



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
Teacher's responsibility for a nonviolent learning environment

by

Author: Galya Baeva- Bulgaria

Editor: Višnja Raji

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Theme: Teacher's contribution to a (non) violent school

Expected outcome

- To transfer knowledge and experience about intervention and prevention of misbehavior without or with less power
- To lead trainees to the conclusion, that making students co-responsible for rules and order can make the classroom a better place
- To make teachers sensitive about the bad effects of certain approaches to discipline (Heart)
- To start deconstructing attitude of using power and, instead of that, train the attitude of being helpful, understandable, emphatic (Heart)
- To learn about approaches to discipline without or with less power. (Head)
- To learn, that taking the responsibility alone is a Sisyphus' boulder (Head)
- To built an attitude for sharing responsibility. (Heart)
- To experience methods of establishing cooperative discipline like encouraging, logical consequences, questioning and making contract(Hand)

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Primary, Secondary, Upper Secondary	Classroom management

Brief description of the unit

Trainees work cooperatively in groups. The groups change their members so that the ideas and knowledge can be shared between more participants. The contact activities match with the topic “violence”. Participants use mapping, role play, solving problems, in order to understand that certain teacher’s reactions and attitudes contribute to uphold a violent school climate. They also learn means and approaches, which could help them to overcome anger and burn out, and to intervene on a democratic and human way.

Methods/techniques used

Group work
Cooperative work
Role play

Time 5 hours

➤ Preparatory activity (Appendix 1)	▶ 15 minutes
➤ Activity 1: What is violence?	▶ 55 minutes
➤ Activity 2: Can teachers promote and uphold a violent environment?	▶ 60 minutes
➤ Activity 3: To refuse using power doesn’t mean abdicate	▶ 60 minutes
➤ Activity 4: Sharing responsibility with students	▶ 45 minutes
➤ Activity 5: Teacher’s portraits	▶ 30 minutes
➤ Evaluation/assessment	▶ 15 minutes

Tips for trainers:

- ➔ Trainers are supposed to give a signal for the beginning and the end of the activities. They also have to choose the speaker of the group, if one is needed. Sometimes trainees may misunderstand the task or need additional

explanation; it can be of help for the participants that the trainer walks between tables during the activities and observes the process of learning.

Resources

Preparatory activity	Appendix 1
How to make the hats	Appendix 2
List of behaviour models	Appendix 3
Picture of a “definition map”	Appendix 4
Attempting to define violence	Appendix 5
Pictures to be cut for building groups	Appendix 6
Tasks for activity 3. Explanation about the Approaches	Appendix 7
Creating rules with students	Appendix 8
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Preparatory activity:

Welcome participants and introduce them to the topic of the training. Invite them to watch a movie about a student, that was victimized.

<http://youtu.be/04eWltMsZDM>

Give the teachers short time to reflect and speak briefly about school violence and the aim of the training (Appendix 1).

Activity 1 **What is violence?**



55 minutes


	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Trainees get aware of the characteristics and effects of violent behaviours ➢ To create a safe environment to learn / to live. 	
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Trainees come to an acceptable and working definition of violence ➢ By using cooperative learning methods, teachers learn to avoid boredom and exclusion – bearer of violence. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ cooperative learning ➢ group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ 4 sheets of paper ➢ 12 paper hats ➢ List of certain behaviour models ➢ Flipchart ➢ 12 markers or pens ➢ Gong (something to make known the start and the end) ➢ Sweets of 4 different colours; they have to be as much as the number of the participants ➢ Appendix 2, 3, 4, 5 	

► **Practical arrangements:**

- Four tables in the room, four chairs at each table, numbers written on paper, four hats of different colours lying on each table, ICT equipment (computer and projector), flipchart to be visible for every participant

► **Instructions/procedure:**

- The group divides to small groups of 4 members by taking sweets of 4 different colours and every group goes to their table, assigned by a certain number.
- Every group gets 4 paper hats: black, white, green and red. (Appendix 2). The hats symbolize the roles in the same order: black - writer, white - summarizer, green - “time keeper” and red - encourager of the interactions. This has to be explained by the trainer. When the number of the participants cannot be divided in 4, it is possible to have a group of 3 members or a group of 5 members. In case there is a group of three, the white hat will have to take the role of the red hat, too. If there is a group of 5, one of the participants has to share the role of the writer (5 min).
- The trainer asks everybody to stand up, reads behaviours models from the list (Appendix 3) and asks participants to make steps to the left or to the right in order to identify certain behaviours as violent/nonviolent. Then he/she asks the trainees to give arguments for their decision and to name this kind of behaviour. The terms have to be written on the flipchart (10 min).
- The writer of each group makes a circle in the middle of the sheet and writes VIOLENCE in the circle. The space left gets divided in 4 to 6 areas and each area is to be divided in 2. The group is supposed to tell 4 to 6 phenomena of violence and the writer puts them in the spaces around the circle. Then participants tell one characteristic and one effect to the violated person for every phenomenon. The writer has to write them in the space above the phenomenon. (Appendix 4) (15 min).
- The summarizer looks for common characteristics and effects (5 min).
- The trainer chooses a speaker of each group (with the longest hair, for instance). The speaker reads the common characteristics and effects of violent behaviour and the trainer writes them on the flipchart (10 min).
- The trainer shows a definition of violence (Appendix 5) (5 min).

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer has to explain the role, symbolized by each hat: the coloured hats don't match with Edward de Bono's theory about the creative thinking. They have to make visible the roles of the group members, which enable them to contribute to the success of the group work. The black hat belongs to the writer. The related person has to write down on a sheet of paper the suggestions of the other members. The white hat belongs to the summarizer. This member has to generalize the ideas and formulate a sentence to be written down. The green hat has to control the process in order every single activity to be finished on time; he/she could mention that the time will be over soon, for instance, or that there are just two minutes left. The person with the red hat is supposed to encourage group members to do their work; to make suggestions, in case no one is willing to start the discussion or to asks questions, for instance, to repeat or generalize things done before. ➤ It will be necessary that the trainer goes to the tables, asks for difficulties and give additional explanations and instructions, for instance: "When you can't give an example from your own experience, could you take one from the phenomena mentioned during the previous activity". 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Are there any doubts or disagreements? ➤ Do you feel like being able to work with this definition during the training? 	 5 min

Activity 2 Could teacher's approaches promote and uphold a violent environment?



55 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To learn, that many misbehaving students have a negative self-concept; they stop trying to do things and prefer misbehaving and stop thinking they can learn or do things right (Head) ➢ To experience the bad effects of some approaches and understand that using power in the classroom can only evoke anger and resentment and invite more conflict (Head) ➢ To cultivate empathy towards the students, having been treat on that ways (Heart) ➢ To stop judging student's behaviour by the personal criteria of the teacher (Heart) <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ . To recognize the aim of the school discipline: to transfer models of setting limits without frustrating students or humiliating them, without using power (Head) 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Cooperative learning ➢ Role play 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ 4 envelopes and paper with the description of the violent behaviour ➢ papers with the roles for role play ➢ Flipchart, pens 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ 4 papers with the written teacher role, are placed face down on every table, the envelopes are to be given by the trainer ➢ The groups can chose to go outside of the room for the role play or stay in 	

► **Instructions/procedure:**

- Create new participant groups by getting all the green, red etc. hats together. Once seated the participants find hats for different colours/roles (4 different colours same as in Activity 1 and they take the roles for cooperative work according to the hat colour).
- Contact activity: Everyone in a new group has to answer the question “What is the taste of the violence?” and explain his association (10 min).
- Every group receives an envelope with a short description of a situation of misbehaviour in the classroom. The participants take part in role play being students and/or teachers. For example:
- Envelope 1. student has his/her legs on the desk,
- Envelope 2. student is constantly interrupting the teacher during the lesson.
- Envelope 3. student is annoying the neighbour in the class,
- Envelope 4. student is refusing to follow teacher’s instructions in the class.
- On the table there are strips of papers with certain approaches written on, which are not visible (turned face down). Every participant has to take one. The “roles” of the teacher are:
 - 1. to humiliate or exclude a student
 - 2. to set high expectations without showing the way to achieve them
 - 3. to shout at and punish a student
 - 4. to create a competitive situation in the classroom.
- Every participant has to create a solution of the problem by using the approach, written on his paper (10 min).
- Role play within every single group. Every time when the change the approach the participants switch roles (one teacher and 3 students) (15 min)
- The “students” tell about their feelings in the small groups. The black hat of the group writes down how students felt according to teacher approach (10 min)
- Speakers, chosen by the trainer, read the student feelings, affected by these solutions. The trainer writes them down on the flipchart! (10 min).

► **Tips to trainers/anticipated difficulties:**

- Moving to the other tables, participants leave their hats on the tables, so that every new group can have 4 different hats and make choices about the 4 related roles
- Talk with every group about the solutions and give ideas, information. For instance, to apply the

<p>approach “create a competitive situation” to the case “interrupting the teacher during the lesson” you may suggest to compare the misbehaving student with another one and praise the second one; the intervention in case “a student is annoying his neighbour in the class” could be: “You should never do this again!”, which is an approach of setting high expectation without showing the way!</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ Are the mentioned means of intervention able to teach children how to take care of themselves, the others and the world around? ➢ Explain why? - (5 min) 	

Activity 3 To refuse using power doesn't mean to abdicate



60 minutes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To learn, that pupils are looking for acknowledgement of their behaviour and the legal way to give it is to encourage the acceptable behaviour (Head) ➢ To recognize, that student's behaviour is aimed to satisfy certain needs and teachers should try to wake up for this needs. (Heart) <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To learn and practice methods of cooperative discipline (Head, Hand) ➢ Teachers experience the joy of being supportive and helpful person. (Heart, Hand) 	<p>Notes</p>
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ cooperative learning ➢ group work ➢ gallery walk 	

<p>► Resources:</p> <ul style="list-style-type: none"> ➤ A3 paper for each group ➤ Papers with positive approaches to classroom situations ➤ Explanations of questioning, encouraging ➤ Natural and logical consequences, contract with a student ➤ Appendix 6, 7 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ There is a paper with a situation on each table (Activity 2); there are explanations to the approaches printed out to be taken after getting the task 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ New groups are made by using pieces of pictures (Appendix 6). Cut out as many pieces of pictures, as there are participants (5 min). ➤ Contact activity: everyone tells a memory about having been supported in a time of need by relatives or friends and shares the feelings the memory has evoked (10 min). ➤ The groups have to solve the same situations of misbehaviour as during the previous activity (<i>legs on the desk, interrupting the teacher etc.</i>) but the approaches are different. Every group has to solve only one situation, which will be given with the approach to be applied to it: <ul style="list-style-type: none"> ➤ 1. encouragement, ➤ 2. questioning and listening, ➤ 3. natural and logical consequences, ➤ 4. a contract with a student. ➤ Their explanations are printed out on a piece of paper (for instance situation: “<i>annoying the neighbour</i>” and approach: “<i>encourage</i>”) - (Appendix 7). ➤ The groups have to discuss, how to apply the approach to the particular situation. ➤ The final solution is to be written down on a sheet of paper A3 (15 min). ➤ The group has to think about the expected effects of this solution (5 min). 	

<ul style="list-style-type: none">➤ Every group hangs its paper on the wall. Participants go around and read.➤ The Green Hat of each group answers questions to the content, if any (10 min).➤ The trainer has written the four approaches on the flipchart➤ The White Hats of each group go to the flipchart and write down the expected effects for each approach. The order in which the white hats write down expected effects is to be set by the trainer (10 min).	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Ensure yourself, every group has read the explanations about the approach; they have to put into practice.➤ Ask if there are any questions.➤ Tell participants the order, when they are ready to start the “gallery walk” around the papers displayed.➤ The last two minutes are for the Green Hats to observe the papers.	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none">➤ How do you feel by acting peaceful and tolerant?➤ Do you think, that by acting in such a way you could help to prevent burn out?➤ A short discussion (5 min).	

Activity 4 Sharing responsibility with students



45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To get aware of the fact, that people experience different bounders by reaching the same goal (Heart) ➤ To recognize, that the rules have to match with the needs of all members (Head) ➤ To learn from experience, that fair doesn't mean identical (Head) <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To understand, that the imposed rules make authorities alone responsible for the order and frustrate both – students and authorities (Head) ➤ To practice creating of class rules together with students and establishing inner discipline (Hand) 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Text about creating rules with the class on the flipchart/or ppt. (Appendix 8) ➤ 4 sheets of paper A4, pens ➤ Cotton or silk material – for the role of the blind person and the one with the banded legs ➤ Bowl with sweets (no matter how much) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Tables next to the walls, space for the game, a chair with the bowl of sweets on it in a distance of 5 meters from the participants 	

► **Instructions/procedure:**

- The trainer chooses 4 participants (for instance, the red hats) to play a racing game.
- The player 1 is “blind”, 2 is “lame” (jumping on one leg), 3 has arms bounded (tied together), 4 has legs bounded (tied together).
- All the players have to reach a bowl filled with sweets. The person coming first can take as much sweets as she/he wants (5 min).
- Once the game ends every player is invited to talk about the difficulties and the feelings experienced during the game (10 min).
- The “actors” go back to their groups. The groups start creating rules for the game, including the needs of the different players, so that no one is disadvantaged. The rules have to be written on a sheet of paper (15 min).
- The White Hat of each group reads the rules and the trainer writes them on the flipchart. Participants evaluate the rules for being clear enough and not offending human rights. The steps of creating rules in the class by empowering students to participate actively arise on the screen (Appendix 8) for the participants to read and discuss (10 min).

► **Tips to trainers/anticipated difficulties:**

- The trainer has to prepare the beginning of the game.

► **Debriefing/reflecting**

- Is it possible, that rules, created by the school authorities could be experienced by students as violent?
- Can you make the connection between the needs of the participants in the game and the needs of the students in the classroom?
- What are the most important features of the rules in the class? (5 min)

Activity 5 Teacher's portraits



30 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To wake awareness about the power of the teacher to transfer a model of aggressive and violating reactions or a model of empathic and humanistic actions. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ cooperative work ➢ group work ➢ plenary 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ The results of the work during the training, written on the flipchart ➢ The pre-reading “The democratic versus the Traditional Classroom” (Appendix 8) ➢ 2 sheets of drawing paper (flip chart paper) ➢ 18 sheets paper A4 ➢ glue, duct tape 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ A place for the 2 sheets of drawing paper is needed 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ The trainer hangs up 2 sheets of drawing paper. On every sheet a shape of a human being is drawn, stressing the head, the hart and the hand. There are titles on the sheets: “Teacher, promoting violence” and “Teacher, promoting <i>convivencia</i>” ➢ Trainees are invited to go to a table and take a copy of “The Democratic versus the Traditional Classroom”. (Appendix 8) ➢ The Red Hat of each group should do this for the whole group. 	

<ul style="list-style-type: none"> ➤ Each group is supposed to write on 6 sheets A4: ➤ 1.What the teacher doesn't know how to/ knows how to ➤ 2. What educational philosophy and beliefs she/he has. ➤ 3. What skills she/he has or hasn't developed (15 min). ➤ The Green Hats of each group go and put/stick the sheets with the text on the right place (5 min) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer should ask the trainees to read the text “The democratic versus the Traditional Classroom” before writing down the statements. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Which image of the teacher is more real? ➤ Why do you think so? ➤ How do you feel about your conclusion? (10 min). 	

Debriefing/ Evaluation and assessment



10 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To reflect on the knowledge gained during the workshop ➤ To plan further activities in individual context 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A4 paper (or a drawing of a suitcase) ➤ Evaluation questionnaire (Appendix 9) 	

<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Each participant will get a sheet of paper A4 and will be asked to draw a suitcase on. In the suitcase are to be written 3 ideas (methods, approaches), participants would like to take with them from the training. Example: “What are the 3 most important things you’ve learned?” “How will this influence the change in your way of thinking, seeing others, living?” Are there any concrete activities that you can further develop in your work? ➤ Participants do this before and after self-survey or peer interviews. ➤ Participants get envelopes and paper. They are asked to write a letter to themselves concerning a plan for implementing some new methods. After a period of 2 months they are supposed to open the letters and write down the results. They could use this information in order to fill in the questionnaire given to them as an evaluation of the workshop (Appendix 9) (10 min). ➤ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ 	

References

Rudolf Dreikurs, M.D., Bernice Bronia Grundwald, Floy C. Pepper (1971): Maintaining Sanity in the Classroom: illustrated teaching Techniques

Barbara Coloroso: Just Because It's Not Wrong Doesn't Make it Right. Penguin Group USA, 2007

Preparatory reading :

- Freud's Conception of the Human Psyche (The Iceberg Metaphor)
- Four sides of a message by Friedemann Schulz von Thun (four- ear- theory)
- The use of I-messages to avoid accusatory language
-

Appendix 1:

PREPARATORY ACTIVITY

Welcome participants and invite them to watch a movie about a student, having been victimized.

<http://youtu.be/04eWltMsZDM>

After the end of the movie, the trainer should speak briefly about school violence and the aim of the training:

The topic Violence is boundless because the violence manifests it selves through so much phenomena in the everyday life. A big amount of knowledge about the causes, motives and shapes of violence has been collected, so it would be completely impossible to discuss them in one training session, even if it may last for a week. We are not going to talk about the causes of the school violence, the forms like bullying, mobbing, cyber bullying, structural violence etc., either. We are also not going to consider ways of teaching students nonviolent behaviour or to learn about the personalities, who demonstrate a high likelihood of acting violent. We are going to focus the role of the teacher in the process of establishing a learning environment, able to make students feel protected and untroubled. We will look for an answer to the question, if it is possible that the teacher contributes, consciously or not, to a violent school, where students may experience humiliation, fears and coercion. We are also going to learn approaches to discipline, which exclude power or use a minimum of it.

In the very beginning of the training unit we shall try to bring the various faces of the violence under a common definition. After we have reached consensus about the definition we are going to work with, we shell go to some situations of misbehaviour and certain prevention and intervention approaches. We shell discuss their effects on the students. Other possible approaches are planned to be applied to the same situations in order to be able to create a peaceful atmosphere in the class and in the school. At least we shell generalize the competences of the aggressive and of the supportive teacher in order to improve the wisdom, that violence is an expression of weakness. Every participant will have the opportunity to plan an implementation of the gained knowledge to her/his own practice.

Appendix 2:

HOW TO MAKE A PAPER HAT

If you are not sure here is a short film on how to make paper hats.

http://www.youtube.com/watch?v=-_uZrffY6lw

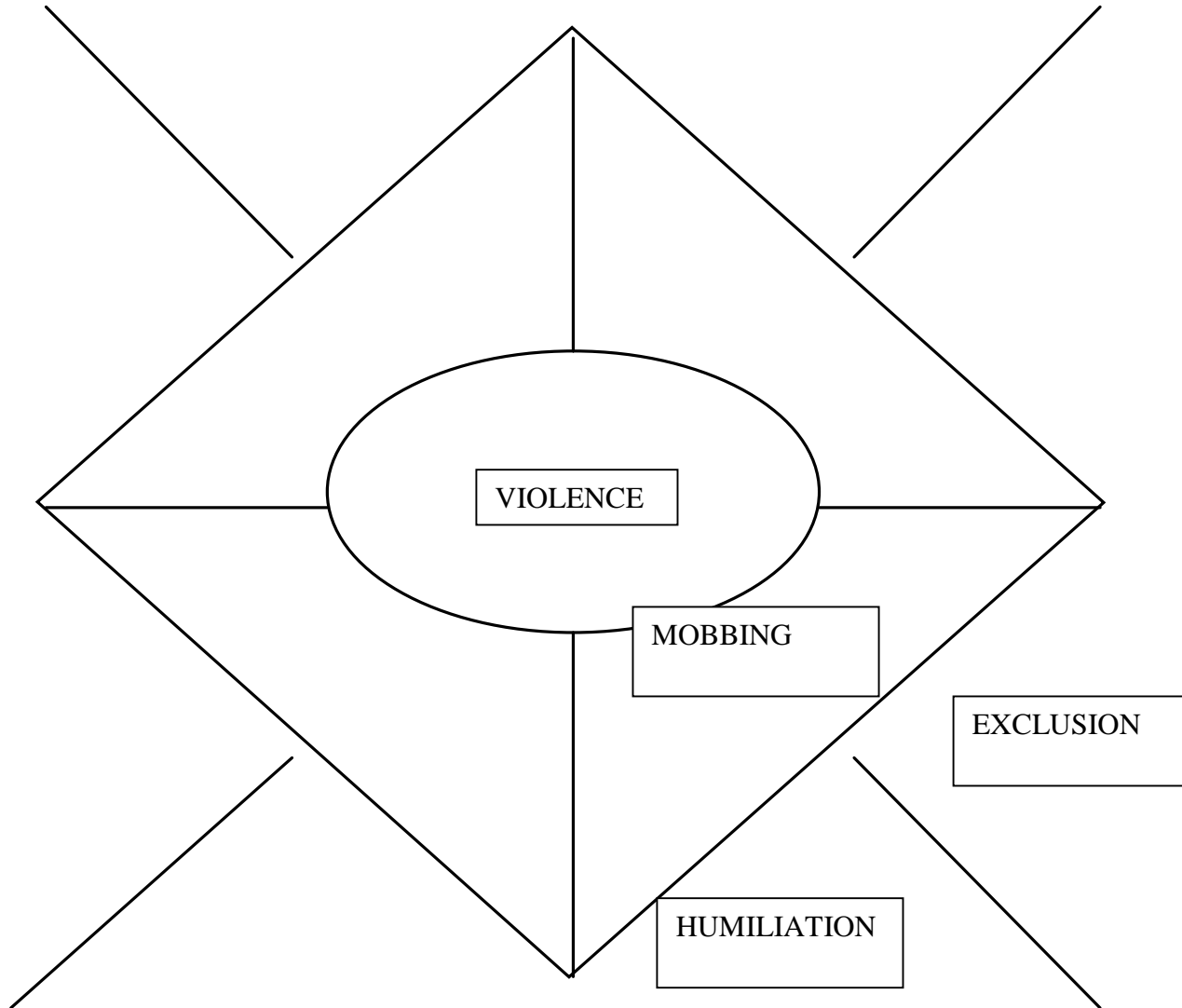
Appendix 3:

- WHICH ACTION INCLUDES VIOLANCE?

- The teacher is shouting to class.
- Teacher is counseling: I know, you feel angry, therefore you are interrupting me.
- Teacher is warning: “If you don’t stop teasing your neighbor, I’ll send you to the office”.
- The teacher lets a student stay after the end of the lesson because of coming late.
- The teacher is asking the student to clean the wall, after he has written on.
- The teacher says: “That is a bad-mannered attitude to interrupt people unless they haven’t finish.”
- The teacher is threatening: “I see, you are coming to a bad end.”
- The principal is asking questions to the students, who have had disturb the teacher during the lesson.
- A student with overweight has been pressed to go to the sport classes wearing shorts.
- Students are joking with a boy, suspected of being homo sexual, the teacher is staying nearby and laughing.

Appendix 4:

Definition map



Appendix 5:

WHAT IS VIOLENCE

Violence is defined by the World Health Organization as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation. (This definition refers intentionality to the committing of the act itself, irrespective of the outcome it produces.)

Violence may cause physical pain to those who experience it directly, as well as emotional distress to those who either experience or witness it. Individuals, families, schools, workplaces, communities, society and the environment all are harmed by violence.

Characteristic signs of violence:

Unreasonable use of force means (psychological or physical)

- Pressure exercise by one person to another
- Preservation of control over the relationship
- Preservation of control over other's behaviour
- Forceful imposition of one's will over another
- Self-destructiveness

Affection to the development of individual's personality

- Emotional distress
- Anger and resentment
- psychological and emotional dependence

- Harming one's values
- Sometimes constitutes a language of the "voiceless" (who cannot express themselves except through actions) and the understanding rests on our abilities to decode

Violence can be express in many ways (easy visible or not)

The understanding of violence always refers to the context

Forms of violence:

Physical violence

Any violent or oppressive behaviour towards the body, animals or objects that causes pain, injury, physical confinement or damage of property

Obstruction of fulfilment of basic human needs (e.g. food, medicine, sleep)

Psychological violence

Humiliation, harassment and mobbing

Continuous criticism and degradation

Making someone look ridiculous

Making comments and remarks, which affect someone's self-esteem negatively (e.g. "Can't you do anything right?")

Any behaviour that causes someone emotional pain, such as anguish, fear of separation, etc.

Often involves threats and intimidation

Verbal violence: yelling, cursing, humiliation, threats.

Coercion: to force a person to do, or not to do, something against her/his will

Isolation: Restriction of communications or relations, obstruction of participating in groups or organizations.

Structural violence

This form of violence corresponds with the systematic ways in which a social structure or social institution damages or kills people slowly by preventing them from meeting their basic needs.

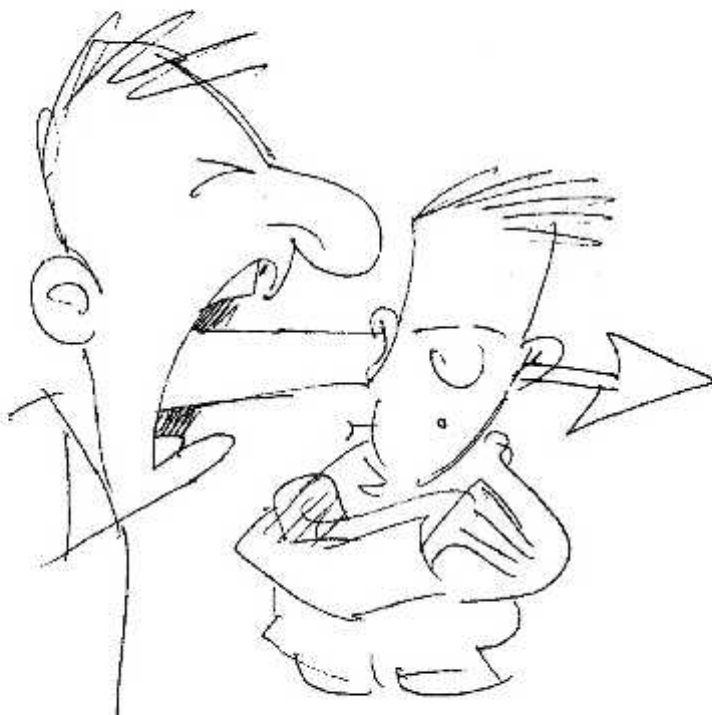
Mobbing

Psycho terror, continuous humiliation practiced by many persons towards one of the community; very often it is a manifestation of powerful position. There is a kind of regularity in those actions, for instance ones a week and they usually last for a period of time. The term is being applied up to date to certain actions in schools or at the work place.

Cyber bullying is the use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender, but it may also include threats, sexual remarks, pejorative labels, ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact aimed at humiliation. Cyber bullies may disclose victims' personal data (e.g. real name, address, or workplace/schools) at websites or forums or may pose as the identity of a victim for the purpose of publishing material in their name that defames or ridicules them. Some cyber-bullies may also send threatening and harassing emails and instant messages to the victims, while other post rumours or gossip and instigate others to dislike and gang up on the target.

Appendix 6:

Pictures to be cut and use for building groups.







Appendix 7:

Tasks for the Activity 3

1. Situation: a student is sitting with the legs on the table; approach to be implement is “nonviolent communication”
2. Situation: a student is interrupting the teacher during the lesson; approach to be used is “encouraging”
3. Situation: a student is annoying the neighbour in the class; approach to be implement “asking questions and listening”
4. Situation: a student refuses to follow teacher’s instructions in the class; approach to be implement is “natural consequences”

Praise versus Encouragement

Praise

- 1) Praise is a reward given for a completed achievement
- 2) Praise tells students they have satisfied the demands of others
- 3) Praise is patronizing. The person who praises has a superior position.
- 4) Praise stimulates competition
- 5) Praise stimulates selfishness

Encouragement

- 1) Encouragement is a acknowledgement of an effort
- 2) Encouragement helps students evaluate their own performance
- 3) Encouragement is a message between equals.
- 4) Encouragement stimulates cooperation
- 5) Encouragement stimulates helpfulness

Dreikurs made the following *suggestions to teachers*:

- Always speak in positive terms, never be negative
- Be democratic rather than autocratic or permissive in the classroom procedures and social interactions with students
- Encourage students to strive for improvement, not perfection
- Emphasize student strengths while minimizing weaknesses.
- Help students learn from mistakes, which are valuable in learning
- Encourage independence and the assumption of responsibility
- Show faith in students; offer them help in overcoming the obstacles.
- Encourage students to help each other
- Be optimistic and enthusiastic – a positive outlook is contagious.
- Use encouraging remarks such as, “you have improved”, “can I help you?”

Coloroso believes that students should be empowered to trust in themselves and to learn self-discipline. The teacher’s duty is to give messages such as “I believe in you”, “I trust you”, “I know you can handle this”, “You are listened to”, “You are cared for”, “You are very important to me”.

Appendix 7:

Consequences: Natural and Reasonable

Dreikurs did not believe in the use of punishment, reinforcement or praise. Instead, he believes that natural/logical consequences and the process of encouragement are the most useful techniques for preventing discipline problems.

If a student writes on the walls of the school,

The teacher may keep her after school (punishment)

The teacher may ask the student to clean the walls (logical consequence)

If a student damages classroom materials,

The teacher may send a note to the student's parents (punishment)

The teacher may prevent the student's use of classroom materials until he chooses to use them properly (logical consequence)

If a student is late for the class,

The teacher may keep her after school (punishment)

The teacher may ask the student to wait at the door until she receives a signal that her late arrival will no longer disturb the class (logical consequence)

The concept of natural consequences is important in Inner Discipline. (*Barbara Coloroso*)

For Coloroso, the process of discipline does four things that the act of punishment cannot do:

- It shows students what they should have done.
- It gives them as much ownership of the problem as they are able to handle.
- It gives them options for solving the problem.
- It leaves their dignity intact.

Natural consequences involve real-world consequences or interventions and deal with the reality of the situation rather than the power and control of the adult. For ex: If a student refuses to wear a coat outside, the natural consequence is that he will be cold. Coloroso maintains that these consequences are learnt without nagging,

reminding, or warning. Such consequences teach students about the world around them and that they have positive control over their lives. If natural consequences are not life threatening, Coloroso suggests letting students experience them. If the natural consequence is non-existent or would be inappropriate, Coloroso recommends that the teacher consider reasonable consequences. Natural consequences just happen, but reasonable consequences require reasoning and planning. A key point in determining reasonable consequences is for the teacher to ask whether the goal is to teach the student or punish the student. For instance, if Mehmet (kindergarten student) is engaged in horseplay and breaks a glass, it will not be reasonable to ask him to pick up the small slivers of glass, however, it would be reasonable for him to hold the bag while the teacher picks them up.

Coloroso calls for an RSVP approach- a consequence that is reasonable, simple, valuable (as a learning tool) and practical

Appendix 7:

Questioning and listening

Thomas Gordon believes misbehaviour is defined by adults. Children see the situation differently. When a child misbehaves, an adult sees a behaviour that is believed as “bad” by themselves. However, that behaviour is done by children just to satisfy their needs. There is nothing „bad” in it. Gordon believes that when teachers understand this distinction, changes in attitudes are possible. Teachers can understand that everyone’s behaviour is basically need-satisfying, not good or bad. Hopefully, this will make teachers more accepting of children. Gordon is not saying that teachers should become more accepting of what children do. However they can begin seeing children as need satisfying beings like themselves, instead of seeing them good or bad.

When the problem belongs to the student, the role of the teacher is to use:

 Critical listening (critical means silence. Allowing other person to talk, keeping quiet, listening to, and not talking),

 Door openers (asking questions: Would you like to tell me more about that? It encourages talking about the situation),

 To mirror the child’s concerns or messages with active listening (verbally encoding the other person’s feelings and summarizing the problem).

Appendix 7:

Nonviolent Communication

Marshall Rosenberg developed the Nonviolent Communication. The method is being used as a conflict resolution means. Nonviolent Communication holds that most conflicts between individuals or groups arise from miscommunication about their human needs, due to coercive or manipulative language that aims to induce fear, guilt, shame, etc. These "violent" modes of communication divert the attention of the participants away from clarifying their needs, their feelings, their perceptions, and their requests. The aim of Nonviolent Communication is then to steer the conversation back towards the needs, feelings, and perceptions, until the discovery of strategies that allow everyone's needs to be met. Moving beyond "right" and "wrong" to using needs-based assessments is one of the basic assumptions. Rosenberg names the NVC also "language of the heart". NVC invites practitioners to focus attention on four components:

Observation: the facts (what we are seeing, hearing, or touching), a focus on observations specific to time and context is recommended

Feelings: emotions or sensations, free of thought and story. Feelings are said to reflect whether we are experiencing our needs as met or unmet; they are also said to allow us to more easily connect with one another.

Needs

Request: request for a specific action, free of demand. It is recommended that requests use clear, positive, concrete action language.

Appendix 8:

Create rules by authorizing students to participate

The Democratic versus the Classical Classroom

Each student has the same value and worth as any other class member, including the teacher. The fact, that Mrs. P happened to be the teacher, did not exclude her from being a class member.

In the democratic classroom cooperation is based on consideration for the rights and interests of others while standing up for one's own rights. The principal of this type of classroom implies mutual respect – respect for the dignity of others. Mutual respect means treating each member with respect, recognizing the worth of his ideas, accepting his plans and contributions and also, if necessary, to reject his contributions as being of no value in a particular situation, while in the same time not rejecting him.

A group cannot run democratically without order and group rules. Limits are necessary. The teacher must establish limits and give the children freedom within those limits.

Children must participate in establishing and maintaining rules.

The teacher must know how to win cooperation of the students. She/he cannot demand it.

The teacher needs the skill to integrate the class for a common purpose: each child has to have a sense of belonging to the whole class.

Make contract

Discipline with dignity approach was developed by *Richard Curwin* and *Allen Mendler*. Curwin and Mendler point out, that students with chronic behaviour problems see themselves as losers and have stopped trying to gain acceptance in normal ways. In order to maintain a sense of dignity, those students tell themselves it is better to stop trying than to continue failing, and that it is better to be recognized as a troublemaker than be seen as stupid.

The class meeting held to establish a **social contract** between students and the teacher is a base to the prevention dimension.

A social contract is a mutually developed set of specific and clear rules and consequences that define acceptable and unacceptable behaviours in the classroom. During the class meeting, consequences are also established for both the teacher and the students if they break rules. Once the social contract has been created, the teacher will be tested on the rules with 100 % correct answers required. The students are tested as well. If the students fail, the teacher will reteach the rules to the students. Then the test is taken over and over until passed. The social contract is shared with the principal, parents and other teachers. If the rules and consequences are not working, the teacher will have another meeting to change them. Curwin and Mendler's view of consequences is similar to those defined in Dreikurs's punishment vs. logical consequences. They believe that punishment destroys the student's dignity. For them, consequences must be clear and specific, must have a range of alternatives, must not be punishment, and must be related to the rule. An important contribution by Curwin and Mendler is the concept of *"fair and not equal"*. There is a range of consequences and this model permits the teacher flexibility to teach. Therefore, the teacher may select one consequence when a student breaks a rule and may select another consequence when another student breaks the same rule.

Appendix 9:

Questionnaire

1. Which approach to cooperative discipline could you practice after the training?

2. Did you feel like having enough knowledge to put these approach/approaches into practice?

YES

NO

3. Was something useless or unclear taught during the training? YES NO

4. If so what:

5. Did the student's react to your intervention?

YES

NO

6. Do you think it would be possible to promote discipline without power by using these methods continuously?

YES

NO

7. Do you expect to establish more successful learning environment by using the trained approaches to discipline and communication?

YES

NO

If you don't have optimistic expectations, can you explain why?
