



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
Promoting healthy interactions for bullying prevention
by

Author: Vivian (Paraskevi) Chiona - Netherlands

Editor: Višnja Rajić

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Theme: Promoting healthy interactions among students for bullying prevention- A peer education training

→ **Expected outcome**

- Raise awareness on bullying: to understand and to be able to identify the different types of bullying
- Provide the opportunity to students to get informed on bullying and promote healthy interactions such as expressing feelings and needs, being assertive, making choices.

Target group

Type of training	School level / age	Subject area
Peer education training	Secondary	Emotional Education Curriculum, Life skills

Brief description of the unit

The aim of this training unit is peer education on bullying and the promotion of healthy relationships. A group of ten, seventeen to eighteen year old students will be trained to act as "student ambassadors", passing on the message of 'convivencia' (living together in harmony) to the youngest students in the school.

Methods/techniques used

Group work
Cooperative work
Individual work

Time 4:20 hours

Session 1	▶ 95 minutes
Preparatory activity: 'The story of my name'	▶ 15 minutes
Ground rules for all activities	▶ 5 minutes
Pre-training questionnaire	▶ 10 minutes
Activity 1: 'What is bullying?'	▶ 30 minutes
Activity 2: 'The Anti-Bullying/Healthy Interactions Tree'	▶ 35 minutes
Session 2	▶ 65 minutes
Preparatory activity 1: 'Who?'	▶ 5 minutes
Activity 1: 'Be assertive'	▶ 30 minutes
Preparatory activity 2: Blindfold leading	▶ 5 minutes
Activity 4 Assertive Rights	▶ 25 minutes
Session 3	▶ 90 minutes
Preparatory Activity 1: 'Chinese Whispers'	▶ 5 minutes
Activity 5 Healthy Relationships	▶ 30 minutes
Activity 6 It's your choice	▶ 35 minutes
Debriefing/ Evaluation and assessment	▶ 20 minutes

Tips for trainers:

Throughout the training unit, it is important that the trainer:

- ensures a positive climate
- takes a non-judgmental stance
- is genuinely interested in what the students say

- clarifies the ground rules for all activities of the training unit
- gives clear and simple instructions
- After setting up, the trainer should quickly and quietly go around the room and check that all the participants understand the task and do it.
- forms groups quickly and efficiently and varies the composition and sometimes the size of the groups throughout the session
- highlights the confidentiality of the content of the sessions
- gives the students the chance to ask questions
- focuses on agenda and the structure of its session

Resources

The ground rules	Appendix 1
PowerPoint Presentation on raising awareness on bullying	Appendix 2
The 'Coping Tree' Hand-out	Appendix 3
'Assertiveness' Hand-out	Appendix 4
Be assertive worksheet	Appendix 5
Healthy Relationships hand-out 6	Appendix 6
'It's your choice' Hand-out	Appendix 7
Pre-training questionnaire	Appendix 8
Post-training questionnaire	Appendix 9
Trainer's evaluation form	Appendix 10

SESSION 1



30 minutes

Preparatory Activity: ‘The story of my name’

This is a warm up activity which can establish a level of rapport in the group.

The students form a circle; the trainer asks each member of the group to briefly describe the story of his/her name (e.g. if it was given after a family member etc.). In case a student doesn’t have a ‘story’, the trainer could ask him/her if he/she likes this name, if he/she would like to have another one; if yes, which one and why. If the participant is still very resistant, the trainer should respect it and not to insist further, as perhaps the participant needs more time to feel comfortable. (15 minutes)

Take 5 minutes to explain and go through the ground rules of the workshop (Appendix 1).

The participants are given a pre-training questionnaire and they evaluate their understanding and awareness of violence and bullying in schools (Appendix 8). (10 minutes)

Activity 1 What is bullying?



30 minutes

<p>▶ General aim: To raise/increase awareness of bullying To recognize different types of bullying</p> <p>▶ Specific aims: .</p>	<p style="text-align: center;">Notes</p>
<p>▶ Methods /techniques used:</p>	

<p>➤ Group work, brainstorming, role playing, presentation and whole group discussion</p>	
<p>▶ Resources: Pens or pencils as many as needed per participant A4 papers if needed for notes A computer in the room A screen or projector PowerPoint presentation (Appendix 2)</p>	
<p>▶ Practical arrangements: Enough space for role playing Options for forming groups are: -<i>Randomly</i>, -<i>Name Tags</i>: Use name tags of different shapes or colours or animals, flowers etc.to designate different groupings. -<i>Silent birthday calendar</i>: Ask participants to line up by birthdays and then break into the numbers of subgroups needed for a particular activity. For large number of groups, form subgroups by birth months. -<i>Grouping Cards</i>: Code groups using a coloured dot (red, yellow, green and blue for four groups).</p>	
<p>▶ Instructions/procedure: Divide in groups of 5 participants (or 3-4-6 depending on the number of attendants), by choosing one of the above suggested options. Ask students to brainstorm what bullying is (5 minutes). Ask groups to prepare a short role play on a bullying situation. The students are free to choose their own bullying scenario (6 minutes). Each group briefly presents the role play (approximately 3 minutes each). The trainer presents a brief PowerPoint presentation on bullying (10 minutes).</p>	
<p>▶ Tips to trainers/anticipated difficulties: Mention that the goal of this activity is not that of sharing any personal experiences which might make some students feel uncomfortable but focusing on the topic per se. Make sure that in case a student shares a personal experience, anonymity of any students involved should be kept.</p>	

<p>Keep in mind that in a big group (i.e. 30-40 participants) it is difficult to moderate a discussion (especially if there are many different opinions); so it is better to just get a few feedbacks and then proceed with work in small groups.</p>	
<p>► Debriefing/reflecting: Discussion on:</p> <ul style="list-style-type: none">➤ How is bullying different from other types of aggression?➤ Why some students bully?➤ What are the consequences of bullying? <p>How does our cultural background make us perceive bullying different? Or does our cultural background make us perceive bullying differently? (due to the cultural diversity in our school, this question is loaded)</p> <ul style="list-style-type: none">➤ Sum up and brief open discussion: The aim of this part is to provide a feeling of completion only and it should be brief and general. The trainer can: a) ask two participants to provide a quick summary of the session, what was beneficial for them or what did they learn and what they would use for their lesson/presentation to the younger students b) summarize the comments made by the participants, by focusing on the main points of the session and the learning outcomes.	

Activity 2: The Anti-Bullying/Healthy Interactions Tree



35 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To identify values, skills, attitudes which are important to <ol style="list-style-type: none"> a) prevent bullying and b) promote 'convivencia' – living together in harmony ➢ To highlight the importance of cooperation through team work (learning to be) <p>▶ Specific aims:</p> <p>.</p>	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Individual work 	
<p>▶ Resources:</p> <p>Coping tree (Appendix 3). Enough copies of the hand-outs to be distributed should be available. All necessary materials should be placed in the middle of the group's circle. Enough space is needed on the wall to display the tree.</p>	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ This activity can be done on a large table or on the floor. Preferably students sit on the floor. For this activity, it is important that the materials and in particular the large piece of paper to be in the centre of the circle, as students will draw one big 'anti-bullying' tree. ➢ All necessary materials should be placed in the middle of the group's circle. The students can choose any colour markers they like. 	
<p>▶ Instructions/procedure:</p>	

<p>Students are asked to draw a big tree. The trainer distributes the 'Coping Tree' hand out as a template of what they can do. While the students are drawing and decorating the tree, the facilitator asks questions which make students think of important values, skills attitudes. Examples of these questions are: Who gives help, care and encouragement? How do you take care of yourself? What keeps you going in difficult phases? What do you want for yourself? Which characteristics make this tree so strong that it can't break in a 'bullying storm'?</p>	
<p>► Tips to trainers/anticipated difficulties: Ensure that each student provides an input; ensure that each student "owns" part of the tree and that he/she has added something to it. The trainer should mention that in case some participants finish sooner with their own part, then they can always offer their help to another participant Suggest that this 'anti-bullying' tree, which will be the outcome of their collaborative work, can be used a resource in the presentation these students will make to the younger students of the school. The trainer passes on the 'convivencia' motto: 'It starts with <i>me</i>, ends with <i>we</i>.' These students will be the students' ambassadors to pass on the 'convivencia' message. If the participants enjoy this activity a lot, they can be prompted to add something such as a key word to the tree after each of the following sessions (session 2 and 3).</p>	
<p>► Debriefing/reflecting: Discussion on the benefits of this activity and on which characteristics of this tree are the most important for bullying prevention and for promoting healthy interactions.</p>	

SESSION 2

Preparatory Activity 1: 'Who?'



5 minutes

The students form a circle and then the facilitator makes some 'Who' questions (e.g. Who was born on a holiday? Who plays an instrument? Who has an unusual pet? Who likes to eat fish?). Whoever has an answer to a question makes a step forward. He/she has to go back to the circle for the next question. This introductory activity provides a fun, non-threatening way to warm up the group.

Activity 3 Be assertive



30 minutes

Notes	
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To recognize three types of communication styles. ➢ To accept to see things from different perspectives (learning to be). ➢ To increase awareness of the advantages of being assertive. ➢ To learn assertive behaviour skills. ➢ To develop critical thinking skills in learners: encourage debating, discussing, listening and asking questions, to build constructive assertiveness based on argumentation, giving examples, establishing connections, coming to conclusions, finding causations (learning to do). ➢ To recognize and accept risks linked with the handling of sensitive issues (learning to be). 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual work ➢ Work in pairs/group work 	

<ul style="list-style-type: none"> ➤ Role playing ➤ Whole group discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Assertiveness Hand-out (Appendix 4) ➤ ‘Be assertive’ Worksheet (Appendix 5) ➤ Pens or pencils as needed 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Form a circle ➤ All necessary materials should be placed in the middle of the group’s circle ➤ Enough copies of the hand outs to be distributed should be available ➤ Enough space for the role playing 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Present the Assertiveness Hand out. ➤ Discuss the following definitions of non-assertion/passiveness, assertion and aggression (approximately 8 minutes). ➤ <u>Non assertion:</u> Being afraid to stand up for your rights or express your opinions. It is a communication style which allows rights and feelings to be violated. Non-assertive people want to avoid conflict. They keep their feelings bottled up inside but are often very angry because they are allowing themselves to be stepped on by others. Non-assertive people tend to have little eye contact and are unsure of themselves, and indirect. ➤ <u>Assertion:</u> Assertion takes into account the other person’s feelings and it is not negative confrontation. It is a learned communication style that is honest and direct; a way of communicating with others in a more satisfying way without sacrificing personal needs, feelings, beliefs and/or self-respect, and without violating the rights of others. An assertive person has direct eye contact and a confident manner. ➤ <u>Aggression:</u> Stating your position in a dominating way. Aggression doesn’t take into account the other person’s feelings or rights. It is a communication style which evidences hostile and/or extreme behaviour. ➤ Clarify these definitions and distribute the ‘Be assertive’ Worksheet. Students may work individually (5 	

<p>minutes).</p> <ul style="list-style-type: none"> ➤ Share responses (5 minutes). ➤ Ask volunteers to role play one situation, having different people assume the assertive, aggressive and non-assertive roles. Ask one person to act as the recipient of the various messages. Instruct the recipient to respond in a genuine fashion to different types of messages. Each role play should last for approximately 1-2 minutes 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Help students to see that <ul style="list-style-type: none"> a) assertive behaviour has the greatest payoffs, b) aggressive behaviour usually results in angry confrontation, c) non assertion typically results in bottled up feelings and negative impact on relationships over time, d) that communication is a two-way interaction. ➤ Mention that the goal of this activity is not sharing/role-playing any personal experiences which might make some students feel uncomfortable but focusing on the different communication styles per se (with special emphasis on assertiveness). ➤ The trainer should have in mind that the dynamics in the group might get difficult, when the ‘aggressive’ scenario is role played. Therefore, all role plays should be brief, so there is limited space for the situation to go out of hand. In any case, the trainer has the responsibility to intervene, if necessary. ➤ The trainer should emphasize the benefits of being assertive and how this communication style promotes healthy interaction among people. 	
<p>▶ Debriefing/reflecting</p> <p>Discussion on:</p> <ul style="list-style-type: none"> ➤ Was it difficult to distinguish between assertive, aggressive and non-assertive? ➤ What do you see as the primary difference between the three styles of communication? ➤ Which response is the most effective? 	

<ul style="list-style-type: none"> ➤ How can you learn to be more assertive? 	
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5 minutes

Preparatory Activity 2: Blindfold leading

One player is blindfolded (or keeps his eyes closed), and is slowly led around the room by their partner, holding hands. When the ‘blind’ player feels comfortable, they swap roles. This game/activity promotes trust and concentration.

Activity 4 Assertive Rights



25 minutes

<ul style="list-style-type: none"> ▶ General aim: <ul style="list-style-type: none"> ➤ To increase assertive skills by recognizing assertive rights ➤ To promote respect for the individual and the team, by accepting their assertive rights (learning to be) ➤ To empower students in the elaboration of rules of living together in the classroom and school community (learning to do) 	<p>Notes</p>
<ul style="list-style-type: none"> ▶ Methods /techniques used: <ul style="list-style-type: none"> ➤ Individual work ➤ Work in pairs 	

<ul style="list-style-type: none"> ➤ Creative writing ➤ Whole group discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Pens or pencils as needed ➤ A4 sheets ➤ A large piece of paper 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Form a circle ➤ All necessary materials should be placed in the middle of the group's circle ➤ Enough space is needed on the wall to display the poster ➤ Options for forming groups are: <ul style="list-style-type: none"> -<i>Randomly</i>, -<i>Name Tags</i>: Use name tags of different shapes or colours or animals, flowers etc. to designate different groupings. -<i>Silent birthday calendar</i>: Ask participants to line up by birthdays and then break into the numbers of subgroups needed for a particular activity. For large number of groups, form subgroups by birth months. -<i>Grouping Cards</i>: Code groups using a coloured dot (red, yellow, green and blue for four groups). ➤ As this activity has no direct link to previous activities it is now possible (and recommended) to form new groups (see instructions). New groups find some working space on their own (tables are still arranged the same way), groups can even leave the room and find some more space outside 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Discuss the concept of assertive rights. (5 minutes) ➤ Ask the students to make an individual list of 5 important assertive rights.(3 minutes) ➤ Then the students are divided in two groups of five (or 4-6 depending on the number of attendants), by choosing one of the above suggested options. ➤ Each member of the group has to choose one right and explain why it is important and a possible way to exercise this right. ➤ Each group has to create a poster showing the 5 most important rights and then present it to the 	

rest. (10 minutes)	
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► **Tips to trainers/anticipated difficulties:**

- The trainer can make the following comments as a way to help students to realize that
 - a) assertive rights are often overlooked; many people were never taught these rights as children and many are in relationships infringing on these rights,
 - b) recognising and exercising these assertive rights empower people, offering a sense of control and dignity.
- Some important assertive rights that the trainer can mention, in case the students don't include them in their lists are the following: " I have the right" to
 - 1) Say no,
 - 2) Be competent and proud of my accomplishments,
 - 3) Say 'I don't know, I don't agree and I don't understand',
 - 4) Be treated with respect,
 - 5) Express my needs, opinions, thoughts, ideas and feelings,
 - 6) Have a support system.

► **Debriefing/reflecting**

- Discussion on:
 - a) What are the benefits of this activity?
 - b) Can you set one individual goal based on your assertive list?
- Sum up and brief open discussion:
- The aim of this part is to provide a feeling of closure only and it should be brief and general.
- The trainer can:
 - a) ask two participants to provide a quick summary of the session, what was beneficial for them/ what did they learn and what they would use for their lesson/presentation to the younger students,
 - b) summarise the comments made by the participants, by focusing on the main points of the session and the learning outcomes.

SESSION 3



5 minutes

Preparatory Activity 1: ‘Chinese Whispers’

In this warm-up activity, the students form a line and one person thinks up a phrase/word. He/she then whispers it to the player who is next and that player should make as much effort as possible to hear that phrase. A phrase should not be repeated if it was not heard the first time. This player should now whisper what they think was said to the next player, and so on, until the last player shouts out the phrase so that everybody can hear. This game also shows to students that rumours should be ignored as they are ‘Chinese whispers’.

Activity 5 Healthy Relationships



30 minutes

		Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To identify and promote healthier, more constructive relationship patterns ➢ To recognize qualities of a healthy relationship ➢ To accept to see things from different perspectives (learning to be) ➢ To develop critical thinking skills in learners: encourage discussing, listening and asking questions, to build constructive assertiveness based on argumentation, giving examples, establishing connections, coming to conclusions, finding causations (learning to do) <p>▶ Specific aims:</p>		
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual work, ➢ Work in pairs/group work 		

<ul style="list-style-type: none"> ➤ Whole group discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Healthy Relationships' hand out (appendix 6) ➤ Pens or pencils as needed ➤ A4 sheets 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Enough copies of the hand outs to be distributed should be available ➤ All necessary materials should be placed in the middle of the group's circle ➤ If students only need a partner, half the class can get words while the rest of the class has definitions. ➤ Students would need to match their words with the definitions 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Divide students in pairs. For the pair forming, half of the group can get simple words while the rest of the group has definitions (e.g. Earth-the planet on which we live) Students would need to match their words with the definitions. In case of an uneven number, then there will be only one group of three (1 minute). ➤ Instruct them that they have four minutes to brainstorm with their partner, in order to create a list of characteristics that they are looking for in a healthy relationship. One student should record answers (4 minutes) ➤ Each pair shares its answers with the rest in the group (4 minutes). ➤ Then, the trainer distributes the 'Healthy Relationships' hand-out and instructs students to complete as much as possible. Students work individually. (4 minutes). ➤ Each participant gives his/her answers (5 minutes). ➤ Discussion: Which are the most important characteristics of healthy relationships for this group? Why? (group discussion) (8 minutes) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer can facilitate the discussion by asking "Why is it important to establish healthy relationships and what steps are needed to accomplish this?" 	

<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➢ Discussion on the benefits of this activity and how the insights gained from this activity might affect one's day to day lifestyle. 	

Activity 6 *It's your choice*



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To recognize the importance of making choices ➢ To help students choose the positive attitude ➢ To accept to see things from different perspectives (learning to be) ➢ To encourage learner's critical thinking and allow them to take responsibility for their actions/behaviour, in their learning process (learning to be) <p>▶ Specific aims:</p>	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Whole group discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ It's your choice' hand out (Appendix 7) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Form a circle 	
<p>▶ Instructions/procedure:</p>	

<ul style="list-style-type: none"> ➤ The trainer asks whether choices are important and why (positive/negative consequences). ➤ 2. The trainer distributes the 'It's your choice' hand out. Discussion on how you can handle things positively or negatively. What are the obstacles to make the positive choice? Which factors help people making positive choices? 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer can facilitate the discussion by asking for a personalized example of a choice which was important in the life of each participant. ➤ Mention that the goal of this activity is not sharing any personal experiences which might make some students feel uncomfortable but focusing on the topic per se and/or choices that made a positive difference in their lives. Furthermore, the trainer can mention that the students don't have to share necessarily important choices in their lives. ➤ Motto: 'You choose your attitude' to be passed on to students. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Discussion on the benefits of this activity and how the insights gained from this activity might affect one's day to day lifestyle. How choices influence our lives? ➤ What makes it easier for people to make important choices? 	

Debriefing/ Evaluation and assessment



20 minutes

	Notes
<p>► Specific aims: Sum up and brief open discussion. The aim of this part is to provide a feeling of closure only and it should be brief and general. The trainer can: a) ask two participants to provide a quick summary of the session, what was beneficial for them, b) summarize the comments made by the participants, by focusing on the main points of the session and the learning outcomes c) give each students a booklet of all hand outs used in activities d) thank students for their participation and e) encourage them for a successful application plan to the younger students in the school. Discussion on what will be presented to the youngest students in our school-lesson preparation: The trainer should provide structure for this part of the session, asking the participants to prioritize and conclude on the points which are vital to present on the lesson to the younger students. Some ideas would be: a) to present themselves as students' ambassadors promoting 'convivencia', b) to show the anti-bullying tree and present the values which are important for bullying prevention and 'living together in harmony', c) conclude by encouraging students to participate in this project next year, inform them on their options for this in school and pass on a clear 'convivencia' message at the end. d) <i>Optional-depending on the available time:</i> choose one or two activities which promote 'convivencia' and healthy interactions among students. Please note that if time for a lesson is an issue, this part can be skipped. In this case, a brief presentation of points a, b and c is still effective and to the point.</p>	
<p>► Methods /techniques used: ➤ Individual – work sheet</p>	

<ul style="list-style-type: none"> ➤ Group discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Pre-training questionnaire (Appendix 8) ➤ Post-training questionnaire-student's evaluation form (Appendix 9) ➤ Trainer's evaluation (Appendix 10) 	
<p>▶ Practical arrangements:</p>	
<p>▶ Instructions/procedure: The evaluation of this training unit consists of:</p> <ul style="list-style-type: none"> ➤ Pre- training questionnaire (Appendix) ➤ Feedback from participants/peer educators (at the end of the session) ➤ Feedback from students who will be given the presentation by the 'students' ambassadors' ➤ Feedback from teacher's coordinators (Heads of Year) on the project ➤ Trainer's evaluation form (Appendix 10) 	
<p>▶ Tips to trainers/anticipated difficulties:</p>	
<p>▶ Debriefing/reflecting:</p>	

References

Preparatory reading :

- Education for the prevention of violence in schools (Basic assumption document), Pestalozzi Programme, CoE
- Internet resources on violence, mediation, emotional literacy...
 - o <http://eqi.org/elit.htm>
 - o http://www.coe.int/t/dg3/children/violence/violenceschool_EN.asp
 - o <http://www.ithaca.edu/wise/violence/>
 - o <http://www.kivakoulu.fi/there-is-no-bullying-in-kiva-school>
- Some youtube clips about violence, bullying, convivencia...
 - o http://www.youtube.com/watch?v=nWJut7KQhI4&list=WL486F4B70E8841CE6&feature=mh_lolz
 - o http://www.youtube.com/watch?v=Qc8ZbVcdHpg&feature=BFa&list=WL486F4B70E8841CE6&lf=mh_lolz
 - o http://www.youtube.com/watch?v=SJF50kwwRJE&feature=BFa&list=WL486F4B70E8841CE6&lf=mh_lolz
 - o http://www.youtube.com/watch?list=WL486F4B70E8841CE6&feature=player_detailpage&v=dJ4Nnr0MXKY
 - o http://www.youtube.com/watch?v=__C7sd_UDU0&feature=BFa&list=WL486F4B70E8841CE6&lf=player_detailpage
- Korb-Khalsa, K.L. & Leutenberg , E. L.,(2000). *SEALS III: Self-Esteem and Life Skills, 3rd in a Series*. Wellness Reproductions and Publishing, Inc.
- Korb-Khalsa, K.L., Azok, S. D.& Leutenberg , E. L., (1996). *SEALS II: Self-Esteem and Life Skills, Tool: Reproducible Activity Handouts Created for Teachers and Facilitator*. Wellness Reproductions and Publishing, Inc.
- Korb-Khalsa, K.L., Azok, S. D.& Leutenberg Brodsky, A. L., (1992). *SEALS+PLUS: Self-Esteem and Life Skills: Reproducible Activity Handouts Created for Teachers and Counsellors*.Wellness Reproductions and Publishing, Inc.
- Vernon, A. (2006). *Thinking, Feeling, Behaving: An Emotional Education Curriculum for Adolescents, Grades 7-1*. Research Press.
- Website: <http://www.violencepreventionworks.org/public/bullying.page> (home of the Olweus bullying prevention program)

Appendix 1:

Ground rules for all activities

Establishing ground rules in a group is a vital step so to facilitate conversations and to provide a respectful dialogue and maximum participation. Some possible ways for creating ground rules are:

- a) If time is an issue, it may be necessary for the trainer to simply list the ground rules for the group. The trainer should check whether the ground rules are agreeable and acceptable by the group and mention that if there was more time, he/she would have preferred the group to generate the list.
- b) The trainer lists those rules which are most commonly use, then asks for additional ground rules from the participants. When somebody proposes a ground rule, the trainer should ask the other participants if they agree to it. If most do, then the trainer adds it to the list.
- c) If time is not an issue, the participants are encouraged to generate the entire list. The trainer can ask the participants to think about what they, as individuals, need to ensure a safe environment to express feelings, thoughts and to discuss. If the participants are having difficulty coming up with ground rules, or if they do not come up with a particular ground rule the trainer feels is important to the success of the facilitation, then the trainer should try to prompt them toward it. If they still do not mention it, the trainer can suggest it and add it to the list.

For the purpose of this training unit and having in mind the time limitations, I chose the second option above. I feel that students should be aware of the basic rules necessary for the facilitation, before the main activities start. The trainer should emphasize at the beginning of each session and when necessary that the rules are:

- a) Listen to others
- b) No put downs-be respectful
- c) All pupils have the right to pass/to not comment
- d) Confidentiality of what is discussed in the group

Encourage the participants to add any other rule they think as important. Finally, a hand out of the rules could also be posted up in the classroom (appendix 1).

Appendix 2: PowerPoint Presentation: Raising awareness on Bullying

1



Preventing Bullying
Vivian Chiona
School Counsellor

British School

2

What is bullying?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.



3 Key points:

- On purpose/ a person is intentionally targeted
- Repeatedly
- Imbalance of power

British School

3

Different forms of Bullying

- Verbal bullying
- Social exclusion or isolation
- Physical bullying
- Bullying through lies and false rumors
- Having money or other things taken or damaged
- Threats or being forced to do things
- Racial bullying
- Sexual bullying
- Cyber-bullying (via cell phone or the Internet)

British School

4

What Causes Bullying?

- No single or simple "cause" of bullying behavior.
- Personality characteristics
- Student's tendency toward aggressive behaviors
- Attitudes, routines, and behaviors

British School

5

Why Do Some Students Bully?

- Need for power and (negative) dominance
- Being "in control"
- Reward in some way for their behavior?

Important: there is not a main trend. Think of different backgrounds and experiences.

British School

6

Is Bullying All That Harmful?

- Physical symptoms such as headaches, stomach, pains, or sleeping problems.
- Afraid to go to school or ride the school bus
- Have trouble concentrating
- Lose confidence in themselves
- Students who observe bullying may feel anxious (perhaps they will be targeted next?) or guilty (for not intervening to stop bullying)



British School



Reference: <http://www.violencepreventionworks.org/public/bullying.page> - (Home of the Olweus bullying prevention program)

Appendix 3: Coping tree

coping tree

COPING COMPONENTS		
attitudes, patterns, goals, activities, strength, trust		
PARTS OF A TREE	PURPOSE	
1. The roots	anchor	
2. The bark	protection	
3. The trunk	support	
4. The branches	balance	
5. The leaves.....	lifegiving energy	
6. The fruit	reward	
YOUR PERSONAL COPING "TREE"	COPING COMPONENTS	PURPOSE
Use Above List		
1. Your anchor _____	_____	(What is keeping you "grounded?")
2. Your protection _____	_____	(Your defense mechanisms: what works, what doesn't, what needs to be "shed"?)
3. Your support _____	_____	(Who gives you help/caring, encouragement?)
4. Your balance _____	_____	(How do you take care of yourself?)
5. Your source of energy _____	_____	(What keeps you going, gives you hope, lifts your spirit?)
6. Your reward _____	_____	(What do you want for yourself?)

9028/020/008 - 04 - Illustration: Peter Vucelja/stockphoto.com/10022-0

Appendix 4: Assertiveness Hand out

Passive

Assertive

AGGRESSIVE

Meet
AUGUSTA AGGRESSIVE



I'm loud, bossy and pushy.
I dominate and intimidate people.
I violate other's rights.
I "get my way" at anyone's expense.
I "step" on people.
I react instantly.

Meet
Abby Assertive



I'm firm, direct and honest.
I respect the rights of others and recognize the importance of having my needs and rights respected. I speak clearly and to the point.
I'm confident about who I am.
I realize I have choices about my life.

Meet
Patsy Passive



I'm unable to speak up for my rights.
(I don't even know what my rights are!)
I get "stepped on" often.
I'm meek, mild-mannered and very accommodating.

Appendix 5: 'Be assertive' Worksheet

Instructions: Decide which responses are assertive (AS), aggressive (AG), non-assertive (NON). Label them accordingly.

Situation 1: Your friend stands you up.

----- *Response 1:* You call him/her and say firmly, but not in an angry tone, that you are upset that he/she didn't call and don't like to be treated like that. You tell him/her that, if there is a problem in the friendship, you would like to discuss it but that you don't want to be treated so disrespectfully.

-----*Response 2:* You call him/her and in angry tone of voice, say that he/she is the most inconsiderate person you have ever been friends with and that you never want to see him/her again.

----*Response 3:* You don't say anything, but you are upset and act very cool and aloof the next time you see him/her. When he/she asks you what the matter is, you say nothing is wrong.

Situation 2: You get a bad grade on a test, and you think the teacher was unfair in grading it.

----*Response 1:* You do nothing about it.

----*Response 2:* You ask the teacher nicely if you could discuss the test. You indicate that you think your answer to the first question is right and request politely that he/she reconsider the response and the grade.

---*Response 3:* You push your paper in front of the teacher and angrily accuse him/her of being unfair. You tell the teacher that you want your answer looked at again because you know you are right.

Appendix 6: Healthy Relationships' Handout



Characteristics of HEALTHY RELATIONSHIPS

How many of the following attitudes and behaviors are present in your relationships?

- communication is open and spontaneous (including listening)
- rules/boundaries are clear and explicit, yet allows flexibility
- individuality, freedom and personal identity is enhanced
- each enjoys doing things for self, as well as for the other
- play, humor, and having fun together is commonplace
- each does not attempt to "fix" or control the other
- acceptance of self and other (for real selves)
- assertiveness: feelings and needs are expressed
- humility: able to let go of need to "be right"
- self-confidence and security in own worth
- conflict is faced directly and resolved
- openness to constructive feedback
- each is trustful of the other
- balance of giving and receiving
- negotiations are fair and democratic
- tolerance: forgiveness of self and other
- mistakes are accepted and learned from
- willingness to take risks and be vulnerable
- other meaningful relationships and interests exist
- each can enjoy being alone and privacy is respected
- personal growth, change and exploration is encouraged
- continuity and consistency is present in the commitment
- balance of oneness (closeness) and separation from each other
- responsibility for own behaviors and happiness (not blaming other)
- _____
- _____
- _____



DEVELOPING HEALTHY RELATIONSHIPS IS AN IMPORTANT LIFE SKILL!

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Appendix 7: It's your choice' Handout

IT'S YOUR CHOICE

When your life is getting difficult, you have a CHOICE how to handle it:

 YOU CAN HANDLE IT POSITIVELY	 YOU CAN HANDLE IT NEGATIVELY	 HOW MIGHT YOU HANDLE IT
1 ▶ talk to someone who listens well and will give you support	▶ hurt yourself	▶
2 ▶ stay away from people who put you down	▶ hang around with people who put you down	▶
3 ▶ change your surroundings to meet your needs	▶ isolate yourself	▶
4 ▶ talk to yourself in a positive and nurturing way	▶ be aggressive and get yourself in trouble	▶
5 ▶ give yourself a special treat that you enjoy (movie, visit a friend, etc.)	▶ never do things you enjoy, stay at home ALONE	▶
6 ▶ take up a hobby you are good at so you can feel successful	▶ set yourself up to fail by trying things that are too difficult	▶
7 ▶ seek spiritual support	▶ spend LOTS OF TIME thinking negatively	▶
8 ▶ remember that you do have within you, the strength, knowledge and courage to change	▶ relish the feeling of powerlessness	▶
9 ▶ take care of your body: get enough sleep and exercise, make healthy decisions	▶ overindulge, never take time for your body, or to relax or to care for yourself	▶
10 ▶ watch a TV show that is happy and uplifting	▶ watch TV and read books that are sad and upsetting	▶
11 ▶ practice relaxation techniques	▶ let yourself REACT to whatever happens without stopping to cope	▶
12 ▶ use the information and coping techniques learned to help you handle the stressful parts of life	▶ forget about coping skills and keep repeating the same problems over and over	▶
13 ▶	▶	▶
14 ▶	▶	▶

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Appendix 8: Pre- training questionnaire

1. I am aware of what bullying is

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Lowest

Highest

2. I am aware of different forms of bullying

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. I feel confident to handle difficult situations

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. I feel assertive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. I know my assertive rights

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. I interact well with my classmates

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. It is easy for me to make choices

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8. I understand the importance of choice making

1	2	3	4	5	6	7
---	---	---	---	---	---	---

9. I would like to be a role model for youngest students in school

1	2	3	4	5	6	7
---	---	---	---	---	---	---

10. In what ways might pupils help each other?

Appendix 9: Post-training questionnaire (student's evaluation form)

1. I am aware of what bullying is

1	2	3	4	5	6	7	
Lowest						Highest	

2. I am aware of different forms of bullying

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. I feel confident to handle difficult situations

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. I feel assertive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. I know my assertive rights

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. I interact well with my classmates

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. It is easy for me to make choices

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8. I understand the importance of choice making

1	2	3	4	5	6	7
---	---	---	---	---	---	---

9. I would like to be a role model for youngest students in school

1	2	3	4	5	6	7
---	---	---	---	---	---	---

10. In what ways might pupils help each other?

11. I felt comfortable to express my thoughts and personal opinions.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

12. Topics were relevant and useful

1	2	3	4	5	6	7
---	---	---	---	---	---	---

13. The established group rules were respected

1	2	3	4	5	6	7
---	---	---	---	---	---	---

14. Improvements in promoting healthy interactions were observed by self.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

15. Any suggestions, comments?

Appendix 10: Post-training questionnaire (student's evaluation form)

1. Were your goals for this training accomplished?

2. Did you feel confident enough to apply this training unit?

1	2	3	4	5	6	7	
Lowest						Highest	

3. How effective was your introduction to the session?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. How effective was application of the activities?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. How effective was the conclusion of the sessions?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. Were you adequately prepared for the sessions?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. Was the group interaction/response as anticipated? If it wasn't what can you attribute to this?

8. If you were to lead a similar training again, what would you do differently?