, and that different things make different people angry. Students can think about what makes them angry, and perhaps make a list. If your anger is getting you into trouble, can you avoid those things, or think about them in a different way?

How will you use this question in circle time?

What ways can we find to cope with feeling angry? Students should realise that there are many different ways to cope with angry feelings. Some people will do something as simple as counting to ten in their own heads. This stops them in their tracks, and gives them a chance to calm down and take control of themselves. Some people like to think about something else – something happy, peaceful, or something that they enjoy doing – in order to stop themselves thinking about whatever is making them angry. Other people will deliberately start a conversation, or join in another conversation, that is about a subject other than what is making them angry. Still other people find it helpful to talk to someone they trust about their angry feelings, in order to express these feelings in a safe way, without hurting anyone else. Finally, some people find that it is helpful to get the energy out of their system by playing a sport, or doing some exercise. If students have problems controlling their anger, and especially if this has got them into trouble in the past, they can be encouraged to try and find a set of ways to cope, remembering that different methods will help in different situations.

How will you use this question in circle time?



Extension activity 11.5: Encouraging assertiveness

As with activity 11.4, schools may wish to consider how to encourage assertiveness in their students (and staff) as part of a SEBS programme. The following techniques could be included in any programme.

You will be invited to discuss each technique and make notes about how you could model it with colleagues in your school to help them advise students.

Assertive tactics that can be taught are as follows:

Stand up straight, look confident, speak clearly and firmly, look the aggressive person straight in the eyes (don't blink!), and say that you want him or her to stop.

Tell the aggressive person that you don't care what they think of you, and that calling you names isn't going to get you upset.

Tell the aggressive person that what he or she thinks will upset you doesn't bother you at all, for example: "So what if I'm short? I don't mind it at all"; or: "So what if I wear glasses? I think they look great".

Remember that it is the aggressive person, not the target, that has the problem and ask him or her in a confident and calm way: "What's your problem?"

It is a good idea to practise these tactics before using them. Students can do this in their imagination or with friends or, best of all, with someone at home – parents can be enrolled as “coaches” in this sort of activity. Students should try to think of the worst thing that the aggressor could say – the thing that they are most afraid of hearing, and see if they could plan (or be helped to plan) an assertive response.

Suggest two examples of what students might say and what assertive response you would advise.



Follow-up activity

Follow-up activity

Either:

- using the materials in this session, carry out a safety survey of a school, or
- plan and implement a programme of conflict resolution anger management or assertiveness training to meet the needs of students to feel safe.



Session 12

Supporting school staff – Developing staff training in violence reduction/behaviour improvement

(based on Chapter 7 of the Handbook)



Outline for facilitators

 2 hours

There are 12 activities in this chapter, each of 30 minutes with an introduction and follow-up. There will be time for three activities only.

Summary

Because this session is about staff training, it is designed to offer a range of activities that a school can select and build into its training programme.

The session also extends concepts from previous sessions and fills any gaps that may be of interest to participants. It is therefore an ideal opportunity to offer a choice for developing the areas of particular interest to them and to consider how to implement the change.

The session also provides an ideal opportunity for participants to practise the five-stage learning process.

Organise the group into training clusters of three people and introduce the session by quickly running through the 12 activities with the whole group.

Offer each group the opportunity to select three activities to study together. Each person should lead on one activity and manage the discussion and outcomes.

The outcomes should be an agreed action plan about how the activity could be implemented in their school or setting. Handout 7 offers a format for action plans that takes account of the five-stage learning process.

Action plans could be copied on flip chart paper for display around the room or recorded electronically for projection. Depending on the size of the group, it is suggested that one flip chart sheet per group is used.

Training sequence	Duration
<i>Introduction</i> to the activities and working arrangements for the groups.	10 minutes
<i>Three half hour activities</i> in training clusters of three people.	1 hour 30 minutes
<i>Plenary session</i> to receive action plans on implementation and celebrate outcomes.	20 minutes

Training tips

If this is the final session, use the presentation of action plans to celebrate and praise achievement during the programme.

This can lead on to arranging time to collate action plans for implementing other areas of the Handbook according to interest and need.

Additional resources

Handout 12.



Activity 12.1: The culture of the school

Consider the following statement:

"Historically, pedagogy has relied on discipline and punishment. Competitive systems of learning and individual effort have been paramount when defining academic success. Most of us have experienced these practices to some extent and can, when faced with challenges, fall back on these approaches. Many schools operate on the questionable belief that 'getting tough' on violence or disruptive behaviour communicates to students that this behaviour will not be tolerated and punishment will teach them to behave in pro-social ways. Unfortunately, over-reliance on punishment and exclusion seems to create a negative, adversarial school environment and breed a cycle of resentment and revenge. Research shows that punishment based interventions usually lead to an increase in problem behaviours."

(Donnellan et al., 1988; Mayer and Sulzer-Azaroff, 1990).

Educators and parents most likely agree with a philosophy of non-violence in our schools and homes. We might also agree that positive, organised, respectful, safe schools enhance teaching and learning. However, examination of some of our interactions and practices produces evidence of violence in words and actions. We need a change of culture.

Is your school safe for all members of the community?

What is safe?

What is not safe?

In what ways do you use:

- adults as models
- opportunities for students to learn and acquire non-violent behaviours
- methods for dealing with inappropriate behaviours – do you rely on punishments or do you teach new behaviours?



Activity 12.2: Teachers as learners

Consider the following statement:

"Teachers are facing the most exciting time in the modern era for their profession. Again, the teacher's role is changing. As technology increasingly takes over some of their more traditional roles, like 'subject master' and administrator, teachers will be left with the tasks of teaching students about critical thinking and providing empathic support. Critical thinking is arguably the most significant feature of development for future citizens and employees, while having a teacher who knows and understands their students and who is passionate about their learning will support the development of the whole person."

(Hromek, 2004)

While information is increasing and changing, and teaching practice changes to meet this challenge, one role will remain the same: that of mentor. Teachers generally have an empathetic, personal understanding of their students, enabling them to guide them in subject choice, study skills, motivation, social and emotional development. While this is a traditional role for teachers, new ways of dealing with interpersonal difficulties are necessary.

What do the staff in your school need to improve their skills in?

Conflict resolution
Mediation
Emotional coaching
Problem-solving approaches to bullying
Student psychology – motivation, learning, developmental stages
Emotional literacy
Interagency collaboration



Activity 12.3: The use of adult language

We need to be mindful of the words and body language we model for students. Carefully chosen language is vital to producing the kinds of understandings that help students make pro-social choices. Our language needs to reflect mutual respect, rights, responsibilities and choices. Through words, we create supportive environments that assume students can resolve conflict without violence and make restitution for their mistakes. Consider the following examples of language patterns and the underlying principles they reflect.

Pro-social language	Antisocial language
<p>Choice and responsibility: "How come you decided to hit him?"</p> <p>This question implies there was an element of choice and responsibility and invites communication</p>	<p>Accusatory: "Why did you hit him?"</p> <p>This question may have an accusatory element that makes children resentful and possibly limits communication</p>
<p>Supportive approach: "You will need to go to the detention room and work out a way to solve this problem"</p> <p>This implies the child is able to solve their problem and receive support if needed</p>	<p>Punitive approaches: "I'm putting you on detention"</p> <p>This implies punishment and if over used may lead to revenge cycles in children</p>
<p>Empathy: "How do you think she felt when you said that to her?"</p> <p>This statement invites the child to develop empathy for the other child and opens communication</p>	<p>Emotional violence: "Look what you have done, you've made her cry"</p> <p>The accusatory nature of this statement may make the child feel guilty or defensive leading to resentment and closed communication</p>
<p>Problem solving and restitution: "What are some of the things you could try to meet this challenge?"</p> <p>This statement implies confidence in the child's ability to solve the problem and make restitution for their acts</p>	<p>Sarcasm: "You had better think of something good to explain this"</p> <p>There is an element of sarcasm in this statement with the implication that the child is not able to solve the problem</p>

How would pro-social adult language affect the school population who are well behaved?

How could staff be trained to avoid accusatory, sarcastic language?

Violence appears in many ways and the tongue can be a subtle knife, cutting deep into the memory of a student. Make a note of any memory you have from your own childhood where your behaviour was made worse by an adult's response.



Activity 12.4: Adult language

Boys fighting

Words are crucial to the development of the thought constructs required to solve problems and, combined with body language, can model emotional control to students. Consider what is modelled through the words and actions in the two following scenarios.

Scenario 1

Teacher A sees two boys fighting in the playground. The following interaction takes place:

T. A: (shouting) "Come here at once you two!! What do you think you are doing?"

Boy 1: (red faced and puffing) "He started it."

Boy 2: (red faced and crying, tries to land another blow on Boy 1)

T. A: "That's it!" (shouting at the boys) "Go to the head teacher's office immediately!"

Superficially, the teacher has dealt with the violence.

The students may well have learnt some unintended lessons through this interaction:

- shouting at others is OK, especially if you are in the right;
- using tough language is OK, especially if you are in the right;
- gathering information and listening is not very important;
- children need adults to manage them;
- verbal violence is a valid way to solve problems.

Consider this alternative dialogue for dealing with the same situation:

Scenario 2

Teacher B sees two boys fighting in the playground. The following interaction occurs:

T. B: (moving towards the boys) "Hold on boys – calm down now – take it easy – what's happening here?"

Boy 1: (red faced and puffing) "He started it."

Boy 2: (red faced and crying, tries to land another blow on Boy 1)

T. B: "Hold on, hold on – take a deep breath, you're both upset – let's go get a drink of water and talk about what's happening here."

In this scenario, the language of emotional control and problem solving has defused the situation and set the expectation that both will have a chance to explain what the difficulty was and what helped them decide to solve the problem with violence.

From this encounter, the students may have learnt that:

- it is possible to manage emotions;
- adults want to help;
- adults believe students can solve problems;
- talking is an alternative to violence;
- drinking water and talking might help manage anger.

Which scenario would best describe the approach you would like your institution to follow?

What needs to happen in your school so that all staff use pro-social language?



Activity 12.5: Staff as crucial role models

Consider:

"We are always modelling; students watch and listen to everything we do and say. Children are more likely to use non-violent ways of resolving conflict when the social community in which they live models language and uses practices that are conducive to emotional control and problem solving. As we work with students in respectful ways, as we model emotional control and use words carefully, as we use approaches like mediation and conflict resolution, we demonstrate a range of skills for working and living together."

According to the social cognitive theories of Bandura (1986), student's learning depends on their social milieu as much as their internal, inherited characteristics. By observing and imitating the interactions of those around them, students integrate behaviour into a framework of internal meaning. He concluded that programmes based on modelling, coaching, behavioural rehearsal and social reinforcement yield significant results. L. S. Vygotsky (1976), a student development theorist, postulated the importance of language as a mediating factor between a student and an event. He suggested adults are in a position to help students develop higher level thinking skills through a process called mediated learning, that is, the process of guiding a student through learning experiences by using language to help create the thought concepts needed to meet challenges. Mediated learning experiences provide resources that a student might use to solve problems without explicitly telling them how to solve the problems. If one simply tells a student how to resolve problems, their chances of developing higher level thinking skills diminish.

Mutual respect

When asked about their favourite teachers, students frequently mention the quality of respect. In turn, teachers and parents often bemoan the lack of respect students hold for adults. Respect is manifest in the way people acknowledge each other's rights and responsibilities. It is reflected in the words, attitudes and actions used when interacting. By speaking to students with respect, we model behaviour that improves interpersonal relationships, increasing the chance that they will choose similar, respectful behaviour to resolve interpersonal conflict. In order to receive respect, we must give respect.

Do any of these need to improve in your school and if so, what should be done?

Having clear behavioural expectations, displayed and discussed at a "calm" time

Consistently applying natural and logical consequences that are moderate and consistent

Using optimistic and supportive language

Looking for strengths and values

Allowing a “cool off” period before addressing issues – emotional first aid

Assisting with problem solving

Adopting a matter of fact, curious attitude

Not engaging in arguments with students

Ensuring opportunities for restitution are available



Activity 12.6: Open discussion and teamwork

At the basis of successful school improvement is a strong culture of teamwork and ongoing professional development. A sense of collegiality and mutual support creates a culture of trust and confidence among staff and new ideas are more readily accepted. Enthusiasm remains high when recognition is given for effort and where success is celebrated. A good sense of humour and fun goes a long way to encourage each other during times of great effort. Open discussion develops the shared understandings necessary for consistency of response to violence and data collection.

Would it be helpful to discuss the following questions in order to develop a shared understanding of the terms being used and the nature of violence in the school?

What do you think your staff would say?

What are the main problems at our school? Where do they happen?

How are violence and rough play different?

How is temper different to violence? Should they be managed and recorded differently?

In what ways is violence different for boys and girls?

Will teaching conflict resolution lead to the feminisation of boys?

How can we be supportive of students with disabilities in our school, especially those with emotional difficulties?

What is the difference between discipline and punishment and how do they affect behaviour?

How should students make restitution for anti-social actions?

What is the difference between assertion and aggression?

What role should adults take in helping students solve problems?

What is the role for students as leaders and mediators?

What is meant by teasing, harassment and bullying?



Activity 12.7: Reaching out to parents

Positive climate building requires effort to reach out to parents through a range of strategies, for example having welcome signs, slogans, family fun nights, breakfasts, multicultural lunches, regular parent-teacher meetings, head teacher time for parents, inductions for new parents, school handbooks, positive school assemblies. Parents are made to feel welcome and treated like VIPs. Conflict is resolved quickly and respectfully. The physical environment is attractive and reflects the pride that the community has in its school.

Often, it is not enough just to invite parents and communities to be involved with the school. Coming to the school is easier if either a teacher or another parent makes a personal invitation. Some parents and carers need extra support, for example with transport, student care, translators or information presented in their primary language.

What are the barriers that prevent your school reaching out to parents, especially the ones who are hard to reach? What are the solutions to removing the barrier?

Barrier	Solution
1.	
2.	
3.	
4.	



Activity 12.8: Emotional intelligence

This activity follows on from Activity 9.3 and 9.4 in Session 9.

The overall message from preventative research emphasised by writers such as Goleman (1996) is that schools can prevent the onset and reduce the severity and duration of problematic substance abuse, bullying, criminal activities, mental health problems and violence by developing young people's emotional intelligence.

Unfortunately, social, emotional and behavioural skills teaching vies with literacy and numeracy for a place in the curriculum of most schools, as though they were separate enterprises. As most teachers could attest, students need social skills and emotional management to co-operate with their peers in learning environments. One of the most time-consuming tasks in some classrooms is helping students deal with interpersonal problems. It is possible for teachers to help develop students' social and emotional intelligences in formal lessons and by example.

How does your school try to teach as well as model the skills an emotionally intelligent person demonstrates?

1.

2.

3.

4.



Activity 12.9: Direct instruction/teaching

Does your school directly teach any of the following, either for all students or those who do not seem to acquire the skills in other ways?

	Yes/No	How and when?
Emotional literacy		
Conflict resolution		
Anger management		
Friendship skills		
Alternatives to aggression		
Problem-solving skills		
Listening skills		
Assertiveness skills		
Values and moral development		



Activity 12.10: When violence occurs

Consider the following two statements.

Statement 1:

Violence is not acceptable in the school community. There are many reasons for it, and it is widespread, but schools that focus on the issue and persist in working constructively will reduce the incidence and acceptability of violent and aggressive acts which destroy *convivencia*. The formula is simple: teach personal development skills including emotional literacy and social skills throughout the school; be firm on the bottom line of "No violence"; support the school's violence response plan, including immediate withdrawal and referral to targeted, remedial programmes; and refer students for further intervention when they do not respond to these measures. Children who do not respond to universal and targeted programmes require intense support through a case management model which includes educational psychologists, specialist teachers, parents, other agency specialists and, where necessary, special education settings.

Statement 2:

Violence occurs within social contexts and teachers usually know the histories of students who act violently. These students will benefit from having a mentor who can act as an emotional coach (for example, executive teacher, counsellor, educational psychologist, helping professional, community volunteer) to help them gain the skills of emotional control, co-operation and problem solving. While a lack of emotional control is not behind every act of violence, immediate withdrawal and interview, no matter what the cause, helps students realise that violence is not acceptable and that they will have to give account of their actions, explore alternatives to aggression and consider acts of restitution every time it occurs.

In what ways is the approach in your school consistent with these statements?

Is anything missing?

What response plans do you have in place?

Do they deal with the cause of the violence, as well as the support for the victims/consequences of violence?

In general, an immediate response to violence includes:

- securing the safety of all students – summoning extra help as needed, separating aggressors, dispersing onlookers
- applying both physical and emotional first aid where necessary
- gathering the basic facts for an incident report
- withdrawing violent students from the playground immediately – sending or escorting them to the pre-arranged “cool off” area to wait for a crisis interview
- using student-safe methods of restraint but only as a last resort.

Schools could use these as a check list to review the response plan.

What responses do you have available in your school?

With regard to the five bullet points, which responses are missing or could be improved?



Activity 12.11: Choosing a response – punishment or restorative approaches?

Imagine the following situation which requires a response.

A 13-year-old student has, on a number of occasions, hit another student in class. The usual school interventions have not worked to limit this behaviour. The parents of the victim go to the police station and want to press charges against the other student. One of the school's response plans is to use restorative justice (see Chapter 3 of the Handbook) when situations like this occur. The police officer and school head meet to discuss whether a restorative approach should be used. If the victim's parents agree then the criminal justice route could be stopped and the restorative justice route could be used.

Compare the two alternatives

Criminal justice approach	Restorative justice approach
<p>The student will be arrested</p> <p>Statements are taken at the police station</p> <p>The case is unlikely to be taken to court</p> <p>The student is cautioned and a formal police record kept</p> <p>The time between the offence and the final outcome will be many weeks</p>	<p>A preparation meeting of all concerned agrees the restorative process</p> <p>A conference is held where the facts and emotions are clear</p> <p>There are mutually agreed outcomes</p> <p>The agreement is binding on the students, families and school</p> <p>It is all completed within one week</p>

If a similar situation occurred in your school consider whether a restorative approach would be a suitable response. You could discuss:

What would be the emotional reactions of the boys and their families to the two routes?

What outcomes would your school community want and which route would achieve most?

How would a restorative approach be applied if:

The "hits" were single blows to the body:

The "hits" were punches and kicking when on the ground:

The "hits" were severe and prolonged enough to mean that the victim suffered serious injury:



Activity 12.12: A response plan

Teacher values, attitudes and skills

When working with students who have been violent or aggressive, teachers guide them through a set of predictable and known consequences while ensuring opportunities for problem solving, goal setting, skills development and restitution are provided. This role of crisis intervention can be given to executive or nominated teachers or alternatively, every teacher in the school can learn these valuable strategies. The values, attitudes and skills needed when working with violent students include:

- respect – neutrality, concern for human dignity, respectful language
- empathy through understanding of emotional disturbance, violence, student development and medical conditions like Asperger's syndrome
- optimism – confidence in student's abilities to build up their social and emotional skills
- modelling calmness, control and problem solving
- consistency of response
- emotional coaching and emotional first aid
- conducting a crisis interview – emotional control, values clarification, problem-solving, goal setting, skill development, consequences and restitution
- mediation
- no blame approaches to bullying
- restitution.

Select two of these values, attitudes and skills that will need most development in your school and suggest how you could support staff to implement them.

1.

2.

The needs of your school

Answers to the following questions might help construct and audit or inform your response plan.

Is violence or harassment an issue in the school? Where is it occurring? Who is involved? What do the data show? (refer to Chapter 2 of the Handbook for self-review evidence)

How can improvements be achieved?

Do head teachers, teachers and parents lead students in respectful ways?

How can improvements be achieved?

Is a whole-school discipline policy in place?

How can improvements be achieved?

Do teachers practise research-based, effective teaching strategies?

How can improvements be achieved?

Are teaching programmes such as social, emotional and behavioural skills development and peer leadership part of the regular school programme?

How can improvements be achieved?

Are strategies for monitoring inappropriate behaviour in place? Are data collection and management procedures simple to use?

How can improvements be achieved?

Have staff, parents and students collaborated on the development of behaviour expectations, including rights, responsibilities and consequences?

How can improvements be achieved?

Are violence response plans clear and made known to all?

How can improvements be achieved?

Are targeted programmes available to students identified with socio-emotional skill deficits?

How can improvements be achieved?

Are parents always involved as partners and at an early stage when difficulties persist and are they supported in seeking advice from outside agencies?

How can improvements be achieved?



Follow-up activity

Activity

Implement the action plans by arranging a staff training programme based on the five-stage learning process.



Action plan for

Staff training
How training will be organised
How learning will be implemented
How outcomes will be monitored
What change will demonstrate success



Session 13

Working with parents/guardians – Establishing and maintaining partnerships

This session requires the DVD entitled "Silent witnesses".

The DVD, prepared by the Anti-Bullying Centre, Trinity College Dublin, may be downloaded at <www.behaviour4learning.ac.uk/cflb>, or by contacting cgittins@binternet.com.



Background information

Because there is no chapter in the Handbook devoted to working with parents/guardians, some additional information for facilitators is included here.

The importance of involving parents/guardians as partners in all aspects of violence reduction in schools is a theme that runs throughout the handbook. The following introduction to this session summarises the key points and will help facilitators to prepare for teaching. It should be shared with parents/guardians at the start of the session and there is a summary to help with this in the associated PowerPoint presentation.

There are four areas under which this background information will be considered:

1. parents/guardians as an interest group within the school community
2. parents/guardians as a general influence on young people's behaviour
3. parents/guardians and their children as reporters of school violence
4. parents/guardians as a key group in whole-school violence reduction initiatives.

Facilitator note. The Handbook and Facilitator Manual refer to bullying as one aspect of violence and the context of bullying as part of the spectrum of violence in schools. In this session most of the experience about the importance of parental involvement comes from anti-bullying initiatives and programmes. However, it should be remembered that the principles and procedures for involving parents in whole-school approaches to violence reduction are identical.

1. Parents/guardians as an interest group within the school community

School systems differ in the extent to which parents/guardians are formally involved as partners in their child's education. In the Republic of Ireland, there is national parent representation via a National Parents' Council (Primary) and a National Parents' Council (Post-Primary). Similar representative bodies exist in Norway and in other countries. At the local level in the Republic of Ireland, each school has a Parents' Council, which is called a Parent-Teacher Association in the United States and in some parts of the United Kingdom. Usually, at least one member of the Parents' Council sits on the school's Board of Management. However, although these structures exist in Ireland and in other countries, the degree of parent/guardian participation in Parents' Councils and school-related activity varies widely from school to school.

When Parents' Councils are active in the Republic of Ireland, parents/guardians within a school community may have an influence on aspects of school life such as the formulation of school policy. Indeed, many parents/guardians would like to see the role of Parents' Councils develop beyond their traditional role of raising funds for the school to supplement income from the state. For example, since 1993, it has been governmental policy to advise schools who are in the process of forming or updating anti-bullying policy to include input from parents/guardians. The

government recommends that the involvement of the Parents' Councils is an ideal way to achieve this (Department of Education and Science, 1993).

As well as strengthening existing parent/school links, the involvement of parents/guardians in developing policy and practice enriches the policy by including family experiences. However, the most important reason for utilising parents/guardians in a school's efforts to reduce violence is the opportunity it affords to develop consistent attitudes towards violence amongst all members of the school community. By definition, young people are developmentally immature and this makes them more open to peer influences and more limited in their abilities to make correct decisions. Hence, if any attitude is to be encouraged, it must be done so consistently. For example, children are more likely to learn how to manage persistent verbal harassment by using the dialogue and mediation taught by their teacher at school if they are not advised to punch their assailants by a parent at home.

2. Parents/guardians as a general influence on young people's behaviour

Psychological research indicates that parents/guardians are the biggest source of influence concerning a young person's attitudes and behaviours, and some would argue personality formation. Some young people in their teens would vigorously dispute this.

Methods of child-rearing and the family values that underpin them seem to remain fairly constant over time. Parents remember their own experiences of being parented, and sometimes apply them irrespective of whether they are positive or negative parenting role models. Furthermore, our own parents/guardians continue to exert an influence over us for many years after we reach adulthood, and often after their deaths. For example the moral standards and behaviour of some parents towards their children may even be influenced by the same feelings of guilt or shame that their parents/guardians have felt for five or six decades. On a more positive note, we can all take an active pleasure in the thought that a loving parent or grandparent would be proud of our behaviour, even though that person may no longer be with us.

Even though their peers may exert a greater influence over day-to-day activities (social life, choice of clothes, preferred styles of music, etc.), the long-term influence of their parent's/guardian's values on young people may affect their life skills more permanently (core attitude formation, social class values, etc.). Hence, even if children pass through a radical political and religious experimentation phase, they may still vote for the same mainstream party that their parents/guardians voted for and perhaps get married in the same church.

3. Parents/guardians and their children as reporters of school violence

Practically all anti-social or illicit activity amongst young people takes place under the veil of secrecy, without the knowledge of parents/guardians or teachers. For example, there is reliable evidence that targets of bullying behaviour are reluctant to report the abuse to which they have been subjected. A nationwide representative study of bullying behaviour in the Republic of Ireland revealed that only one in four bullied students reported having been bullied (O'Moore, Kirkham & Smith, 1997). Even the better whole-school anti-bullying programmes have not had much success in increasing reporting of incidents (Eslea & Smith, 1998; O'Moore & Minton, 2005). However, students who do report bullying are twice as likely to report having been bullied to their parents/guardians than they are to their teachers (O'Moore, Kirkham & Smith, 1997). It is very likely that most parents/guardians, being concerned about their children's welfare, will suspect that their child has been bullied long before they are told (O'Moore & Minton, 2004).

4. Parents/guardians as a key group in whole-school violence reduction initiatives

There is a clear precedent here for whole-school approaches to violence reduction. Work with parents/guardians was accorded an important role in whole-school anti-bullying programmes from the outset and was included in the design of the first programmes (Olweus, 1983, 1997). Following Olweus' pioneering programmes in Scandinavia, the tradition of parental partnerships has been maintained in other whole-school anti-bullying/social competence programmes in the Nordic countries (Ljungström, 1990; Roland & Munthe, 1997; Roland, 2000). Work with parents/guardians has been emphasised in whole-school anti-bullying programmes undertaken in Australia (Slee, 1996), Ireland (O'Moore & Minton, 2005), the Netherlands (Stevens, De Bourdeaudhuij & Van Oost, 2000), Spain (Ortega, 1997; Ortega & Lera, 2000), the United Kingdom (Smith, 1997) and a number of other countries (see Smith, Pepler & Rigby, 2004, for reviews).



Outline for facilitators

 2 hours

General introduction

The "Background information" session takes approximately 20 minutes and uses the accompanying PPT 13.1 to fill in gaps left by not having a chapter on involving parents in the Handbook. This is followed by three training activities, which together last up to two hours (activity 13.1 takes approximately 60-80 minutes; activity 13.2 takes 20 minutes; and activity 13.3 takes 20 minutes). After these activities, there is a follow-up activity.

There then follows a list of resources (books, websites, films) which should be of interest to parents themselves, and those working with parents on issues of school violence, as well as to facilitators using this session.

Training sequence	Duration
<p>The "<i>background information</i>" section presented above, with its accompanying PPT slide 13.0, explains why it is that parents are so important in a school's efforts to prevent and counter school violence. As such, it may be used as either a pre-training session resource for facilitators, by facilitators themselves working with a school staff audience, or indeed (possibly after some adjustments) as part of a presentation to an audience of parents.</p> <p><i>Four key areas</i> are considered:</p> <ol style="list-style-type: none"> 1. parents as a school community interest group 2. parents as a general influence on young people's behaviour 3. parents and their children as reporters of school violence 4. parents as a key group in whole-school anti-bullying/anti-violence programmes. 	20 minutes
<i>Activity 13.1</i> – Examining an example of information designed to help parents/guardians	60-80 minutes
<i>Activity 13.2</i> – Understanding the position of parents whose children are involved in incidents of violence	20 minutes
<i>Activity 13.3</i> – Helping parents to help their children cope with verbal abuse.	20 minutes
<i>Follow-up activity</i>	


Additional resources

"Silent witnesses" DVD

See "Summary" above and activity 13.1 "Notes for facilitators" below.



Notes for facilitators

 **60 minutes** (may be extended to 76 minutes; see "Training tips" section)

Activity 13.1: Examining an example of information designed to help parents/guardians

Learning outcomes

- an understanding of the kind of information that may be helpful to parents/guardians who are concerned about violence in school
- knowledge and skills as to how to assist school staff in using information about bullying to promote partnerships with parents/guardians.

Training sequence

Show the group the DVD "Silent witnesses". Viewed continuously, the section to be shown lasts ten minutes.

Repeat the section but this time pause the DVD after each section, and ask questions to promote open discussion by the whole training group.

Notes for facilitators

From the title menu on the "Silent witnesses" DVD, the relevant section is the fifth item down – entitled "Teachers/parents/guardians module". This is an interview with Professor Mona O'Moore of Trinity College Dublin's Anti-Bullying Research Centre. It is in 13 sections.

This DVD is offered copyright free to each country. It is suitable for subtitling in the language of the country or the voice of Professor O'Moore may be dubbed over.

The emphasis on the discussion should be about how this kind of visual material can be used to help schools work collaboratively with parents. The questions which follow are designed to promote discussion in any audience. Master facilitators should ask participants to discuss the answers as parents so that they can experience what it will be like to be a parent who is watching the DVD.

It is a good idea to suggest to participants from schools that they use this exercise with groups of teachers and parents learning together.

You should emphasise to the group the importance of any facilitator being thoroughly familiar with the content of the DVD before they use it. You should also remind them of the learning advantages of this material for participants who are visual and auditory learners (see Facilitator Reference Guide Section 4.1)

"Silent witnesses"

Untitled introductory section

Professor O'Moore refers to definitional issues concerning bullying and incidence rates of bullying observed in the Republic of Ireland.

Questions for the audience:

How would you define bullying? Or school violence?

How do the incidence rates in your country/region/school compare? Are these rates known? In your professional capacity, how would you answer a parent who asked you how common it is for children where you live to be bullied at school?

Bullying – a multi-dimensional problem

The different roles that student can play in situations of school bullying behaviour – the so-called "participant roles" – are referred to, along with the idea that any child may be involved in or affected by school bullying and violence.

Question for the audience:

Can you think of practical ways in which the idea that bullying "could involve any child" can be used to engage the majority of parents/guardians in a school community's efforts to reduce school bullying and violence?

Victims of bullying

Students who may be particularly "at risk" are discussed, along with the short- and long-term effects of bullying on victims.

Question for the audience:

Do you agree with Professor O'Moore's assertion that certain categories of students may be more "at risk"? If not, why not? If so, which categories of students would you include?

Effects of bullying on the victim

The effects of school bullying on the student victim are introduced.

Question for the audience:

Are there any other effects of bullying/violence that have not been included here?

Effects on witnesses of bullying in later life

The potential long-term effects of school bullying on the student witness are discussed.

Question for the audience:

Are there any other long-term effects on witnesses of school bullying/violence that have not been included here?

Effects on victims of bullying in later life

The potential long-term effects of school bullying on the student victim are discussed.

Question for the audience:

Are there any other long-term effects on victims of school bullying/violence that have not been included here?

Bullies in later life

The potential long-term implications of being involved in perpetrating school bullying are discussed.

Question for the audience:

To what extent do you agree with Professor O'Moore's statement that there is a "poor long term prognosis" for perpetrators of bullying behaviour?

Profile of a bully

Here, Professor O'Moore reflects upon some psychological characteristics shared by those who perpetrate bullying behaviour.

Questions for the audience:

To what extent do you believe it is helpful to discuss the "profile of a bully"? Have stereotypical pictures of "bullies" and "victims" helped or hindered our recognition that anyone can be involved in bullying behaviour?

In your opinion (or experience), how do different interest groups within the school community – that is to say, students, parents/guardians, staff – picture a "typical bully"? Do these conceptions differ within or between these groups, and how?

Motives for bullying

Why do some children bully others, whereas some do not?

Question for the audience:

In your professional capacity, using the ideas put forward by Professor O'Moore and your own, how would you answer the question: "Why do some children bully others?", if that question was put to you by an enquiring parent?

What can schools do to prevent bullying?

Some of the work undertaken in schools by Trinity College Dublin's Anti-Bullying Research and Resource Centre in the Republic of Ireland is discussed.

Question for the audience:

What services to schools – either government-led, or NGO outreach services – are available to schools in your country? Do parents/guardians know about/use any of these services?

Causes of bullying

Professor O'Moore discusses some of the broader causes of the phenomenon of school bullying.

Question for the audience:

Similar to a previous question – in your professional capacity, using the ideas put forward by Professor O'Moore and your own, how would you answer the question: "What causes bullying?", if that question was put to you by an enquiring parent?

Measures to counter bullying in schools

Some very general pointers as to what schools can/should do about bullying behaviour are provided by Professor O'Moore.

Question for the audience:

What can/should schools do about school bullying and violence in your own country? How does this differ from the situation in Ireland, as outlined by Professor O'Moore?

What parents/guardians should do

Again, some very general pointers as to what parents/guardians can do are provided by Professor O'Moore.

Question for the audience:

There is a follow-up activity for this section (see activity 13.3)

Training tips

The DVD package is most suitable for an audience of teachers and parents/guardians with children aged 10+, and its dramatic sequences reflect this. However, the themes and points of advice are general enough to be of interest to audiences of parents/guardians and teachers of younger children. If used with them, it should be pointed out to the group that this is a good example of modelling that will help any group understand the concepts and act on their understanding.

The interview with Professor O'Moore is interspersed with dramatic sequences from the feature aspect of the "Silent witnesses" DVD package. If you think it is desirable for the audience to watch

this as well, start from the fourth item on the DVD title menu – “Play all drama sequences”, then play the “Teachers/parents/guardians module”. Master facilitators should note that taking this option will add another 16 minutes of DVD viewing to the activity.

For many of the group discussion questions above, it is possible to turn the general discussion (“Questions for the audience”) into facilitated small group work, although this will considerably lengthen this activity.

There is a very high danger of overrunning – facilitators may need to use a pace-setting style (see Facilitator Reference Guide Section 9). An alternative is to select sections that the group find particularly interesting and to generalise from these.

Additional resources

DVD drive on a computer (with sound)

Flip chart, or similar

“Silent witnesses” DVD.



Activity 13.2: Understanding the position of parents/guardians whose children are involved in Incidents of violence

Learning outcomes

- to begin to understand the position and feelings of parents/guardians whose children/teenagers are involved as targets of incidents of school violence
- to begin to understand the position and feelings of parents/guardians whose children/teenagers are involved as perpetrators of incidents of school violence.
- developing skills for dealing with differing parental perspectives/demands.

Training sequence

Divide the participants into five groups of four to six members.

Quietly assign a topic to each group so that the five topics should be covered by the training group as a whole:

- a. The values related to non–violence which I try to include in my own child-rearing
- b. What I say to my children to help them deal with frustration and conflict
- c. The range of influences on a child's attitudes and behaviour
- d. How I would feel as a parent, walking into a school, to meet with a school staff member about my child's involvement in an incident of violence as a *target*?
- e. How I would feel as a parent, walking into a school, to meet with a school staff member about my child's involvement in an incident of violence as a *perpetrator*?

Give each group a large piece of flip chart paper with a match stick person drawn on it and have a pile of 50 A4 speech bubble sheets available for groups to use. Invite groups to record the thoughts and feelings of the parents in the speech bubbles and stick them on the poster (see Facilitator Reference Guide Section 10.3.4).

Organise a display of the posters around the room and invite participants to circulate in their groups to read and discuss the comments and decide which of the five topics they relate to.

Call the groups together and hold a brief summary of the activity using the following questions to help participants empathise with the position of parents whose children have been affected by violence:

- i. How do the posters from topics (a) and (b) complement/contradict each other? Is there a harmony between what children hear and see in the household? What would we like to teach our children (a) and what we may inadvertently teach them through modelling (b)?
- ii. How do the influences on a child as listed in (c) change as they become older?
- iii. How do the thoughts and feelings of parents in situations (d) and (e) differ?
- iv. How should a teacher prepare to meet either or both of these parents?

Training tips

It can be more fun if you ask the groups to keep the topic of their discussion secret so that the posters have no title when other groups circulate to discuss it – the title can be added at the end.

Some groups may find it difficult to keep on task. When circulating around the activity remind them that they should concentrate on thoughts and feelings when recording their ideas in the speech bubbles.

The groups are likely to contain a mixture of participants, some of whom have children and others who do not. There may be an interesting contrast to raise in the final discussion – is there a difference between what we *say* we will do *before* we become parents/guardians, and what we *actually* do when we *are* parents/guardians?

The group for topic (c) may want to pick a specific age of child to discuss, or, if they have time, try to cover a range. They could be encouraged to show, on their poster, how the influences on the child change as they become older. This will help with discussion topic (ii) in the final topic.

In order to achieve all three of the learning outcomes it may be necessary to spend more time on the last discussion question (iv): "How should a teacher prepare to meet either or both of these parents?"

Additional resources

Flip chart and paper

Adhesive

Fifty duplicated speech bubbles on A4 sheets or 50 sheets of A4 paper for participants to draw their own speech bubbles

Marker board pens.



Activity 13.2: Understanding the position of parents/guardians whose children are involved in incidents of violence

Working in a group with four to six colleagues you will be given a topic to discuss so that the five topics are covered by the training group as a whole.

You are invited to put yourself in the position of a concerned parent with a child who has been involved with violence in school.

- a. The values related to non-violence which I try to include in my own child-rearing
- b. What I say to my children to help them deal with frustration and conflict
- c. The range of influences on a child's attitudes and behaviour
- d. How I would feel as a parent, walking into a school, to meet with a school staff member about my child's involvement in an incident of violence as a *target*
- e. How I would feel as a parent, walking into a school, to meet with a school staff member about my child's involvement in an incident of violence as a *perpetrator*.

This is an activity about thoughts and feelings that parents may have.

In your group draw a match stick parent on a sheet of flip chart paper.

Record the thoughts and feelings of the parent on the speech bubble sheets and stick them on flip chart paper to make a poster.

After 10 minutes you will be asked to display your poster around the room when it is completed and then to circulate round the posters as a group to discuss the parent thoughts and feelings on the other posters.



Notes for facilitators

 40 minutes

Activity 13.3: Helping parents/guardians to help their children manage verbal abuse from someone at school

Learning outcomes

- knowledge about ways of dealing with verbal harassment, and the ways in which parents/guardians can teach these to their children
- understanding of the role of verbal abuse in school violence
- observational and feedback skills amongst members of the training group.

Training sequence

This is a role-play activity in which participants use solution-focused questioning to demonstrate how a parent can be helped to help their child.

Divide the training group into triads (groups of three). One member of each triad plays the part of a "parent"; one member plays the part of a "child"; one member plays the role of a "counsellor".

A fictional scenario is constructed by members of the triad concerning a complaint the "child" has about being verbally harassed. The "child" presents his complaint to the "parent".

Explain to the training group three approaches to solving the problem: the silent treatment, humour or assertiveness (see "Training tips" below). The "parent" attempts to find a way in which the "child" could handle the situation in one of three ways and "role-plays" this with the "child".

The "counsellor's" role is to see how well this was done. The "observer" feeds back what skills he/she saw being demonstrated. The observer should then ask solution-focused questions to help both the "parent" and the "child" imagine a situation where the abuse has stopped completely and to think about what will have changed (see Facilitator Reference Guide Section 3.3).

Explain to the group the purpose of solution-focused approaches to help both parents and children think about the preferred future, what will have changed and which of the three approaches, (silence, humour or assertiveness) will most likely create that change.

If time allows each member has a turn in each role. Each round of interactions should last about 10 minutes (the "counsellor" in each case should keep time – 5 minutes for the role-play and 5 minutes for feedback).

Circulate round the groups and listen in.

The whole training group re-forms and the facilitator leads a discussion about what was experienced by the group members (10 minutes).

Training tips

The overall goal is to teach the training group to teach parents/guardians to teach young people (!) about how to manage verbal harassment. The basic premise is that the young person can describe a situation to a parent that he or she has experienced, or is particularly afraid of experiencing, and together with his or her parent, see which one of three tactics (silent treatment, humour, assertiveness) would work.

The silent treatment could include avoiding the person who is harassing you altogether – walking away (not running away) if you see them coming; completely ignoring it when someone is calling you names; pretending that you haven't heard them at all. It is difficult not to give any response, but possible.

Humour could include thinking of a witty response; acting as if it doesn't bother you, by literally laughing it off (difficult, but possible). Remember, people who harass others are generally looking for an upset reaction; if you don't give them one, they are likely to stop, or choose someone else to harass who does get upset.

Assertiveness involves standing up straight, looking confident, speaking clearly and firmly, and maintaining eye contact (always), and telling the person abusing you to stop.

Facilitator note: You should remind the group that there is no way to "laugh off" or to use humour/assertion with regards to serious physical assaults. These are illegal, and should always be reported to the appropriate school (and, if necessary, external) authorities.



Activity 13.3: Helping parents/guardians to help their children manage verbal abuse from someone at school

For this activity you will be invited to work in groups of three. One member of your group plays the part of a "parent"; one member plays the part of a "child" and one member plays the role of the "counsellor".

Imagine a situation where your child is being regularly verbally abused by someone on the way to and from school. The "child" in your group is asked to describe to the "parent" what is happening and how they feel about it. The person in your group who is the "child" might find it easier if they remember back to their own childhood when they were verbally abused.

The "parent" should attempt to find a way in which the child could handle the situation in one of three ways: the silent treatment, humour or assertiveness and to role-play this with the "child".

The counsellor's role is to see how well this is done. The "counsellor" feeds back what skills he/she saw being demonstrated. The "counsellor" should then ask solution-focused questions to help both the parent and the child imagine a situation where the abuse has stopped completely and then to describe what has changed.

What will be different?

What might happen?

How will you know?

What small signs have you already seen?

What will be the first sign?

Who else will notice?

Who will notice first?

What else will be different?

If time allows, each member of the group can take a turn in each role with the "child" describing a situation.

Spend about 5 minutes on the role-play and 5 minutes on the feedback and solution-focused questioning. It is a good idea if the "counsellor" keeps time.

Please note. There is no way to "laugh off", or to use humour/assertion in situations where serious physical assault has occurred or is likely to occur. Physical assault is illegal, and should always be reported to the appropriate school (and, if necessary, external) authorities.



Follow-up activity



up to 120 minutes for each activity

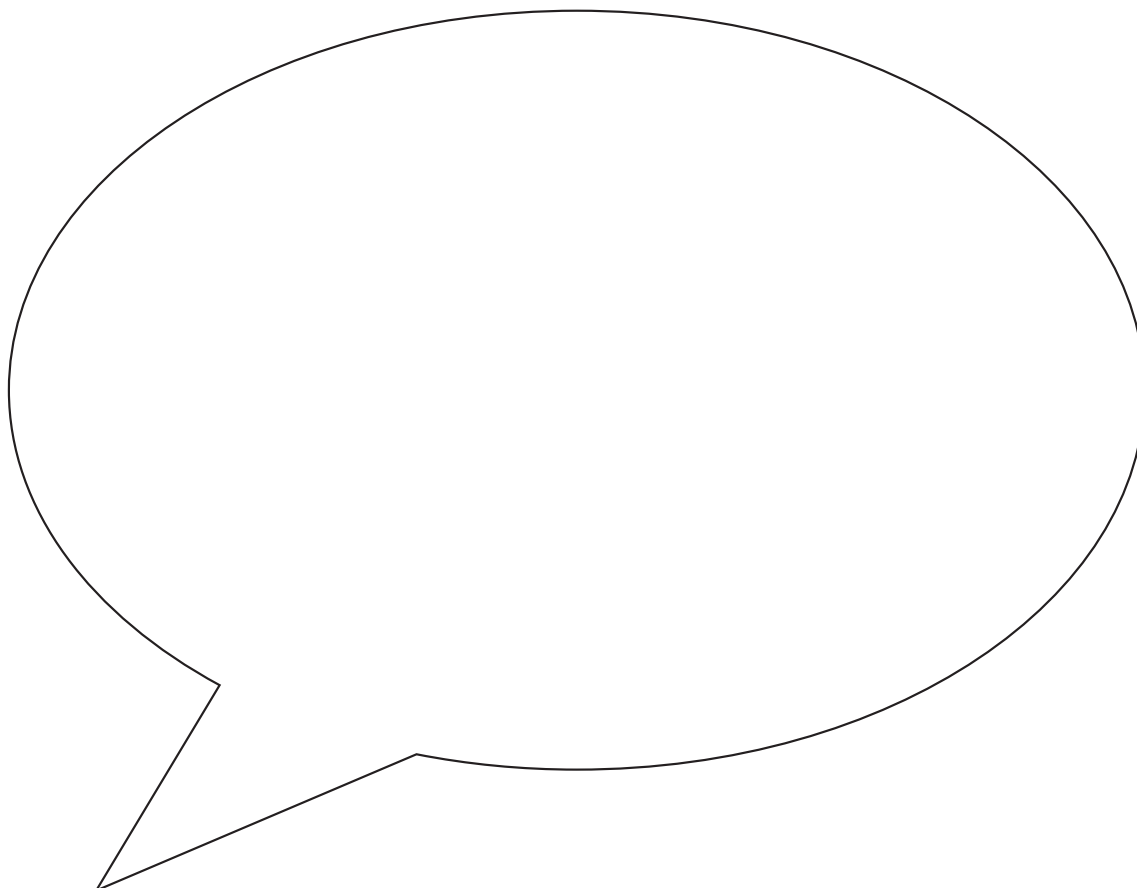
These activities are designed to help you apply some of the ideas in this session and achieve improvements in the way parents work in partnership with the school and help reduce violence.

You are invited to work with a group of colleagues in your school and setting.

1. Compose a letter sympathetic to the concerns of parents to invite them to a meeting to discuss how parents can help improve the school's policy on violence reduction and how it can be applied at home as well as in school.
2. Using the material from this session, and the section of the DVD used in activity 13.1 and the material gained in that activity, design a parents'/guardians' information evening for a school. You will also find pp. 49-70 and especially pp. 94-97 of O'Moore and Minton's (2004) *Dealing with bullying in schools: A training manual for teachers, parents/guardians and other professionals* (see "Resources for parents/guardians and facilitators" at the end of this manual) very helpful in this respect.
3. Using the DVD section "Exercise for the audience (xv)" Take the general pointers as a starting point and compile a list of what parents/guardians should do by adding in ideas from material gathered in activities 13.2 and 13.3. Develop a programme using training materials from this Facilitator Manual to help parents develop the skills to achieve some of the items on the list.



Handout 13.2: Speech bubble
for parents' thought and feelings





Session 14

Developing local partnerships – Strategies for effective networking



Background information

Because there is no chapter in the Handbook devoted to working with the community, some additional background information is included here to introduce the session.

This introduction to this session describes some of the factors to be taken into account if school-based partnerships within local communities are to be effective in reducing violence in schools. It does not suggest a single recipe but sets out a few fundamental principles, and some general considerations to be taken into account if partnerships are to be willing and able to take action to reduce violence.

Membership and empowerment

The members of partnerships to be formed should include all relevant decision makers in the community. They could be drawn from this list:

- the whole school community: staff, students, parents;
- formal and informal youth organisations;
- civil society: non-governmental organisations involved in non-formal education, cultural activities, violence prevention, and faith communities;
- the social, economic and political worlds in general;
- media, in particular local and regional;
- social research circles, from academia or other specific structures;
- national authorities dealing with policies on education, youth, culture, social and economic issues, health, justice and law enforcement, regional planning and urban policy, and especially their decentralised services at local level.

Partnerships should also include members of the community and bodies who can take forward and sustain small-scale initiatives.

There should be no “top down” imposition of development. However, without the endorsement of those in positions of responsibility and authority, local initiatives will be confounded by the inactivity and sectarianism of large scale institutions which are sometimes unwilling to work with one another. Consequently one “top-down” directive is helpful: a directive requiring all state funded institutions and departments to work together to support wider partnerships and to find solutions which suit the school and its local community.

Once a climate of co-operation is established, the whole school strategies in the “Violence reduction in schools” programme can be more easily supported at a local level, such as within medium-sized communities. Research shows that it is at this level that the concept of partnership and personal involvement is most likely to become an effective and productive reality.

Members of partnerships should have the following characteristics:

- have a recognised position in the school's local community;
- be able to bring skills and specialist knowledge to the partnership which will enrich those already in the school;
- be willing to become actively involved in implementing initiatives;
- have a genuine concern and care for the welfare of children;
- have the ability to work co-operatively in a group.

Leading partnerships

Partnerships should be run and led by professionals possessing the training and skills needed to set up networks, and the status to organise others from different disciplines without letting one discipline predominate. A range of opinions and experiences are needed. It is said that the more opinions diverge, the wiser will be the solutions found.

Partnership leaders will need to manage groups actively so as to allow them to explore a range of realistic solutions that apply to the diverse situations in schools and communities. Each has its own character and the causes of violence are many and varied.

Partnership leaders should be facilitators rather than autocrats and should work to empower others rather than take on the responsibility for actions themselves. They are there to develop strategies and to manage the group so that the partners around the table reach, and are motivated to implement, agreements.

Effective partnership leaders turn spectators into actors. They also take on the responsibility of developing wider networks, co-ordinating, integrating and learning from others who are engaged in similar work.

The added value of partnerships

Supporting school security

When violence occurs in schools it mars the traditional image of school as a haven from the terrors and tensions in the rest of society. Schools have been described as "islands of virtue in an ocean of vice". In the past, many schools were protected both physically and symbolically by high walls or fences. Today these architectural barriers have been replaced by video surveillance cameras and metal detectors at the entrances.

Partnerships with the local community can help retain close contact and harmony with the local community despite these barriers and boundaries. They help make the school more welcoming to all and a safe place for children.

Consistency of values

Violence disrupts the school's function of preparing the next generation for their future role, which includes passing on the core values that underpin society. If violence is left unchallenged, it poses a serious threat to our future. Challenging violence is more likely to be effective if the same standards and values exist inside and outside the school.

Communication

Public tolerance of violence is diminishing. Despite trends, which may indicate a fall in violent incidents in some countries, there is public outrage when the media publicise sensational cases, such as bullying in schools. A wider understanding by the community of the issues and the reality of the situation will reduce alarmist reactions and sensationalism.

The school curriculum

Community partnerships to reduce violence give added value to the school curriculum, meaning the totality of a child's experience and learning in school. One example of this is education for democratic citizenship (EDC). This involves paying particular attention to the acquisition of the appropriate attitudes for life in multicultural societies, which respect differences and are concerned with their environment. EDC embodies educational approaches and teaching methods which aim at learning to live together in a democratic society, and at combating aggressive nationalism, racism and intolerance and eliminating violence and extremist thinking and behaviour.

The competencies for EDC mirror closely those needed for a community partnership to be effective. Both promote skills to:

- settle conflicts in a non-violent manner;
- argue in defence of one's viewpoint;
- listen to, understand and interpret other people's arguments;
- recognise and accept differences;
- make choices, consider alternatives and subject them to ethical analysis;
- shoulder shared responsibilities;
- establish constructive, non-aggressive relations with others;
- develop a critical approach to information, thought patterns and philosophical, religious, social, political and cultural concepts, at the same time remaining committed to fundamental values and principles of the Council of Europe.

It is important, when working to prevent violence in schools, not to expect schools to shoulder the burden of combating violence in everyday life. Certainly, schools have a key role to play but they cannot be expected to cope single-handedly with the consequences of more general tensions and social problems arising from changes in the wider community of which they are part.

No serious effort to prevent violence in schools can afford to overlook the root causes of violence in modern societies.

That is why violence prevention in schools will be all the more effective, both in practice and in terms of developing values, if it is pursued as part of a comprehensive approach aimed at preventing and combating the root causes of violence in general.

That is also why partnerships between the school and the community are essential if violence in school is to be reduced – partnerships based on common values and implementing common strategies based on careful analysis of the situation and wise planning for improvement.



Summary

Because there is no chapter in the Handbook devoted to working with the community, participants are invited to start the session with a review of the "Background information" on the previous pages and facilitators can use the accompanying PowerPoint (PPT 14.1) to assist the group assimilate the main points. This is followed by three training activities, which together with the introduction last two hours and take facilitators through the 5 stages of developing a partnership programme.

Activity 14.1 looks at an aspect of preparation by suggesting ways of drawing up a resource directory in a local area.

Activity 14.2 examines how different interests can be harmonised and a community action group established to develop an action plan.

Activity 14.3 helps facilitators to decide what leadership is necessary to support and monitor the delivery of the action plan.

The unit is completed by follow-up activities to practice applying all 5 stages in a pilot programme.

Training sequence	Change after
The "background information" section. The introduction to the background information should be covered quickly. Consequently participants should be encouraged to read through the introduction before the session – possibly overnight as part of follow up work after session 13.	10 minutes
Activity 14.1 – After the general introduction there is an optional warm up activity of 10 minutes (see "The train", Facilitator Reference Guide 10.1.6). This is a useful way of helping participants prepare for the thought shower which follows (see Facilitator Reference Guide 10.2.2). Activity 14.1 takes a further 20 minute and uses a wall of bricks (see Facilitator Reference Guide 10.3.1) to help participants feedback their findings about who to include in a resource directory and the contribution they can make.	40 minutes
Activity 14.2 – This leads on to activity 14.2 which is a role play exercise and is the heart of the session. facilitators experience some of the differing interests and aspirations of members of the local community when setting up an action group and agreeing an action plan.	70 minutes
Activity 14.3 – The final session considers what leadership will be needed to deliver and monitor the action plan delivery.	15 minutes
This leaves 5 minutes for planning the follow up activities to practise setting up a community action group.	5 minutes

Additional resources

Wall of bricks A4 sheets of paper

Handouts 14.2a and 14.2b

Leadership style sheets from activity 3.4



Activity 14.1: Developing a local resource directory

Learning outcomes

- knowledge of the range of resource available in the local community
- understanding of how to identify and maximise local participants
- skills to organise and maintain a local resource directory.

Training sequence

A good warm up activity for this occasion is “The train” (Facilitators Reference Guide 10.1.6).

It is suggested that facilitators spend 2 minutes each way talking to each other on two topics:

What is the “local community” for a school?”

After 3-4 minutes call a halt and invite one row to move one seat to the right – and the end person to join the other end of the row. Then to start discussing:

How do members of the local community you live in find out about what goes on in their local schools?

Summarise the warm up by making the points:

- a) If schools are to work in partnership with their local community they should first be clear about who comprises that community and they should be aware of how they communicate with them.
- b) In most cases communication is via the pupils, and members of the community judge the school by what the pupils say and how they behave outside the school. Violent incidents are therefore often portrayed through the eyes of the pupils and in their terms.

Divide the group into table groups of 5-6. They are going to create “a wall of bricks” (see Facilitator Reference Guide 10.3.1).

Invite them to engage in a thought shower to answer the question: Who should be included in a community partnership? Ask the group to remind themselves about the introductory section and PowerPoint slides

Ask each group to spend 5-10 minutes drawing up a list of who or what they would include in a community resource directory for a school – people or organisations that they could call upon for support in a local partnership programme to reduce violence.

Ask each group to put each entry for the community resource directory on a separate “brick” – make the bricks by tearing a sheet of A4 paper into 4 pieces. They should write in large letters that can be read easily and record the name of the person or organisation and describe briefly what they can contribute.

When they have finished, groups move to a separate table and place their brick on the table to make up a wall. They should read what others have put and, if a brick is the same, place their brick on top of it.

Ask everyone to gather around the table to read what has been created and to make their own list for future reference.

Training tips

In planning this session you might or might not decide to begin with the warm-up activity. The activity takes about 10 minutes. There is a lot to get through in this session and you are advised to use only the warm up activity if you have a group who, by this stage, need encouragement to share ideas or to exchange contact with others in the group.

When arranging the wall of bricks exercise you may need to have more than one table for laying out the bricks – judge how many people at a time can gather round it and see easily.

It is important that groups read what other groups have put and discuss where they are going to place each brick – so that they are sharing ideas. Ask the whole group to join in placing the bricks therefore.

You could pin up the wall of bricks on a wall during the next activity for everyone to examine at their leisure. Participants should be invited to take notes for making their own directory (one of the follow-up activities). There may not be time to do this during the session – so notes can be taken during breaks.

Make a very short summary to point out that a directory lists the “spectators” who have the potential to become “players” – how to do that is the topic for the next activity. You can move quickly on.

Additional resources

Chairs laid out in two rows for the warm-up activity

5 sheets of plain A4 paper for each group

1 marker pen for each group

Sticky Tac or drawing pins.



Activity 14.1: Developing a local resource directory

You are invited to work in table groups of 5-6.

You are going to think about what should be included in a community resource directory for schools who wish to set up a local partnership programme to reduce violence.

You can share your ideas with other groups by contributing to "a wall of bricks".

Begin with a group discussion to answer the question: Who should be included in a community partnership? You might find it useful to remind yourself about the introductory section and PowerPoint for this session.

Spend 5-10 minutes drawing up a list of who or what you would include in a community resource directory for a school – people or organisations that you could call upon for support in a local partnership programme to reduce violence.

Put each entry for the community resource directory on a separate "brick" – make the bricks by tearing a sheet of A4 paper into 4 pieces. You should write in large letters that can be read easily. Record the name of the person or organisation and note briefly what they can contribute, such as the local youth centre – advice on activities to engage young people; the educational psychologist – advice on anger management.

When you have finished, move to a separate table and place your bricks on the table to make a wall. You should read what others have put and, if a brick is the same, place your brick on top of it.

You may wish to make your own directory from ideas in the wall of bricks. You could start by filling out columns 1 and 3 in the table below:

Resource	Contact details	Possible contribution to a partnership



Activity 14.2: Understanding the dynamics of action groups – helping spectators become players

Learning outcomes

- insight into the range of interests and motivations amongst action group members
- understanding the dynamics of groups with varied membership
- how to apply solution-focused approaches to prioritise and address issues of violence
- skills in how to develop and set up monitoring of an action plan by committee

Training sequence

You are advised to remind yourself about Section 5 of the Facilitator Reference Guide – *Working successfully with participants in groups*. Although written for facilitators of the programme, Section 5 is relevant to this activity and paragraph 5.4 (Tuckmans four stages for group development, p. 39 of the Facilitator Reference Guide) is the basis for the observation schedule during the role play.

Arrange participants in table groups of 8 made up of 7 members of the community action group and one observer. If you have any groups less than eight delete some of the roles. The group are asked to role play a community action group meeting made up of a partnership between 7 members of the local community (5 minutes).

Explain the role play and set the task for the group – this is fully explained in the Activity Sheet (5 minutes).

The community action group comprises:

Burge: a pupil of the school

Marek: a parent who is a local builder

Johanna: a local police officer

Ahmed: a local shop keeper

Claude: a child and family social worker from the local youth centre

Angela: the head teacher – chairman of the group

Birgit: a local councillor on the school governing board, also a parent.

The task of the group is to discuss solutions to the anti-social behaviour of some young people in the local community and propose headlines for an action plan to improve the situation and prevent further violence.

Each sector of the Community Action Group should have an involvement in implementing the plan.

Monitor each group to help them keep on task. Check that the observers understand their task and the observation schedule (30 minutes).

Organise feedback from the observers at the end (15 minutes).

Summarise by referring back to the learning outcomes and drawing out any key messages from the feedback about how to use meetings to turn spectators into players. Spend a few minutes asking the groups how they would propose to monitor the implementation of their action plans and who would do it (5 minutes).

Training tips

Take care to explain that this is not a performance. The role play should not involve participants getting into character. They should concentrate on the interests and issues of each Community Action Group member and the contribution they can make to the group.

Encourage the members not to spend time questioning the situation or the details in their brief. They can assume anything they want. Make sure that all understand that the purpose of the exercise is to explore how "spectators" can be turned into "players". They should concentrate on delivering the outcome – a headline action plan in which everyone has a part to play.

Encourage the Community Action Groups to use solution-focused approaches to solving the problem, for example by using solution-focused questioning.

Check with the observers from time to time to make sure that they are concentrating on the key issues and will be able to share observations at the end.

Additional resources

Handouts 14.2a and 14.2b



Activity 14.2: Understanding the dynamics of action groups – helping spectators become players

You are asked to work in a table group of 8 and to take on the roles of 7 members of an action group and one observer.

A Community Action Group has just been formed as a partnership to help promote responsible citizenship in the school and community.

The following Community Action Group members are able to attend the meeting:

Burge: a pupil of the school

Marek: a parent who is a local builder

Johanna: a local police officer

Ahmed: a local shop keeper

Claude: a child and family social worker from the local youth centre

Angela: the head teacher – chairman of the group

Birgit: a local councillor on the school governing board, also a parent.

Please see handout 14.2a describing the interests and possible contribution of each member of the Community Action Group and quickly decide who will take on each of the roles.

The head teacher has agreed to chair the Community Action Group.

The first item on the agenda is raised by Birgit. The agenda item is limited to 30 minutes.

Birgit reports:

"A group of between 25 and 40 pupils of various ages from the school regularly gather in the local park after school and have been abusive to local residents who are walking their dogs. Young children are too frightened to use the park and the group have been seen smoking and drinking cans of beer which they leave littered around. It is reported by the children that the same group have started to gather together behind the bicycle shed during the school lunch break and some bicycles have been vandalised recently.

Last week there was a report that pupils from the school chased a group of pupils from a neighbouring school down the High Street. It is well known that two years ago there was a street fight involving rival gangs of pupils from the two schools. It is rumoured that the fight was arranged after a girl from one school had attacked another claiming that she had called out '... go back to your rubbish school for retards'".

The Community Action Group is asked to discuss solutions to the situation and to propose headlines for five actions in an action plan to improve the situation and prevent further violence.

Each sector of the Community Action Group should offer an involvement to help implement the plan. Please spend a few minutes at the end of the meeting deciding on how the implementation of the action plan will be monitored.

Handout 14.2a: Background about the Community Action Group members

The pupil

Burge is the leader of the school council which has recently discussed the issue of bullying in the school. Pupils on the school council say that there is a small minority of pupils who are "getting too big for their boots" and who behave in an increasingly aggressive way towards everyone. They are taking over an area of the playground and other pupils keep away because they are too scared. Although no one has been threatened – they just know they are not welcome. Some of the younger pupils have recently started to join in the group. Everyone feels that they are not a good influence but no one alone wants to stand up to them. The school council is willing to help solve the problem but does not know what to do about it.

The parent / builder

Marek is a local builder who has had two children pass through the school and has a son and younger daughter still at the school. He is a member of the Parent Teacher Association and they want the school to take a hard line with troublemakers. They think that discipline is getting weaker – certainly compared to when they were at school. His daughter's bicycle was vandalised recently and he has seen the group in the park on his way home from work. All the parents in the PTA are concerned that some of the other parents are allowing their children to set a bad example for the school in the evenings and are letting down the reputation of the school. The PTA is willing to help promote solutions to the problem and has suggested organising parenting courses about how to control your children at home.

The local police officer

Johanna has recently been appointed as the schools liaison officer for the area. She covers 10 schools. She has lived in the neighbourhood all her life and went to the school herself. The appointment was part of a police reorganisation in response to increasing levels of violent crime in the neighbourhood, much of it drug related. The police force is stretched to cope with the increase in reported crime and in the paperwork needed for prosecutions these days. Consequently neighbourhood patrols and emergency response times are not meeting the new targets set by the police authority. Johanna has recently undergone training in restorative justice and drugs education, and is offering to help the school with life skills lessons.

The shopkeeper

Ahmed's family have owned the general store near the school for two generations and have developed it into a thriving business despite competition from the supermarkets. His children went to the school and are now all at the university. Recently groups of youths "hang about" outside the store on their bicycles, putting off customers. One even rode into the store the other day and the others shouted and jeered when Ahmed's wife chased him out. Many of the school children visit the store to buy sweets on their way to and from school. Recently there has been an increase in shop lifting and he is thinking of banning the children from the store. Ahmed has agreed to help set up a neighbourhood business watch scheme with the police and he has recently installed surveillance cameras in the store.

The child and family social worker

Claude is part of a multi disciplinary team who work with young people in the neighbourhood based at the local youth centre. Recently the centre has seen increased attendance in the evenings

and there is a large group, mainly boys, who come regularly to play pool and computer games. Claude carried out a recent survey which showed that more young people would like to attend but are put off coming to the youth centre because the group who regularly attend have the reputation of being violent and exclusive.

Claude is concerned at the rising levels of drug taking – mostly cannabis and MDMA – but cocaine and heroin have become much cheaper to buy on the streets, and young people are starting to experiment with it. Even more of a problem is the increase in binge drinking amongst younger children. All this means that her case load has doubled in the last year and she has less time to spend with groups in the youth centre. She would like to see more outreach work by her team going out onto the streets.

The head teacher

Angela has been head teacher of the school for 15 years and has seen it double in size as the neighbourhood has developed. The school has become much more multicultural too. The big majority of pupils are well behaved and happy at school. It was a record year for examination results last year although attendance figures showed a worrying decline. Angela has been concerned about staff reports of increasing poor behaviour – particularly in the mornings and the number of children getting school detentions has been rising. A Deputy Head attended a “Violence reduction in schools” training workshop and has carried out the e-ViRiS audit. The analysis graph showed a number of problem areas, including a peak related to safety when travelling to and from the school. Complaints about poor pupil behaviour outside school are growing and Angela is very concerned that the school’s reputation in the neighbourhood is being affected. The schools action plan following the audit is being drawn up and Angela would like to see this Community Action Group make a contribution to the plan.

The local councillor

Birgit is the local councillor for the neighbourhood in which the school is located. She represents the council on the school governing body to which the head teacher is accountable. She has two young children, a boy and a girl in the school. The Council Youth Committee received a report last year about a gang culture developing in the district. Rival groups of youths are based in five housing estates and a street fight between two gangs supporting different local football teams hit the national headlines last year. None of the gangs is based in the school neighbourhood but Birgit is concerned that a gang may be developing and her children tell her that they are worried sometimes when they walk to and from school. Last month she received two letters of complaint about the youths in the park and her constituents want to know what the council will do about it. She has proposed a bylaw to the council restricting the number of people who can gather in the park but this is proving difficult to pass because it might mean that the Sunday football teams who play there will be breaking the law.

Handout 14.2b: Observation schedule for the role play Community Action Group meeting

Time – minutes after start	Clarification questions	Problem-focused contributions	Solution-focused contributions	Items agreed for the action plan
3				
6				
9				
12				
15				
18				
21				
24				
27				
30				

Tuckman (1965) proposed a model for the way a group develops effective working. Tuckman's model suggests that the ideal group development process occurs in four stages:

Considering the contribution each member made what did you observe that went well and helped the group with:

1. **Forming** (finding out about each other and how to get along together);
2. **Storming** (trying to get down to the issues and letting down the politeness barrier to explore ideas);
3. **Norming** (getting used to each other and developing trust and productivity);
4. **Performing** (working in a group with a common goal on an efficient and co-operative basis).

And finally – How would you rate this Community Action Group's overall effectiveness in drawing up an action plan on a scale of 1 – 10?

Why is your score not one point lower (what went well)?

What would make your score one point higher (even better if...)?



Notes for facilitators



15 minutes

Activity 14.3: Implementing and monitoring – sustaining the network with appropriate leadership

Learning outcomes

- understanding of the factors that influence the sustainability of actions to reduce violence through local partnerships
- skills to select appropriate leadership styles to suit the planned action.

Training sequence

Refer participants back to session 3.4 where they explored different facilitation (or leadership) styles.

Ask groups to look at their Community Action Group action plan and to consider which of the leadership styles the responsible person should use to help deliver each of the actions in the plan. Repeat the activity 3.4 placing the A4 sheets of paper with the leadership styles on the floor.

Summarise the activity and the session by emphasising the importance of effective leadership if partnerships are to be sustained.

Training tips

This is a short exercise and you will need to get groups underway and working to the time limits if you are to have enough time to discuss the follow up activities.

Additional resources

The leadership style sheets used in Activity 3.4.



Activity 14.3: Implementing and monitoring – Sustaining the network with appropriate leadership

Please work in the same groups you were in for Activity 14.2.

Do you remember session 3.4 where we explored different facilitation (or leadership) styles? They were:

- **Coercive:** "Do what I tell you."
- **Authoritative:** "Come with me."
- **Affiliative:** "People come first."
- **Democratic:** "What do you think?"
- **Pace-setting:** "Do as I do, and do it now."
- **Coaching:** "Try this."

You are invited to individually look again at your five headline actions you decided upon as a Community Action Group and to consider which of the leadership styles the responsible person should mainly use to help deliver each of the actions in the plan.

Please do not share your choice with other members of the group.

When you have all decided separately which of the styles should dominate, please move and stand by the sheet of paper with that style on it.

Discuss your reasons for the choices and any disagreements as a group.

When the discussion has reached a conclusion, move on to the next headline action.

We are completing this session about working in partnership with the local community by exploring the vital ingredient in implementing and monitoring improvements – leadership.

You might like to remind yourself about the leadership paragraph in the introduction to this session.

To sustain partnerships and networks it is essential that leaders of community action are sensitive to the differing interests and motivations of the "players" and choose leadership styles that will encourage long-term active support by as many partners as possible.



Follow-up activity



up to 2 hours for each activity

These activities are designed to help you apply some of the ideas in this session and achieve improvements in the way the school or setting works in partnership with its community.

You are invited to work with a group of colleagues in your school and setting.

- Use the results from the group activity 14.1 to create a community resource directory for the school or setting.
- Hold a meeting to identify community concerns about violence in and around the school. Carry out a survey based on the VIRIS audit to clarify the issues.
- Establish a community violence reduction action group using what you have learned from activity 14.1 and agree an action plan with them.

Resources for facilitators, parents and guardians

Because there is no chapter in the Handbook devoted to involving parents we have added a list of resources and a bibliography to go with that of the Handbook.

Books and articles

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Bullying Online. <http://www.bullying.co.uk>

Bully Online. <http://www.successunlimited.co.uk>

Childline. <http://www.childline.org.uk>

Department for Education and Employment. <http://www.parents/guardians.dfee.gov.uk>

National Child Protection Helpline. <http://www.nspcc.org.uk>

Parent Centre, The. <http://www.parentcentre.gov.uk>

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III. Facilitator Reference Guide



Contents

Facilitator Reference Guide

Introduction	5
Section 1 <i>Training methodology</i>	7
Section 2 <i>Learning styles</i>	11
Section 3 <i>Using solution-focused approaches</i>	17
Section 4 <i>Motivating adult learners</i>	27
Section 5 <i>Working successfully with participants in groups</i>	33
Section 6 <i>Arranging groups</i>	41
Section 7 <i>Preparing for a training session</i>	45
Section 8 <i>Training resources</i>	49
Section 9 <i>Training styles</i>	53
Section 10 <i>Training techniques</i>	59
Section 11 <i>Other training tips</i>	69
Section 12 <i>Co-training – two facilitators working together</i>	73
Section 13 <i>Anticipating and managing conflict and problems</i>	77



Introduction

This Council of Europe Facilitator Reference Guide is designed as a resource for facilitators who, as they work, may need:

- to be reminded about the key concepts in the Council of Europe "Violence reduction in schools" training pack (the Pack)
- further explanation of the training methodology
- assistance with planning a training session
- background information
- links to resources and further information
- ideas for furthering their own professional development.

Resources needed for training

For *all* activities, facilitators will require:

- a training room with flexible seating so that groups can be recombined according to the activity
- computer and projector/screen or overhead projector for projecting PowerPoint slides
- copies of the Handbook
- a file of all relevant activities
- handouts and appendices for all participants.

For *some* activities, facilitators will require:

- flip chart, adhesive putty and flip chart pens
- DVD drive and computer/projector with sound
- Internet connection for the computer/projector
- packs of adhesive notes
- dice (for one activity).



Section 1

Training methodology

The training methodology for "Violence reduction in schools" training pack is based on research evidence and current best practice in school staff training. Evidence shows that unless training is active and allows opportunity for participants to practise and have feedback on that practice, it will have little or no effect on changing what they do.

Unless we engage participants in active partnership in learning it is unlikely that their students will benefit from any improvement, particularly in the long term.

Michael Fullan, a Canadian academic, who is renowned as an international authority on educational reform, identifies the following problems with school staff training:

- one-off workshops are widespread but are ineffective;
- topics are frequently selected by people other than those for whom the training is provided;
- follow-up support for ideas and practices introduced during the training programmes occurs in only a very small minority of cases;
- follow-up evaluation occurs infrequently;
- training rarely addresses the individual needs and concerns of participants;
- the majority of programmes involve trainees from different communities and settings, but there is no recognition of the differential impact of positive and negative factors within the setting to which they must return;
- there is a profound lack of any conceptual basis in the planning and implementation of training that would ensure its effectiveness.

(Reasons for the failure of in-service education – M. Fullan, 1991).

His analysis presents a picture of training that is poorly thought out, insensitive to the concerns of individual participants and, perhaps critically, makes little effort to help participants relate their learning experiences to the usual conditions they return to after the event.

1.1 The five-stage process

The work of Bruce Joyce and Beverley Showers (1988) on school staff development has, in recent years, transformed thinking about training. Joyce and Showers identified five key training components which, when used in combination, have much greater impact than when they are used alone.

These major components of training are:

1. Presentation – of theory or description of skill or strategy
2. Modelling – or demonstration of skills
3. Practice – in simulated situations
4. Feedback – structured and open provision of information about performance
5. Application – hands-on assistance with the transfer of skills and strategies to the school.

(B. Joyce and B. Showers: Key Training Components, 1988:68-69)

More recently, Joyce (1992) has distinguished between the two key elements in effective training activities – the workshop and the workplace. The workshop (in this case, the training session) is where we gain understanding, see demonstrations of the skills we may wish to acquire, and have the opportunity to practise them in a non-threatening environment. If, however, we wish participants to transfer the skills studied in the workshop back into the workplace (in this case, the school) then merely attending the workshop is insufficient.

The research evidence is very clear that skill acquisition and the ability to transfer skills to a range of situations requires application of what has been learned in real life situations. This implies paying great attention to the way participants' learning is supported after a training session.

In particular, this means the opportunity for immediate and sustained practice, collaboration and peer support between participants. We cannot achieve these changes in the school without, in most cases, alterations in the ways we organise school staff training. Successful training must pay careful attention to the school circumstances, and seek creative solutions to the problems of time and timing which beset school staff training.

1.2 Applying the five-stage learning process

Research indicates that when people are trained by lecturing, which requires them only to sit and listen or take notes, only 5% of the information given to them is remembered and acted upon.

If the five-stage learning process is used, which involves modelling and practising what has been learnt with feedback about how well it has been learnt, then about 75% of the information given is remembered and acted upon.

Training sessions involve the facilitator in:

- *presenting* an outline of the subject so that basic information is understood;
- *modelling* the information through examples, stories, photographs, video and actions so that participants can conceptualise their understanding.

Participants then:

- *practise* the skills between themselves during training activities to start learning the techniques and approaches; they then *practise* and share these skills with their colleagues by teaching in their school or workplace;
- *receive feedback* from colleagues and from partners having followed "Violence reduction in schools" training sessions about how they are doing;
- *apply* what they have learned at school with ongoing mutual support from their colleagues and from the other participants they met during the training sessions so that what they have learned becomes part of the daily life of their school.



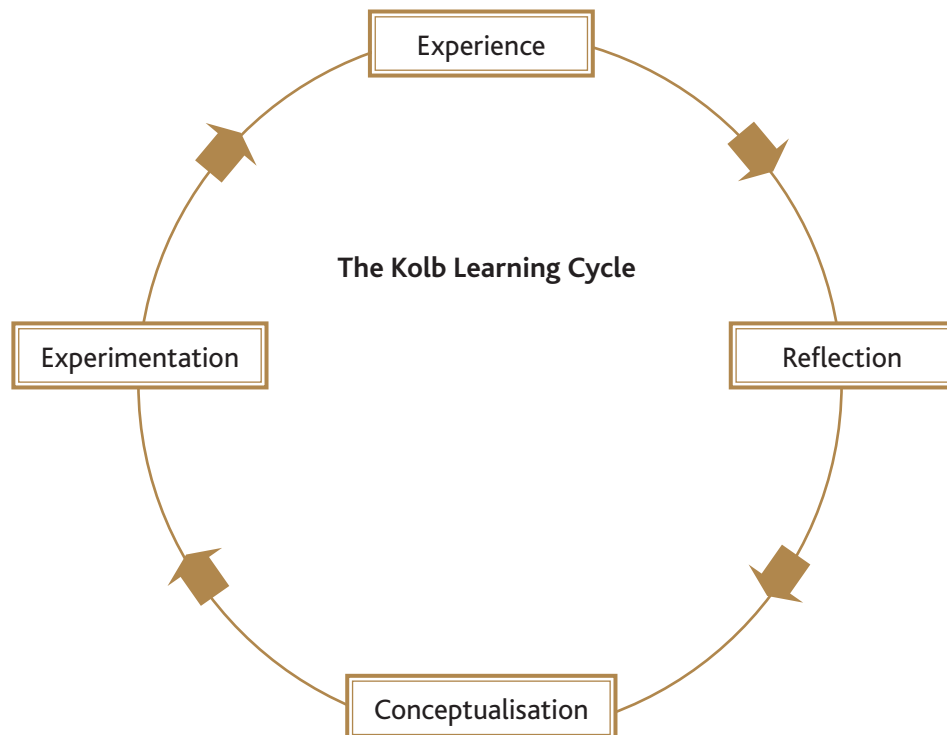
Section 2

Learning styles

Learning is facilitated most effectively if the facilitator takes account of the variety of learning styles that individual learners prefer.

2.1 Kolb's Learning Cycle

An American professor, David Kolb, suggested that, when we learn, we move round a cycle involving experience, reflection, conceptualisation, and experimentation. Experimentation feeds into new experience, and so on.



Source: Centre for Learning Behaviour

So reflection, thinking about one's experience, leads to forming ideas about it which can be tried out, thus adding to experience.

According to Kolb everyone develops their own learning style and each of us will depend more heavily on some parts of this cycle than on others. He identified two pairs of extremes that show the way we prefer to learn.

Some people find it easier to learn by feeling than by thinking and vice versa.

Experience _____ Conceptualisation
(Feeling) (Thinking)

At the same time, some people find it easier to learn by doing than by watching and vice versa.

Experimentation _____ Reflection
(Doing) (Watching)

By combining these two continuums he defined four different learning styles. These can be described as enthusiastic, imaginative, logical and practical.

	Experimentation	Reflection
Experience	Doing and feeling Enthusiastic	Watching and feeling Imaginative
Conceptualisation	Thinking and doing Practical	Watching and thinking Logical

The “Violence reduction in schools” programme takes account of all these learning styles by giving participants opportunities to explore feelings and to think, to be active and to watch others.

It is important for facilitators to use the full range of techniques and processes in the training sessions if everybody is to learn using the style that suits them best.

2.2 More about learning styles

In addition to the Kolb analysis another helpful way of thinking about learning styles is to look at the preferred medium through which learners gain knowledge. This analysis is based on the work of an American psychologist, Howard Gardner, whose theories on intellectual ability have helped shape education policy around the world for more than 20 years. He says that there is not just one kind of intellectual strength but at least eight (logical, linguistic, musical, visual/spatial, kinaesthetic, intrapersonal, interpersonal and naturalistic) (Howard Gardner: *Frames of mind. The theory of multiple intelligences*, 1983).

This enables us to recognise three learning styles – visual, auditory and kinaesthetic.

Visual learners

Visual learners prefer to see information in written or diagrammatic form. To engage visual learners, we need to illustrate, or encourage the group to represent information and concepts through drawings, diagrams, flow charts and so forth. Using colour and pictures will help them remember information and understand concepts.

Auditory learners

These learners prefer to listen to information and discuss issues within the group. To engage auditory learners, we need to provide information through an oral presentation followed by opportunities for discussion. When doing this, it is important to:

- be clear with the information you give;
- speak clearly;
- check that the information has been understood by group members;
- ask and encourage questions.

Kinaesthetic learners

These learners prefer practical, hands-on learning experiences. To engage kinaesthetic learners, we need to provide practical activities that allow a hands-on approach, for example role-play or

case studies. We should present tasks in the form of real life situations that kinaesthetic learners can relate to familiar situations and experiences in real life.

Learners do not permanently remain in one style; most people move between the three styles depending on the subject, situation and their motivational levels. Every individual will, however, have a preferred learning style. It is therefore important that facilitators offer participants different types of activity during training to suit a variety of preferred learning styles.



Section 3

Using solution-focused approaches

One aim of the training pack is to help participants improve their skills and find solutions to some of the problems they face in doing so. One way to go about this is to focus on finding solutions to problems rather than asking questions that focus too heavily on the problem. This approach aims to improve things by looking for what is working well already, to identify why something is successful and then to apply a similar process to the problem area.

Here are some examples of solution-focused questions.

Problem focused	Solution focused
How can I help you?	How will you know that things are improving?
Could you tell me about the problem?	What would you like to change?
Can you tell me more about the problem?	What is the main issue on which you want to concentrate?
How are we to understand the problem in the light of the past?	Can we discover exceptions to the problem?
What are the barriers to improvement?	What will the future look like without the problem?
How big is the problem?	How can we use the skills and qualities of the person?
What effects does it have on people?	Have we achieved enough to be satisfied?

3.1 Solution-focused talking

Solution-focused talking enables us to facilitate change. It focuses on the present and future situations rather than picking over the past. It focuses on solutions rather than problems.

The idea is not to talk about problems directly – rather to explore the changes that will make things better and to help people achieve these changes.

We want to move on from:

- | | |
|-------------------------------|--|
| problem to person | – engaging with the person, not just with the problem. |
| deficit to resource | – focusing on what the person can do rather than what they can't do |
| what's wrong to what's right | – finding out what the person is doing, or has done, that works |
| complaint to preferred future | – defining the goals and how we will know they are being achieved |
| being stuck to moving | – highlighting change so that it becomes visible to the person |
| victim to survivor | – inviting people to notice what helps them to survive difficulties. |

In summary, you could say that we want to move towards the expectation of change.

3.2 Solution-focused positive language

It is important to think of each person as a resource and help them think constructively when helping them find solutions. So the language that we use will show that we are solving the problem by drawing on that resource. For example, we can:

- say "So far, we have not managed to ... but soon we will be able to..."
- say "Although we have not done ... we have done ..."
- say "Up to now, we have not talked much about... but now we are ready to ..."
- refer to problems in the past tense – "was" or "were", rather than "is" or "are" and rephrase – "You are attempting to ..." to "So, you have been attempting to ..."
- refer to improvements positively using "will" or "when" rather than "if"
- re-label problems in a more positive way – "we are too busy to do anything" becomes "we can do some things"; "he never listens" becomes "he listens when..." ; "everything is a mess" becomes "some things are OK"
- turn fact or reality into perception – for example "everything's falling apart" to "so it seems to you that a lot of things are changing"; "we haven't enough time to" becomes "so sometimes it is difficult to fit everything in"
- suggest things as an experiment – for example "Let's try this for one day a week, to see if it makes any difference".

In summary, we are trying to help people to:

- define the problem in a solvable way
- generate clear, simple attainable goals.

Note: It is a good idea to use "we" rather than "you" e.g.

"We can now look for..." or "If we think about..." is more encouraging and friendly when looking towards a preferred future than "you should now..." or "please will you think about..."

3.3 Effective goals or targets

Goals or targets are the incentives, the motivators for change, which help us to persist in making the changes. All the training materials have a clear purpose to help participants set and meet attainable goals or targets.

People can often be vague about what their problems are, and also vague about what would constitute a good outcome.

Goals or targets should be:

- positive – what will we be doing?
- relevant – how will they improve things?
- measurable – how will we know we have achieved them?
- involve some action – what will we see done differently?
- realistic and achievable – how will we manage to make small improvements?
- clearly conceptualised – have we all understood and agreed the way forward?

Lists of goals can be a problem for solution-focused approaches because they are usually ambitious and there will be many problems in reaching all of them.

It is good advice to tackle the most difficult goals first – they will have the most problems and so are the most appropriate for solution-focused approaches – overcoming each problem makes the next easier to tackle.

Later goals will be easier to achieve and confidence will be higher because it will be easier to visualise what life will be like when the goal has been achieved.

3.4 Solution-focused techniques

These techniques can be adapted and used as part of training exercises to help people focus on solutions to problems and not on the problem itself.

3.4.1. The miracle question

The miracle question can be a useful tool to explore the preferred future – how things will be when the problem no longer exists. And also what will need to be changed to achieve that future.

"After you have gone to bed tonight, a miracle happens and the problem has been completely resolved, but you are asleep, so you will not know that the miracle has happened.

When you wake up tomorrow morning, what will be different that will tell you that the miracle has happened?

What will you see yourself doing differently?

What will you see others doing differently?"

Components of the miracle question:

What will be different?	What might happen?
How will you know?	What small signs have you already seen?
What will be the first sign?	Who else will notice?
Who will notice first?	What else ... what else?

Note: It is a good idea to ask participants to:

- look for as much detail as possible
- describe exactly what they see
- slow the conversation down;
- think of the preferred future in positive terms.

In summary, you could say that by visualising what we are doing in a future without the problem, we are focusing on what we need to change in our behaviour to overcome the problem.

3.4.2 Exception-finding

There are exceptions – to even the most difficult problems. Exceptions often hold the first clue to finding the solution.

Exceptions provide the person with evidence that the problem does not always happen, and that he/she has some control over the behaviour occurring.

Questions that help identify exceptions:

- What about the times when it doesn't happen?

- What about the times when it happens less?
- When are the times that it bothers you least?
- When do you resist the urge to ...?
- What was life like before?
- What are you doing differently at those times?
- Are there any people who treat you, or manage the problem, better than others?
- Is there one person who values what you do?

Note: You should take a discussion involving exception-finding on to the next step:

Ask: "What are you doing differently and what is it that others are doing differently at those exceptional times?"

If the problem happens at particular times, look for exceptions at those times.

If it happens in particular places, look for exceptions in those places.

In summary, you could say that the best way to find solutions is to look at what is working well and apply the same process to what is not working so well. "If it works here it may work there."

3.4. Scaling

Measuring change can be a key tool in encouraging more changes. The more sense of change there is, the more we know that we are moving forward and the more we will become aware of our ability to take control of the problem, and the more likely it is that we will do something about it.

Scaling questions are, perhaps, the most flexible of the solution-focused worker's tools. They can be used in many ways.

The basic scaling question is:

"On a scale of 0-10, with 0 being the worst that things have ever been in your life and 10 representing how you want things to be, where are you today?"



Few people answer this question with 0. This immediately gives the trainer the opportunity to ask:

"So, what is it that you are doing that means that you are at x and not at x-1?"

This question opens the way to identifying exceptions. However, in addition, it can represent a clear and approachable way of asking about goals:

"How will it look when you are at 8 or 9 or even 10?"

Also, it is a useful way of identifying the "first small evidence" that change is taking place:

"So, if you are on x, what would you notice that would be different if you moved to x+1?"

Different versions can be used in accordance to the context and purpose:

"On a scale of 0-10 ... how confident are you that these things will happen?"

"On a scale of 0-10 ... how much will other people want to help with the change?"

Note: It is a good idea when you use this technique in an activity, to draw a scale on a board, flip chart or PowerPoint slide and ask a scaling question such as "Before you start this activity, think about your skills. Where are they on this scale of 0-10?" If appropriate, you can return to this at the end of the training session, or at the beginning of the next one, and ask where the participants' skills are on the scale now and what improvement there has been.

In summary, you could say that by thinking about where we are on the scale in a positive way, we can realise what has been achieved and what the next small step should be.

General summary. You can use:

- the miracle question to define potential
- the exception questions to register current achievements
- the scaling questions to define each step towards the goal.

3.4.4 Some other solution-focused approaches

These can be effective ways of talking with a group.

Problem-free talk

What do we do well?

What are our resources?

Since we last met has anything been different?

Goal-setting

What do you want to get out of these training sessions?

How will your colleagues and friends know that the school violence reduction training is making a difference?

What will your colleagues and friends see you doing if the school violence reduction training is effective?

What will you be doing instead of what you were doing before? (replacement behaviour)

What do we need to do so that you'll be less worried about that?

Acknowledging hard work

How will we know at the end of a training session that it was worthwhile coming?

How will your colleagues and friends know that a training session you attended was useful?

What will they see you doing that is different?

A good day

How do you know if we're having a good day?

You are at your best having a good day – how do you know?

What would you be doing?

What would you be saying?

How would your colleagues know that you had had a good day?

What were the key issues that made your day good?

How do you prepare for a good night's sleep?

What would be happening on a day when the problem occurred but it did not bother you?

Building on strengths

When we faced this sort of problem in the past, how did we resolve it?

How could we do that again?

What needs to happen for us to do that again?

What other tough situations have we handled?

What is our approach to finding solutions to tough situations?

Commitment

What would be good enough for us to be satisfied?

How confident are we of moving on?

What would you have to feel to be more confident to move on?

Coping

How do you cope?

That situation sounds overwhelming, how did you get through it?

What do you do that helps you get through?

What are you doing to stop things getting worse?

What will you do if things do not change?

(If the person doesn't want to change) What will the future look like?

Getting on the "right track"

So, how did you stop the problem?

So, what did you do to turn things around?

So, how come you're still here today?

So, how come you're not still...?

View of self

What does this teach us about ourselves?

What do we know about ourselves that we didn't know last week?

Were we surprised by ourselves?

What have we learned from this experience?

What will be useful in the future?

(If we do not want to change) What do we think is going to happen if we continue to do that?

Other perceptions

What would your colleagues say you did that time to make it easier for yourself?

Where would your friend say you are today in terms of progress?

How confident would your friend be that you would get to 10 in the end?

Finishing

What point will we have to reach for you to be confident that you can get on with this on your own and with colleagues, friends, community?

What will you need to keep doing to make sure the changes that you want happen?



Section 4

Motivating adult learners

4.1 How adults learn

It has been shown that, as learners, adults:

- are self-directed – they decide what they want to learn
- use previous knowledge and experience to shape their learning
- learn for specific purposes and must be motivated to want to learn
- want to apply what they have learned to solve problems.

4.2 Facilitating learning in “Violence reduction in schools” training

It is important that the “Violence reduction in schools” programme is focused, addresses the problems that participants have identified and motivates them to go on learning in the future.

In order to maximise participants’ motivation and involvement, facilitators should:

- encourage participants to feel personally involved by treating them as individuals, getting to know them, showing an interest in their work and responding with enthusiasm to their questions;
- use solution-focused approaches so that there is a positive atmosphere in the group and that problems are shared in a positive way;
- maintain progress in the group, follow the training session guidance and avoid distractions; respond to questions and interests as they arise so that the group is able to discuss matters that interest them, but keep their focus on the key learning for the training session;
- be clear about the purpose of activities and the content of the training session and explain this to participants so that they understand the reasons for choosing the subject being studied;
- offer participants a learning contract and agree ground rules for the group so that everybody understands what is expected of them;
- demonstrate personal enthusiasm and commitment to the training sessions and their content;
- involve all members of the group, quietly encouraging those who are shy and controlling those who dominate discussions; allocate roles to each participant so that everybody contributes to the benefit of the group;
- steadily increase the involvement and interdependence of participants throughout the programme, moving them towards self-motivated learning as a group;
- above all, celebrate learning and success frequently and openly so that participants feel confident and encouraged to continue learning.

4.3 Valuing participants’ contributions to a training session

4.3.1 Active listening

It is important for the facilitator to use active listening skills in both formal and informal parts of the training session by:

- reflecting back and paraphrasing to show individuals that their contribution has been heard and understood
- using verbal contributions from group members to reinforce ideas
- noting links between what the group has said and the training session content

- noting or writing down comments and key points
- emphasising key learning points and important issues
- being aware of how body language, particularly eye contact, indicates active listening.

It is useful to develop a range of positive responses to suggestions, for example:

- "Yes and ..." (rather than "no because ...")
- "That's interesting – tell us more."
- "How do you think we could take that forward?"
- "What do others feel about that?"
- "I'm glad you brought that up..."
- "I was wondering how we could explore that point."

4.3.2 Asking questions

Questions are an important tool that facilitators can use to support the learning process. There are two types of common questions – open and closed.

Open questions are those that allow for, and encourage, discussion and elaboration around an issue, such as "So what would be the next step?"

Closed questions are those that require a single short response and can be used to provide instant feedback, such as "Does everybody understand that?"

Both types of question have a part to play in the learning process.

Positive questioning can be used to draw in those individuals who may place themselves on the edge of the group (either intentionally or unintentionally). An open question allows the group to explore a range of ideas and promotes participation.

Examples of open questions:

- How is this an example of what we were just discussing?
- How is this related to what we learned in the last activity?
- Why is this significant in this situation?
- What possible solutions can the group suggest?
- What specifically do we mean when we say ...?
- What are the advantages and disadvantages of this approach?

Questions are useful for helping people to reflect. Examples of reflective questions are:

- Could you think of an example of this?
- What are the main things you have learned from today's training session?
- Let's compare this point of view with the comments raised in our previous training session.
- What specifically could you change to get the outcome you need?
- How does this compare with your own experiences?
- What issues does this raise for you as a participant?

In all forms of questioning it is important to allow participants time to think about their responses and not to jump in too soon with either a follow-up question or a possible answer.

4.3.3 Responding to the comments of participants

Facilitators should be aware of how they respond to participants. Their responses, both verbal and non-verbal, will have an impact on the outcomes of discussion.

Verbal responses can be subjective or objective, critical or constructive. An "off the cuff" response may not be intentionally destructive but there is a danger that it can be received in that way.

An objective or constructive response does not place the facilitator's opinion at the centre of discussion, but encourages the group to make further consideration of the point.

A reflective response by the facilitator invites the group to look at their own experience and practice in order to explore possible solutions.

4.3.4 Reviewing and summarising

At the end of each training session, facilitators will need to review the learning. Reviewing should concisely capture the key issues raised within the training session and provide a focus for any next steps.

Summarising enables group members to reflect on the different perspectives and viewpoints that have been offered; to explore unexpected ideas that have arisen; to consider and further develop key areas or to introduce missing elements.



Section 5

Working successfully with participants in groups

5.1 Creating a learning community

Facilitators can expect each participant group, like any class in a school, to develop a different character because each group will be made up of participants with a unique combination of personalities and experiences. However, compared to classes of students, participants come to the “Violence reduction in schools” programme with much wider experience, greater maturity, more developed social and emotional skills and with more adult attitudes (see Section 4.1).

Participants at different levels in the cascade training will also have differing competencies, understanding and skills. Some will find some concepts difficult. Others will be familiar with them already, having attended other courses or having read books and research papers. Some will be students and attending the “Violence reduction in schools” training programme as part of pre-school staff-training. Others will be highly experienced practitioners who may be able to contribute a great deal to shared learning or may be set in their ways and resistant to change.

Facilitators should be familiar with Section 2 on learning styles and Section 4 on motivating adult learners so that, at an early stage, they can identify learning processes that will most closely match the varied learning styles and interests of the group.

Facilitators should remember at all times that they are creating a learning community and not just a social club! From the start, facilitators should help the group focus on the purpose of the training – to improve children’s learning related to the theme.

Although all the suggestions below will help facilitators to create a positive learning community, they do not need to use them all in every training session. They should select from the list according to the nature of each group and the style that suits them.

5.1.1. Building relationships

This is about getting to know participants and hearing about their experience and learning aspirations. This can be achieved by:

- meeting and welcoming group members as they arrive, putting them at ease and taking an interest in each of them as a person and as a participant
- asking group members to bring examples of their work and experiences
- keeping a note of participants’ names and using them frequently
- applying active listening (see Section 4.3.1).

5.1.2 Thinking about the training session

It is important to help the group start to think about the subject of the training session. This can be achieved by:

- starting each training session with a warm-up activity (see Section 10.1)
- asking about personal experiences of the subject and encouraging discussion between participants as they are settling down to work
- having some stimulus questions, photographs, posters and objects around the room for the start of the training session.

5.1.3 Managing expectations

It is important to be clear about expectations. This can be achieved by agreeing ground rules for the group. Below are some ground rules that facilitators might suggest to help the group decide on their own list.

We agree to:

- start and finish on time
- listen to, and value, the comments of others – one person speaks at a time
- respect the opinions of others even when they differ from our own
- share our learning with our colleagues
- respect confidentiality when asked to
- help each other without embarrassment when understanding is difficult
- work co-operatively to help the group achieve its goal
- take an active part in helping organise a training session if we have particular skills to offer.

5.1.4 Agreeing a learning contract

A focus on learning can be strengthened by:

- at the start of a training session, asking each individual to say what they hope to learn during that session and checking that these expectations have been realised by the end of the session;
- agreeing a learning contract at the start of the first training session and referring to it regularly throughout the other sessions.

Learning contracts are an agreement which sets out what participants can expect to learn and how. In return, they will carry out the tasks set and support the learning of others. Learning contracts can be particularly useful in the "Violence reduction in schools" programme if they are agreed by the participant's school or institution so that:

- the participant attending the training knows that she/he will be supported at school in carrying out the follow-up tasks between training sessions;
- colleagues feel that they will benefit from the learning of the participant attending the training.

5.2 Identifying skills and prior learning of the group

This can be achieved, first, by carrying out a skills audit at the start of the training sessions; for example, if there is a programme registration form, some questions about prior experience can be included and participants can be given an opportunity to indicate if they have particular skills to offer.

Note: This can be done less formally by asking for a show of hands but facilitators must be prepared to make a note of the response for future use. For some groups it may be better to ask such questions later in the training session, once the group has settled into working together. It should be remembered that some participants may be a little shy and unwilling to share their experience at the start of a programme.

Tick-box questions or show-of-hands questions that can be asked are:

- "Have you studied any of the subjects of the following training sessions before?" (list training sessions)

- "Are you familiar with ...?" (list techniques, for example, solution-focused approaches)
- "Have you ever studied...?" (list topics, for example, gender equality)
- "Would you be confident to help with...?" (list group tasks, for example taking notes)
- "Have you ever helped a colleague with how to ...?" (list skills)
- "Would you be happy to help another group member who has less experience with...?" (list the learning outcomes of the session)

These are intentionally closed questions for ease of collating responses but some open questions should also be used. For example:

- "What training experience do you have with other groups or activities and what could you offer from your experience of this to help our group be successful?"

The second important thing is to show that you value participants' opinions and experience. Good facilitators always show their respect for the opinions and experiences of participants because everyone has valuable experiences to contribute to the training session.

Facilitators can show respect not only by the way they listen to, and respond verbally to participants who make a contribution to discussion but also by their body language, for example smiling and looking at the speaker. Facilitators should be patient in allowing sufficient time for contributions to be valued and commented upon. Ignoring participants' input is a sure way to make individuals and the group dissatisfied. It will reduce participation and damage confidence so that the training session is much less successful.

5.3 Understanding group dynamics and taking them into account

This can be achieved by helping all group members make a positive contribution to progress.

The dynamics of groups, by which we mean the way the group members interact and behave towards each other and as a team, can be complex. However, the effective facilitator is most interested in one aspect of the group interactions – how the group members support each other so that the group works well and achieves the objectives of the training session.

In most groups there are three categories of participants in relation to the group's progress:

1. **the drivers** – people who play an active part in the learning, are motivated to study, show an interest in the training session, contribute ideas, help others to understand, feed back positive comments to the facilitator and want to help the progress of the group;
2. **the followers** – people who are open to influence by others and are unsure of their own potential or whether they have an interest in the training session; they want to learn but are unsure how best to set about it and would like the group to progress but are not sure what they can contribute to help;
3. **the passive learners** – people who find it difficult to make a positive contribution, may be attending the training session reluctantly and need to be motivated by others; they may want to learn but need to be shown how to and to be persuaded that they can; they are more concerned with themselves than with the progress of the group.

The relative influence of these sub-groups on learning plays a part in determining the progress of the group as a whole.

Positive participation – In groups that are making good progress, the drivers help the facilitator and influence the followers to also become drivers and play a more active part in the learning of

the group and to participate more positively. This in turn shows the passive learners how to follow the example set by others in the group.

The role of the facilitator – To help with this, the facilitator should focus on motivating the followers to become drivers by encouragement and a focus on their interests and needs because that is the catalyst that is most likely to influence the group as a whole.

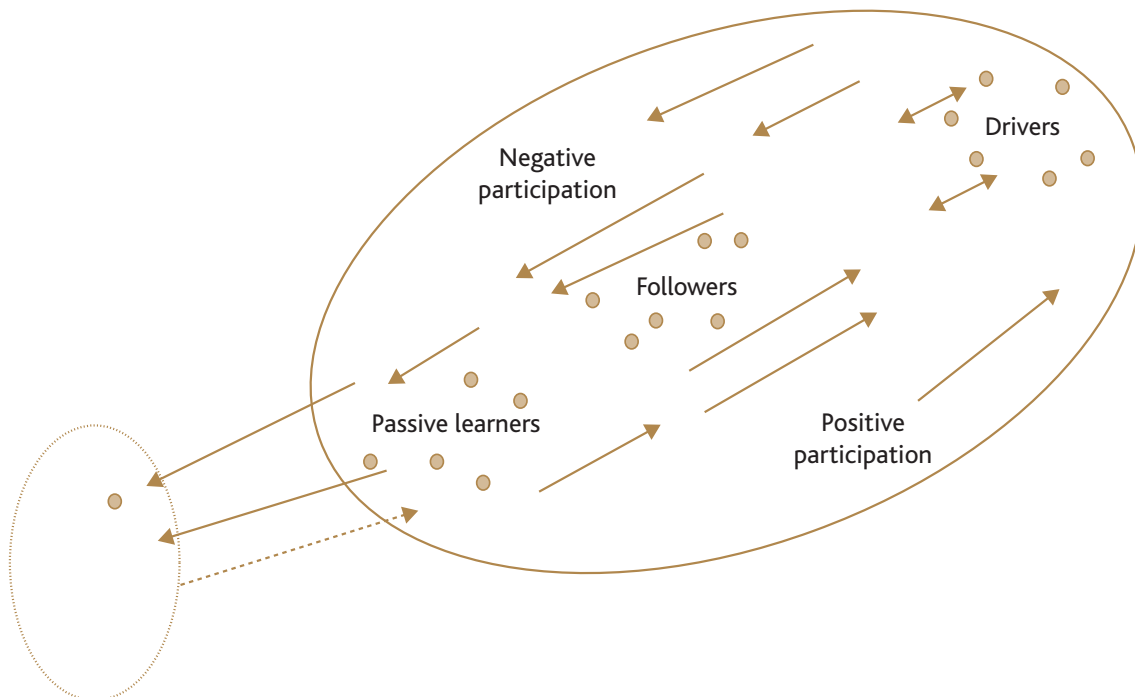
Negative participation – In groups where progress is slow the passive learners may be influencing the followers to participate less and may then start to actively disrupt the group by negative contributions and behaviour. Some of the passive learners may detach from the group and stop attending or stop learning.

The role of the facilitator – To maintain the momentum of learning, the facilitator should focus on ensuring that the organisation of the group and pace of the training session is such that the followers are influenced positively, the effects of the passive learners on the group are neutralised, and the influence of the drivers can have a positive effect.

If some passive learners are dropping out and at risk of not learning they should be counselled individually outside the group so that their motivation to learn can be restored.

These interrelationships within a group can be represented by the following diagram:

The dynamics of a learning group



Source: Centre for Learning Behaviour

5.4 Recognising the time factor

It is important to recognise that it takes time for groups to develop into an effective working partnership where the drivers, followers and passive learners all make a positive contribution to the progress of the group.

Bruce Tuckman (1965) proposed a model for the way a group develops effective working. Tuckman's model suggests that the ideal group development process occurs in four stages:

1. *forming* (finding out about each other and how to get along together)
2. *storming* (trying to get down to the issues and letting down the politeness barrier to explore ideas)
3. *norming* (getting used to each other and developing trust and productivity)
4. *performing* (working in a group to a common goal on an efficient and co-operative basis).

Facilitators should therefore arrange group activities so that, at an early stage, they allow the group to “form” and “storm” before they move on to activities that will help them “norm” and “perform”.

This is one of the many reasons why warm-up activities are a helpful beginning to a training session (see Section 10.1).

Note: Facilitators want as many groups as possible to develop into self-sustaining learning groups following the “Violence reduction in schools” training so that they will want to carry on learning together after the sessions have finished. The aim for the facilitator should be to help the group reach the performing stage as soon as possible by developing the group dynamic.

5.5 Agreeing appropriate roles with group members

Within the group, some members will wish to take a leadership role, to make decisions and organise activities. Others will help progress by providing lots of ideas and suggestions. Others will take a back seat and only make a contribution when progress is slow or needs a new direction. All have a part to play in a group that learns together.

When arranging small groups, facilitators who know their group a little will be able to achieve a balance of personalities and to avoid a clash between too many leaders or ideas people in each group. Once participants know each other, self-selecting groups often achieve this balance of characters by themselves but in the early stages of group work facilitators may need to make suggestions for groupings.

It is rarely a good idea to let the same small groups work together all the time. It is better if groups can be restructured to achieve different balances for different activities given the personalities involved. Working in different groups gives participants the opportunity to get to know, and to learn from, a wider range of people.

As part of the training methodology, it is suggested that participants work sometimes in pairs, sometimes in groups of three, or four or more. This gives facilitators and participants the opportunity to experiment with different groupings to achieve the learning outcomes of the training sessions most effectively.

5.6 Improving a learning environment

This can be achieved by:

- laying out the room to suit the activities and other learning opportunities in the training session; arranging furniture so that there is enough space and participants can work as a whole group or in smaller groups

- ensuring that everyone is as comfortable as possible and that:
 - the room is warm but not hot, well lit but not too bright
 - people are close together but not too crowded
 - participants can see the displays and hear and see the facilitator
 - the facilitator can easily see, hear and reach the participants
- interesting and well-produced display material that will stimulate discussion
- avoiding unwanted disturbance – outside noise, mobile phones, unwanted visitors, etc.
- arranging breaks and drinks, etc., for times when they are needed to refresh the group so that everyone remains alert and on task.

5.7 Creating a sense of group identity

This can be achieved by:

- giving praise and congratulations when the group achieve together
- using appropriate language (see Sections 3.3 on solution-focused approaches and 4.3.2 on questioning)
- developing the training session through:
 - encouraging everyone to contribute resources and ideas for developments of the session
 - asking one or two participants to act as co-ordinators and to encourage all members of the group to make a contribution
 - referring to the group's input frequently and using their ideas as illustrations during training so that all feel a sense of ownership
- arranging social times before, during or between training sessions for the participants to relax and enjoy each other's company.



Section 6

Arranging groups

There are various ways of arranging group work and facilitators will find it useful to vary the number and composition of groups in a training session according to the exercise and the way participants work best with each other.

6.1 Pairs

Paired activities are suitable when participants are meeting for the first time or when they are engaging in an activity that requires an element of experience or disclosure. Paired activities are also useful where the facilitator is aware that individual participants find it difficult to contribute to group discussion. They also allow quick discussion, for example when the facilitator is introducing a topic and wants participants to clarify their existing views on it.

When using paired activities, it is important to agree with the group that they will respect confidentiality in order that participants feel comfortable to share opinions and ideas that they do not want to share more widely.

When arranging paired group work, facilitators should make sure all pairs have a space where they can work privately without disturbance, for example in the corners of the room or in an outer area.

6.2 Trios

Working in threes can be helpful when an activity requires an observer. Two participants engage in an exercise, for instance practising active listening, while the third acts as an observer, watches and prepares to give feedback. When using trios, it is also important to clarify issues around confidentiality.

6.3 Small groups

Small groups are usually four to six in number depending on the overall number of the whole group. Groups may be self-selected or chosen by the facilitator. Within the group a chairperson, someone to take notes and someone to feed back to the whole group is often selected.

When arranging a small group activity, facilitators should provide time at the beginning for the participants to introduce themselves if needed.

It is sometimes helpful to provide a written brief for the participant acting as the chairperson, identifying the activity, the aim, the intended outcomes and the time available. If the activity is in sections, facilitators should make sure the time allocated to each section is identified. The facilitator should act as timekeeper and remind groups when they should be moving on to the next part of the activity.

Small group activities are useful when the facilitator needs to get ideas from all participants.

6.4 Choice groups

Choice groups can be used when there are a range of activities and participants opt for the activity they feel most suited to their needs. The choice of activity may be made during or prior to the training session.

It is important to consider the mix of participants within option groups; for example if there are several participants who are work colleagues, it may be relevant to have these participants working in different option groups.

6.5 Round robin

The whole group is split into smaller groups to match the number of activities available. Each small group is allocated an activity to start with but, during the course of the event, takes part in all the activities in turn. The facilitator acts as timekeeper and instructs the groups when to change activity.

This is often popular with participants as it provides the opportunity to access all the activities.

Within the group a chairperson, someone to take notes and someone to feed back to the whole group is often selected. If the activity is in sections, facilitators should make sure the time allocated to each section is identified.

The facilitator may choose to collect notes from each group before they move to the next activity. These can then be collated while the activities are actually taking place and a summary of the key learning fed back to the group by the facilitator at the end of the training session. The facilitator can then ask for additional feedback and comments.

6.6 Whole group

Facilitators should always provide opportunities for the whole group to come together at key times during the training session, particularly at the beginning and end. This may be to set ground rules at the beginning, to feed back from small group activities, to listen to and ask questions of a speaker, or to review/evaluate the training session at the end.



Section 7

Preparing for a training session

Facilitators should complete their own plan for each training session. The training they provide will be impersonal if they rely totally on the guidance in the Facilitator Manual. They should also take account of the inter-relationships between all the "Violence reduction in schools" training sessions and cross-reference with other topics as they follow the learning sequence in a training session.

7.1 Clarity of purpose

The first thing facilitators should do when preparing to deliver a training session is to be clear in their own minds about its purpose. To help with this, the key ideas and concepts and the key learning outcomes are listed at the start of each session.

As facilitators become more experienced, they may read and adjust these key aspects to suit the purpose they have in mind for the training session, taking account of the nature of the group, their preferred learning styles, interests and prior knowledge and the rate of progress so far.

The facilitator's objectives for the training session should relate to the five stages of the training process (see Section 1.1) as well as the progress in the group's knowledge and understanding.

7.2 Practical arrangements – room layout and resources

It is important for facilitators to:

- check that the room has been booked and is available and that everything on the resource list is working
- plan to have everything to hand and to anticipate problems with equipment by testing that it all works and finding out what to do if it breaks down
- arrange their own diaries so that they can be at the venue in good time and train without disturbance.

A general checklist:

- Is the room prepared, tidy, clean, a comfortable temperature, good light, no distracting noise?
- Are the displays, board, screen, etc., visible to all participants when seated (for example the ground rules poster if you have agreed one)?
- Are the resources at hand and well organised ready to use?
- Are any refreshments ready?
- Can participants find the room easily – signs in place and doors unlocked?
- Is everything secure and safe – for example, are fire safety procedures clear and is there a secure place for personal belongings?

7.3 Becoming familiar with background information

Facilitators should continue preparation by becoming thoroughly familiar with the background information from the Handbook chapters. This is a summary of important theory and practice relevant to the training session content.

Background information should not be used as notes for direct teaching – “Violence reduction in schools” is based on a methodology of active learning and facilitators will not be lecturing the participants. They will, however, use the information to help them to:

- feel confident in their knowledge of the subject
- decide what to say when they introduce the training session to participants
- focus on the important issues and concepts
- answer questions and inform discussion that arises during the training session
- develop a personal interest in the underpinning theory and rationale for the training
- plan for the training session by ensuring that the most relevant knowledge and skills are included.

7.4 Drawing up a training session plan

The following table can be used to help a facilitator plan a training session. It will act as an aide-memoire and will avoid the need to refer to the Handbook or Facilitator Manual during a training session.

The “sequence” column should be completed by studying the training sequence in the training session and putting reminders and anticipated timing in the relevant boxes.

Facilitators’ own notes can then be added in the final column – and amended in subsequent training sessions – so that the plan is personalised and in a form that is easy to refer to during the training session if the facilitator needs a reminder.

Facilitators should add further notes to the training session plan after the training session is finished, for example note the times activities actually took, note what went well, note anything they want to do differently in future. This will be useful for the next occasion when they run that training session and will reduce their preparation time.

Section	Time	Resources	Sequence (what to do)	Facilitator notes
Welcome and introduction				
Learning objectives and input				
Activity 1				
Activity 2				
Follow-up activity				



Section 8

Training resources

8.1 Extending the resources

As facilitators become more familiar with the training methodology and the “Violence reduction in schools” training pack, it is expected that they will modify the programme to suit the needs of each group by taking more account of prior learning, the interests of the group and the needs of participants in their region of the country. They should also add to resources and make use of other materials that illustrate the subject and enliven learning. Over time it can be expected that new priorities will emerge as the society and the school priorities change and new issues arise for students.

Experienced facilitators should therefore make increasing use of other resources and training materials to enrich the Pack.

The facilitators’ network will become a forum for the exchange of good practice, the sharing of new approaches and changing priorities for training. It will also be the place for adding new materials to support facilitators. Everyone is expected to share their discoveries of new or improved ways of helping participants to learn and apply their learning at school level.

8.2 Developing a local resource bank

There are many “resources” at a local level that can assist facilitators. The most useful and influential in helping learning are usually fellow professionals with expertise related to the theme.

Support for “Violence reduction in schools” training may be available from a variety of places. Facilitators in a local area should draw up a directory of resources to help them both refer participants to further support and guidance and also to share information on practical support for the programme before, during and after training sessions.

Local resource directories can be published on the local pages of the facilitator network Internet site and regularly updated or extended as the Pack develops.



Section 9

Training styles

The facilitator should choose a training style with which both facilitator and group members are comfortable.

One style is unlikely to suit all situations and the facilitator should consider when and how to change style as the circumstances dictate.

In this respect the facilitator is the group leader and to help consider how to behave it is worth looking at the work of Daniel Goleman who defines a range of leadership styles to suit different tasks and circumstances (Daniel Goleman: "Leadership that gets results", *Harvard Business Review*, March-April 2000).

The behaviour of the facilitator – the training style – affects how participants feel and the degree to which they are motivated to learn. Effective facilitators use a range of styles according to the demands of the situation. Goleman has defined six styles:

- coercive
- authoritative
- affiliative
- democratic
- pace-setting
- coaching.

9.1 Coercive

The aim is to seek immediate compliance. The facilitator uses lots of directives rather than directions, expects compliance, controls tightly, and imposes lots of sanctions with few rewards.

The style in a phrase: "Do what I tell you".

When the style works best: for simple straightforward tasks – for example, correcting a participant who is wilfully disregarding the agreed ground rules for the group or dividing the group into smaller groups.

Overall impact on atmosphere in the group: negative – and should be used rarely, for example if the facilitator needs to re-establish control.

9.2 Authoritative

The aim is to provide long-term direction and understanding for participants. The facilitator develops and articulates a vision for the future, sees long-term vision as important, persuades participants by explaining the "whys", and uses a balance of positive and negative feedback to help them share the vision.

The style in a phrase: "Come with me."

When the style works best: when changes require a new vision or when a clear direction is needed, for example when introducing principles that will help participants improve their students' behaviour.

Overall impact on atmosphere in the group: most strongly positive – should be used often, particularly at the start of the training session.

9.3 Affiliative

The aim is to create harmony and build relationships amongst the group and between the group and the facilitator. The facilitator is most concerned with promoting friendly interactions, placing an emphasis on participants' personal needs rather than objectives/standards, caring for the whole person and avoiding misunderstandings.

The style in a phrase: "People come first."

When the style works best: to heal disputes within the group or to motivate participants during stressful circumstances, for example if a member of the group has suffered a loss or if the topic raises emotional memories from the participants' own experience as a student.

Overall impact on atmosphere in the group: positive – should be used frequently during a training session to show concern for the welfare of individuals and the group.

9.4 Democratic

The aim is to build commitment to the ideas in the "Violence reduction in schools" programme and to generate new ideas from participants themselves. The leader encourages participation, seeks consensus and aims to gain commitment through ownership.

The style in a phrase: "What do you think?"

When the style works best: to build involvement or consensus or to get input to the training session from participants' own experience; it can also be used when the vision is clear but actions for getting there are not so clear or more ownership by participants is required, for example when explaining the learning outcomes and asking about participants' interests and learning needs at the start of a training session.

Overall impact on atmosphere in the group: positive – most appropriate when setting up the group activities and when encouraging participants to engage fully with the school activities.

9.5 Pace-setting

The aim is to accomplish tasks to high standards of excellence. The facilitator leads by example, demonstrates high standards, expects others to know the rationale behind what is being modelled, is apprehensive about delegating, has little sympathy for slow learners and rescues a situation when there are difficulties in a group.

The style in a phrase: "Do as I do, and do it now."

When the style works best: to get quick results from a highly motivated and competent group, for example a group that is enjoying the "Violence reduction in schools" programme but is not reaching their potential and will benefit from being challenged to learn more from the training sessions so that they will carry on together afterwards.

Overall impact on atmosphere in the group: negative – most useful in short bursts to motivate a group. It is necessary to take care not to let the group become reliant on being pushed by the facilitator.

9.6 Coaching

The aim is to support the long-term development of participants. The facilitator helps members of the group to identify their unique strengths and weaknesses, encourages them to plan for continued development after the “Violence reduction in schools” programme, reaches agreement on the way ahead, provides ongoing advice and feedback and may trade immediate standards of performance for long-term development.

The style in a phrase: “Try this.”

When the style works best: to help participants improve what they do at school and to develop long-term strengths, for example to become more confident in the way they set standards at school or stand up to a domineering colleague.

Overall impact on atmosphere in the group: positive – a particularly appropriate style for working with participants on the school activity and during any school visits.

9.7 Summary

Others may use different words to describe the same styles. It is important to know which style to use in which situation, and which style most suits not only the combination of personalities in a participant group but also what needs to be achieved. It is important to have a broad repertoire of styles to match many different situations.

Note that:

- the list is not hierarchical; all styles may be appropriate
- there is no right and wrong style
- there is no need for facilitators to use a style if it makes them feel uncomfortable
- facilitators who use all six styles at some stage in the “Violence reduction in schools” programme are more likely to be effective
- this is a simple, straightforward way of thinking about leading training which can be readily applied to the training sessions.



Section 10

Training techniques

10.1 Warm-up activities

A “warm-up” activity is often used at the start of a session. These activities encourage people to meet and talk to each other or to introduce the content of the session. They can also be used for “energiser activities” when people are losing concentration and need to refocus or have a short break from the session work.

The following are some examples of warm-up or energiser activities.

10.1.1 Someone who...

Purpose:

- for people to introduce themselves and get to know each other better.

The facilitator makes a list, such as the one below, and asks the group members to find a different person for each statement.

Enjoys growing plants Name.....	Likes chocolate Name.....
Can speak more than one language Name.....	Likes watching television Name.....
Has a brother and a sister Name.....	Likes going out with friends Name.....
Enjoys cooking Name.....	Has been to the beach Name.....
Is having a holiday this year Name.....	Was born outside this town/village Name.....
Enjoys inviting friends for meals Name.....	Does some kind of exercise Name.....
Is a grandparent Name.....	Has more than two children Name.....
Reads the newspaper Name.....	Is good at making things Name.....

You should use the same number of “Someone who ...” questions as the number of participants so that everyone has to speak to each of the other participants. It is also a good idea to use any information you have on participants when drawing up the list.

10.1.2 Meeting and introducing

Purpose:

- to help the group get to know each other better
- to practise and develop listening skills.

Participants work in pairs. One person acts as the listener. The listener should *not* take notes. The other person introduces themselves to the listener and tells him/her safe information (information that participants feel absolutely comfortable in sharing with others) about themselves. After a few minutes, the pair exchange roles. After the second person has finished then each pair introduces their partner to the group.

10.1.3 How do I feel right now – what are my hopes and fears about this session?

Purpose:

- to encourage people to express feelings about the session
- to encourage empathy within the group
- to gain an understanding of each other's personal feelings about the session.

Each participant quickly writes down on a piece of paper their thoughts (hopes and fears) related to the session. Fold up the paper and put all the comments in the middle of the group. Ask individuals to read a comment out one at a time. It is important to set ground rules for this activity, for instance no one has to identify themselves unless they wish to, all comments are valid and are to be taken seriously, etc. As each fear is read out, the group discuss how the fear can be minimised. The hopes should be shared and returned to at the end of the session.

10.1.4 The agree–disagree continuum (sometimes known as "a living graph")

Purpose:

- to reinforce the content of the session
 - to support the facilitator's understanding of individual' opinions and feelings related to the topic.
1. Ask the group to rate, on a scale of 1-10 (1 being low and 10 being high), how much they agree with a set of statements made by the facilitator and prepared prior to the session. These can be fun statements, such as "no-fat diets are slimming", or more serious statements, such as "girls are less violent than boys", relating to the session content. It is a good idea to add some statements about how well the ground rules for the group are working, such as "we always respect each other's opinion".
 2. People move to the areas within the room identified as "I agree with the statement", "I disagree with the statement" and "not sure". The facilitator should ask group members to say more about the position they have taken and to respond to questions from those taking other viewpoints.

10.1.5 Swap chairs if... .

Purpose:

- to provide an opportunity for group members to express feelings or thoughts in a non-verbal way
- to provide the facilitator with an idea of how group members are feeling.

Ask group members to swap chairs with someone who:

- feels tired
- would rather be at home
- is looking forward to the session today
- feels they have something to contribute to the session
- is nervous
- enjoys working with this group
- had a good day yesterday
- had a difficult day yesterday.

10.1.6 The train

Purpose:

- to build confidence, fun, share ideas.

Place two rows of chairs facing each other. Make sure there are enough chairs for one per participant. If there are an uneven number, the facilitator will need to join in.

The facilitator identifies a discussion topic, for example "describe your best recipe". Or, more seriously, "describe an incident of bullying which you have encountered". Each group member speaks for one minute to the person in front of them. After two minutes, each group member in the first row moves one place to the right so that they are facing another person. Another discussion topic can then be presented.

10.1.7 A difficult situation

Purpose:

- to help the group build relationships, have fun working together, and find out more about each other.

The participants sit in a circle – one person in the middle calls: "Help! Help!". The others reply, "What's the matter?" The person calling for help makes up a difficult situation, for example, "I am stuck up a ladder", "I am trapped in a car", "I am being chased by a swarm of bees". The others reply, "Who can help you?"

The person calling for help makes up a random criterion, such as:

- the person who can swim
- the person who is tallest
- the person who makes the tastiest stew
- the person who is kindest
- the person who is oldest
- the person who can do a cartwheel.

The group identify who should help and then that person takes a turn at making up their own "difficult situation".

10.1.8 In the manner of the feeling

Purpose:

- to help build group confidence and cohesion
- to develop feelings vocabulary.

Each participant writes about how they are feeling on a sticky note or chooses a word from a selection provided by the facilitator. These should be placed in a hat. Each person, in turn, takes a word from the hat. This is their feeling for the game. The participants stand in a double circle, facing each other in pairs. The participants in the outer circle suggest an activity such as:

- getting up in the morning
- cooking dinner
- going to work
- cleaning the house
- opening a present.

The participants in the outer circle should mime the action in the manner of their feeling, focusing on facial expression and body positions, as well as the emotional tone of their movements. The facilitator should shout "freeze" and the people in the inner circle should freeze. The people in the outer circle try to guess the feeling. This should be repeated with swapped roles

10.1.9 Guess the rule

Purpose:

- to encourage group observation skills, build confidence and relationships.

Ask for a volunteer, one participant, who will be asked to leave the room. Tell them that while he/she is gone the group is going to decide on a rule and that when he/she returns he/she must try to guess what it is. Ask the person to leave the room.

Seat the group in a circle and agree with them a "rule". This might be:

- all sitting with legs crossed (or heads down or arms folded)
- saying "cheese" before speaking
- shaking hands every 30 seconds with the person sitting next to them.

Invite the volunteer back into the room. He/she has a few minutes to try to find out the rule. If the volunteer guesses the rule correctly then he/she can choose a new rule that the group should follow for the next five minutes of the session.

10.2 Group activities

10.2.1 Circle time

"Circle time" involves all participants sitting in a circle and exchanging ideas, feelings and thoughts about issues that are important to them. It reinforces the development of social and emotional skills and supports problem solving.

The act of sitting in a circle emphasises community and equality and symbolically promotes the notion of equal value and equal responsibility.

The leader adopts a facilitative role in order to encourage participants to feel that they have authority or control to solve the learning or relationship problems that concern them.

Effective facilitators demonstrate the following skills:

- enthusiasm – a positive approach to people and to activities
- good eye contact – the ability to show emotional warmth
- empathetic listening
- the ability to recap and reflect back what has been said
- the ability to keep up a lively pace during a circle time session
- the ability to use effective encouragement
- the ability to respond proactively to negative behaviours
- the ability to have fun through building creative resources within the session.

Circle times operate within agreed guidelines. Participants take turns to speak, listen to others and to bring ideas and concerns to the circle. Individuals are given time to volunteer their own concerns for group help, to support, offer encouragement and suggest solutions to others.

For circle time facilitators need to:

- arrange chairs in a circle, enabling all participants to have eye contact
- use the session to meet the learning requirements of the group or in response to a particular need
- maintain a brisk pace
- use a "talking object" (such as a glass ball, cuddly toy or some other interesting or precious object) to pass around the circle. Only the person holding it may speak. It therefore allows participants to put forward their views uninterrupted
- establish that everyone has the right to remain silent
- respect confidentiality – provide opportunities outside the circle for people to discuss private worries or concerns
- always end on a positive note.

Participants should:

- signal if they wish to speak and do so only when holding the talking object
- speak positively to each other – no sarcasm or unpleasant comments are allowed
- listen when someone else is talking.
- Facilitators should:
 - value all opinions equally
 - challenge unacceptable viewpoints (for example, racism) in a positive way.

10.2.2 Thought showers

Thought showers are used to elicit as many ideas as possible from the group within a short space of time. This is often done best through small groups.

The groups are given a specified amount of time to think of, or write down, all ideas related to the focus. There should be no discussion about the ideas and all ideas are accepted. When the time given has elapsed, a further amount of time may be given to the groups to discuss the ideas further. Alternatively, each group may feed back their ideas to the whole group for discussion.

10.2.3 SWOT analysis

A SWOT analysis is used to identify strengths, weaknesses, opportunities and threats related to a particular issue, for example agreeing how to introduce a teaching "Violence reduction in schools" programme in a school.

A large piece of paper is given to each group who in turn divide the paper into four sections:

Strengths	Opportunities
Weaknesses	Threats

Time is given to identify and discuss what to put in each section. A member of each group then feeds back to the whole group and commonalities are identified.

A SWOT analysis can be used to identify how the participants are feeling about a particular issue and can form the basis of the next steps, for instance, "How can we use the identified strengths to help us work on the weaknesses?"

10.2.4 Case studies

A case study describes a situation, either real or imaginary, that models the topic. Groups read the case study, discuss it and answer questions about it. Each group identifies key points to feed back to the whole group. When each group has fed back, the facilitator summarises the key learning. This is then followed by a whole group discussion.

Case studies can be used in different ways, for example each group can be given a different case study or different aspects of the same case to focus on.

10.2.5 Role-play

Role-play can be used to model situations. Participants can be given a scenario to consider and act out, for example, an argument at school or a situation where a student is misbehaving. The participants are given time to discuss the scenario and decide what position each character will take. The role-play is then acted out in front of the group.

It is important that the facilitator makes sure that the scenarios are clear and that the participants have the opportunity to ask questions.

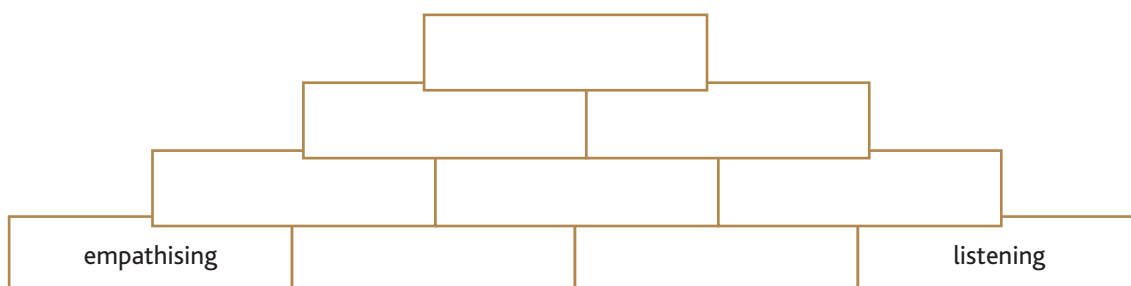
Facilitators should be aware that some participants do not like taking part in role-play and therefore it is often better to ask for volunteers for this kind of activity. An alternative is to ask participants "How would you feel in this role in this situation? What would you say?"

10.3 Recording information in groups

There are a number of different and interesting ways of getting groups to record and display information.

10.3.1 The wall of bricks

Participants are provided with paper cut into brick shapes. The facilitator can either put key words or pictures on the bricks or ask the group to develop the ideas as a thought shower and then make their own headings. They are then asked to make a wall from the ideas. The facilitator can use this method to prioritise ideas as in the example below



10.3.2 Flip charts

Flip charts are very useful for recording ideas where everyone can see them.

Another use is to have each point the facilitator wants the group to address as a picture or sentence in the middle of separate pieces of flip chart paper. The papers are placed around the room and each small group is given a pen. They are invited to visit the papers in turn, writing down their ideas before moving on.

10.3.3 Sticky notes

Sticky notes are useful when the facilitator wants to collect ideas from all participants quickly.

It is a good idea to have different coloured sticky notes available and to designate each colour for a specific purpose, for instance: pink – what school staff can do; yellow – what parents can do; green – what students can do. The participants write down their ideas on the appropriate sticky notes and the facilitator puts three large sheets of paper on the wall, one for each colour. Participants place the sticky notes on the appropriate pieces of paper and are invited to look at each sheet to view the collated ideas. There can be a discussion following the viewing. This is a good activity to do before a break as participants can view the notes during the break.

10.3.4 Speech bubbles

Speech bubbles can be used as a way of recording thoughts and feelings.

Speech bubble shapes can be cut out from paper ready prepared. On a large piece of paper draw an outline picture of one or more people (e.g. student, participant or colleague) in a situation (alternatively the facilitator could use photographs or pictures from a magazine). Ask the group to write the possible thoughts or feelings of the people in the speech bubbles, and place them on the picture. They can then discuss them.

10.3.5 Flow diagrams, mind maps and "spidergrams"

Flow diagrams, mind maps and spidergrams are useful for organising ideas and planning actions to be taken.

Depending on the issue, a flow diagram can be used to show how ideas or actions could flow through a logical sequence, or a mind map or spider gram can be used where the issue is placed in the middle and the ideas or actions are grouped around it.

10.3.6 Pictures

Instead of expressing ideas in words, facilitators can use pictures. They can ask participants to draw their ideas as a picture, for example responses to the question: "What will your school be like when all the colleagues have made this improvement?" The group is encouraged to provide pictures that represent issues, for example, a trophy may represent achievement, two students shaking hands may represent friendship, etc. Each participant then presents their picture to the group and explains what they will do to achieve this outcome.

10.4 Managing feedback from groups

There are a number of ways to obtain feedback after an activity so that members of the whole group learn from each other:

- in smaller groups, or pairs, participants write or draw ideas on flip chart paper and then one member of the group is nominated to present the ideas to the whole group;
- individual participants write down or draw ideas on sticky notes and then stick them on flip chart paper; the group is then invited to look at the flip chart and note similarities and differences or make comments on issues arising;
- the facilitator gives the group, pairs or triads the flexibility to feed back in the way they feel most appropriate, for example words, pictures, charts, role play, poems, songs, etc;
- participants work in pairs to identify ideas; they then join another pair to discuss the ideas; the fours then join another four and so on;
- the facilitator can ask for volunteers to sit in the "hot-seat" – as themselves or in another role – while other participants ask questions to explore particular issues or viewpoints;
- small groups with equal numbers write down an agreed number of ideas (two to four) related to an issue on flip chart paper; one participant from each group then "visits" the other groups to share and discuss the ideas;
- when time is short, it is a good idea to display feedback sheets/charts, etc., around the room and invite people to circulate or look at them during a coffee break or meal break; alternatively, facilitators can offer to collect short feedback summaries and copy them for circulation during the break or before the close of the training session.



Section 11

Other training tips

11.1 Keeping to time while being flexible

It is essential to keep the flow of learning at a steady pace during a training session but not at the expense of suppressing participant involvement in active learning. A combination of pace-setting style and affiliative style (see Section 9) may work best – “I understand your needs but we have a task to complete so let’s find time to deal with that once we have completed the job in front of us”.

An example is when managing interruptions. Interruptions are legitimate when participants need help to understand or complete a task. However, if interruptions are a sidetrack at the wrong time, rather than saying, “I’m sorry, we haven’t enough time to discuss that” the facilitator could say, “That is a very interesting idea/experience/thought – we must discuss it when we have finished the exercise – please will you remind me in case I forget”.

11.2 Telling stories and personal anecdotes

Telling stories is one of the best ways of illustrating and modelling in a presentation or input. Stories should not be too long – they should get to the point quickly – and if they are humorous, so much the better. Facilitators should not bore participants with their personal anecdotes but should use them to enliven discussions.

There is a tradition of storytelling in most countries and stories which have a moral or relevant message can be very effective in helping to model a concept or to make a point. Facilitators could add their own illustrations from readings or regional and national folklore and culture.

It is in the nature of stories that participants are likely to remember them well and to relay them at school – a form of practice – so they can be a very effective training tool for not only modelling but also encouraging practice at school, essential parts of the five-stage learning process.

Facilitators should encourage participants to tell stories or anecdotes too. “Has that ever happened to anyone? Do please tell us about it” or “I’m sure we’ve all seen examples of that. Would you like to describe what you were telling me about when you arrived today?”

11.3 Celebrating and encouraging learning

Most participants are under-confident of their ability to manage all the many responsibilities of teaching and cascading training. People try to demonstrate confidence in many ways and sometimes when they least feel it. For example, some under-confident people behave aggressively or try to show superiority. The best motivator to raise the confidence of participants and help them to embrace “Violence reduction in schools” training sessions and implement what they have learned is frequent and genuine praise and encouragement for what they do and what they say. Sometimes praise is known as “strokes” because of the positive effect it has on our emotions.

Celebrating success can take many forms. Facilitators must be genuine and open when giving encouragement and praise for progress that has been made. They can use:

- positive gestures and smiles
- words of encouragement and praise in discussions
- applause from the group
- small presents and prizes for the best contributions to the training session with the subject of the award chosen so that everyone has access to an award

- fun awards, e.g. for the most patient or the most good humoured person, voted on by the group
- certificates and commendations or letters of congratulations
- outings and social events, or celebratory food and drink, for example which everyone brings at the end of the training.

Facilitators will know of many other examples. In all cases, the praises and rewards should be designed to build confidence and pride in the learning of the group. It is an important responsibility for the facilitator to ensure that learning is celebrated frequently and openly so that the whole group recognises the progress it is making and feels motivated to continue working together after the facilitated training sessions are over.



Section 12

Co-training – two facilitators working together

To apply the five-stage learning process requires the "Violence reduction in schools" training to be well structured – so that learning is active – and for facilitators to be very well prepared and organised – so that the training methodology involves all five stages of learning.

The method can be delivered by a single facilitator but there are significant advantages if two facilitators work together.

- Larger numbers can be accommodated while keeping working group sizes manageable – two facilitators can share support for group activities. Groups can be smaller and learning more individualised.
- While one facilitator is organising activities the other can deal with individual questions or issues – the flow of the training is more efficient.
- While one facilitator is presenting, the second facilitator can check on understanding and help with modelling the concept by showing pictures, video clips or actively demonstrating a technique.
- While participants are practising during an activity, individual feedback for participants or groups of participants is more available to help them embed the learning.
- If school visits are involved, there is more availability of facilitators to visit and support participants during the important stage of practising at school and involving other colleagues.
- When distractions occur or things go wrong, one facilitator can sort out the problem while another carries on with the training.
- Facilitators working together can apply the five-stage learning process to their own development. Feedback from a colleague before, during and after a training session leads to constantly improving application of the training process.
- Training can be a demanding and lonely experience at times. The support of a colleague can be invaluable.



Section 13

Anticipating and managing conflict and problems

13.1 Avoiding and resolving conflict

Even in the best run training sessions, conflict may arise. Most situations in training can, however, be turned to advantage and conflict can be turned into something positive and productive.

The techniques for avoiding conflict are largely the same wherever they occur, and participants may learn something about reducing conflict at school if the facilitator models conflict resolution approaches when disagreements or arguments arise during a training session.

Conflict is a natural part of life because people have differing beliefs, experiences and values. If not managed carefully, however, conflict can harm relationships and this can undo much of the good work facilitators do to create a positive learning environment.

The following seven steps will help people to resolve conflicts. When a conflict occurs during a training session, it is not possible to start a long process of resolution. However, the principles underlying these steps apply and an approach which uses them is likely to be effective.

Facilitators may use this advice to resolve any conflict they have with a participant or to train participants in how to resolve any conflicts at school.

1. Treat the other person with respect

Although respecting the other person during a conflict is challenging, we must try. Words of disrespect block communication and may create wounds that may never heal. Use your willpower to treat the other person as a person of worth and as an equal.

2. Confront the problem

Find a time and place to discuss the conflict. Choose a time when people are not arguing or angry. The place should be comfortable and it may help to find neutral territory – a place which is not connected to one or other of the protagonists.

3. Define the conflict

Describe the conflict in clear, concrete terms. Ask for clear statements to answer questions starting with "who", "what", "when", "where" and "why".

Describe behaviours, feelings, consequences and desired changes. Be specific and start sentences with "we" not "you".

Focus on behaviours or problems, not people.

Define the conflict as a problem for all of you to solve together, not a battle to be won by one side or the other.

4. Communicate understanding

Listen, in order to really understand people's feelings and needs.

Seek first to understand, then to be understood.

Step back and try to imagine how the other person sees things.

Explain how you see the problem after you have talked about it. Discuss any changes you have made in the way you see things or how you feel.

5. Explore alternative solutions

Take turns offering alternative solutions. List them all.

Be non-judgmental of other's ideas.

Examine consequences of each solution.

Think and talk positively.

6. Agree on the most workable solution

Agree to a solution you both understand and can live with.

Work to find a "win-win" solution.

Be committed to resolving the conflict.

7. Evaluate after time

Work out a way to check on how well the solution is working.

Adjust the resolution when necessary.

13.2 Teaching students to resolve conflict

Conflict resolution is an important strategy for responding to violence when it occurs or is threatened. The training methodology in this programme is itself a model for approaches which will reduce violence. Consequently, this final section is included because it demonstrates how the training methodology can be applied directly to teaching in the classroom.

Many school staff feel discouraged when their students argue and fight or resist requests made of them. Facilitators may find it useful to suggest that such school staff use a simplified version of the steps described above to teach their students to co-operate and resolve conflict.

If adults want students to stop fighting they must teach them new skills for resolving conflict. They need to learn problem-solving skills and develop avenues for generating socially acceptable alternatives for getting what they want.

Research has shown that a student's ability to get what he or she wants in an acceptable way is directly related to the number of solutions or alternatives the student can think of in a situation. A student who can think of five ways to get what he or she wants will generally display more socially acceptable behaviour than the student who can think of only one or two ways. The following are some general steps in teaching problem-solving skills to students.

1. Get the facts and the feelings

When students are upset, fighting, angry or hurt, first find out the details. When questions such as, "What happened?" are asked calmly and non-judgmentally, students usually calm down and answer them.

Spend some time focusing on feelings. Students see things primarily from their own perspectives.

They may be completely unaware of how their behaviour affects other people, except when another person interferes with their needs. To negotiate fair solutions, students need to know how others feel.

2. Help students see the solutions

Generating ideas for solutions is much easier for students when they have a clear goal. Help students define the problem in terms of what both people want to happen. For example, "What can you do so that you can work in your way and your friend can work in their way?" When the problem is phrased this way, students get the idea that the needs of both are important.

3. Generate alternatives

To help students resolve conflict, adults can help them stay focused on finding solutions. When students suggest alternatives, adults can repeat the ideas then ask them what else could be done.

Resist the temptation to suggest ideas, as most students might assume their own thoughts are not good enough. If a student needs new ideas, suggest them later or ask the student to imagine how someone else they know might handle the situation.

4. Evaluate consequences

After the students have generated all the ideas they can, evaluate the consequences. Ask them, "What might happen if you ...?" or, "How might your friend feel if you ...?"

Resist the temptation to judge the ideas. Adults will not always be around to tell a student that his/her idea is not good and to suggest another. Adults are more helpful if they encourage students to evaluate ideas themselves and see why they are unacceptable.

5. Ask for a decision

When the students have thought out and evaluated their ideas, they should make a plan. Restate the problem, summarise the ideas, and let the students decide which idea they will try. If they choose an alternative you think will not work, be sure they know what they should do next.

The process of teaching problem solving often seems tedious, and adults may be tempted to just tell a student what to do. That does not, however, allow students to gain the experience of discovering what to do for themselves.

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The Council of Europe programme "Building a Europe for and with children" was launched to promote and secure respect for children's rights in Europe, and protect children from all forms of violence. Learn more at <http://www.coe.int/children>



The violence reduction in schools training pack was developed as part of the Council of Europe programme "Building a Europe for and with children". It is designed to support existing violence prevention schemes in Council of Europe member states by training facilitators in approaches to violence reduction involving the whole school.

The pack consists of the handbook *Violence reduction in schools – How to make a difference*, covering all aspects of violence reduction from policy-making to staff training through to developing partnerships with the community; a facilitator manual, containing 14 work sessions on how to train senior school staff; and a facilitator reference guide, which describes training methodology and techniques. The pack is aimed at assisting senior staff in schools with their responsibility to create a climate of harmony where violence is not expected, experienced or tolerated.