



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
How to improve pupil's participation in violence prevention
"...involve me and I'll understand"

by

Author: Jasmina Gejo - Serbia

Editor: Višnja Raji

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Last edition: October, 2012.

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Violence prevention

Expected outcome

- Participants experience working together (teachers, principals, students)
- Participants develop cooperation skills and cooperative learning (teachers, principals and students)
- Participants begin planning joint activities to prevent violence at school and they are more willing to initiate, plan, direct, implement, reflect, and evaluate activities
- Participants gain knowledge about levels of participation by Roger Hart
- Participants gain knowledge about the principles of well-defined rules
- Participants gain knowledge about the key points/elements/concepts of action planning
- Participants gain experience and insight on the importance of joint effort in defining regulations
- Participants gain experience in practicing negotiation skills and how to reach consensus/compromise
- Participants become aware of the advantages of pupil participation in violence prevention in school

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Primary and secondary students Teachers School principals	Violence prevention

Brief description of the unit

To be a competent teacher, one must step out of the traditional “adult-as the mentor” role and into an “adult-as the partner” role. That is what this TU tries to achieve. In accordance with the principle that those who are teaching are the role model for those who are learning, this TU will include pupils in trainings and give them the chance to participate in the learning process along side by side with teachers and school principals.

TU consists of two parts. Between those two parts it is recommended to have a break, 10 days at least. During those 10 days participants will have some tasks to do.

Methods/techniques used

Group work, cooperative work

Time 7 hours

PART1	▶ 3,5 HOURS
Activity 1: Preparatory activity / Welcome and introduction	▶ 30 minutes
Activity 2: Setting the rules	▶ 90 minutes
Activity 3: Levels of participation	▶ 90 minutes
PART 2	▶ 3,5 HOURS
Activity 4: Welcome and introduction	▶ 45 minutes
Activity 5: Advantages of pupils' participation	▶ 45 minutes
Activity 6: Joint action planning on violence prevention measures	▶ 75 minutes
Debriefing session	▶ 15 minutes

Tips for trainers:

- Be open to the energy and insights of young people.
- Learn to work with the youth, not for them.
- Listen to the youth rather than instructing them.
- Let go of your role as a teacher in order to share power and responsibilities.

Resources

Draft rules of the seminar	Appendix 1
Principles of well-designed rules	Appendix 2
Action plan	Appendix 3
Advantages of using peer support	Appendix 4
The levels of participation (ppt.)	Appendix 5
Action planning (ppt)	Appendix 6
Sheet for action plan 2	Appendix 7

Activity 1 Welcome and introduction



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To create comfortable atmosphere for further activities ➤ To stimulate participants' interest ➤ To create an environment where people can speak freely about matters that may be close to their heart. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To give the opportunity for the participants to become acquainted with one another ➤ To introduce the topic of the training unit 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A comb 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The space should be 'people friendly' with little or no room for power positions (for instance sitting at the front, above the group, or alone behind a table). ➤ Preferred seating - in a circle or in a way that everyone is facing one another. ➤ The whole group seated forming a circle in the room with the table in the middle 	

<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Facilitator will: welcome participants, briefly introduce herself/himself, introduce the program and expected outcomes of the workshop. ➤ In this activity participants will be asked to share interesting or unusual pieces of information about themselves, with one another, by telling something unusual or interesting such as their hobby, special interest, skill... ➤ Example: “My name is I work as a teacher in school and I am very fond of choral singing”. They will be asked to do that one after another, following the circle. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Participants may hesitate to start presenting themselves in an unusual way. ➤ To encourage participation it is recommended that the facilitator shares a short presentation of herself/himself by describing an unusual hobby, skills, interests, experience, ... and then invite others to say something about themselves in a similar way. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ 	

Activity 2 Setting the rules



90 minutes

Notes

- **General aim:**
- To get the participants to come out of their roles and get the perspective of situation from the others point of view – put themselves “into the other person’s shoes”.
 - To experience cooperative work and decision making process based on consensus or compromise.
- **Specific aims:**
- To learn about the principles of well-designed rules.
 - To identify situations in which we don’t use to act in an assertive way.

► **Methods /techniques used:**

- Group discussion,
- Thought shower
- Group work
- Role play
- Negotiation

► **Resources:**

- Flip chart
- Markers
- A4 plain paper in three different colours for each participant
- Scissors for each participant
- Rope (clothesline) 3-5m long, which can be spread inside the room
- Pegs
- Draft rules of the seminar (Appendix 1)
- Principles of well-designed rules (Appendix 2)

► **Practical arrangements:**

- The room should be equipped for work in small groups (for example 6 tables with 4 chairs each)

► **Instructions/procedure:**

- The facilitator hands out prepared list of rules to the participants (Appendix 1. - Draft rules of the seminar)
- The participants take time to study them (5 minutes)
- Facilitator asks the whole group a number of questions:
- 1. Do you agree with this set of rules?
- (If the participants agree with the given set of rules, the following questions should open a discussion). The example of the following questions:
- 2. What is bothering you about this rule?
- 3. What changes would you make in order to get more acceptable/applicable/useful rule?
- Facilitator writes the principles of well-designed rules on the flip-chart. They should be, among other things, short, simple, clear, affirmative, relevant to the situation...
- The facilitator will elicit these principles from the participants (10 min). (Appendix 2 - Principles of well-designed rules)
- Divide participants into 6 groups, 2 groups consisting of pupils only and 4 groups of teachers and principals; divide them by simple counting (1 and 2 for pupils), (1, 2, 3, 4, for teachers and principals).
- Each group should be given the role. Each group of pupils takes the role of the teachers, while teachers take the role of the pupils or the role of parents, school administration etc.
- Group tasks:
- Think of five school rules that should prevent violence in the school. Define them and write them down on the flip-chart paper. Those rules should significantly influence violence prevention in school. They can directly influence violence prevention by regulating relationship among pupils, pupils and teachers, or they can indirectly influence violence reduction, for example by regulating behaviour in the classroom, school yard... When you agree upon five rules, write them down on the flip-chart paper. Be aware of principles for well-formed rules that were defined in the previous exercise (15 min).
-

<ul style="list-style-type: none"> ➤ A representative from each group reads 5 rules to the others and exhibits them in the classroom (10 min). ➤ The next step is to form mixed experts groups that consist of those who had the role of teachers, parents and pupils, so that in every new-formed group there are several representatives from previous groups. New groups are formed randomly, by simple counting. ➤ The task for the newly-formed groups is to choose <u>only two</u> of the rules from all the rules exhibited on all five posters. They should do that by discussing, negotiating, achieving solutions based on compromise. This way they will learn how to elicit the rules in their school work-shops (15 min). ➤ At the end of this activity, representatives of each group report their work and a list of rules (five posters with 2 rules each) are exhibited in the room (10 min). ➤ Questions to be asked in the end, plenary, (10 min): ➤ Tell me something about the process of negotiation in your last small groups. ➤ What was it like? ➤ Why did you choose those particular two rules? ➤ Why do you think they are the most important for creating <i>convivencia</i>? 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Initiate discussion regardless of whether or not participants accept the rules written in the Appendix 1 - Draft rules of the seminar, or remain silent, ➤ Usually, the rules (defined by the participants at the end of the workshop) are similar or the same, in most of the groups, so this may be a good time for the facilitator to point out that we all have the same goals, and that we mostly agree upon regulations when creating <i>convivencia</i>. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The task for participants is to make “laundry” using colour paper and scissors: <ol style="list-style-type: none"> 1. Blue paper for trousers 2. Yellow paper for T-shirt 3. Green paper for socks <p>On the trousers participants should write down their <u>worries and challenges anticipated</u> when</p> 	

applying joint activities in their schools.

On the t-shirt participants write about the resources (personal, professional competences, resources coming from school or wider community) needed for this workshop, in school.

- On the socks, participants write about the support they need to implement “joint work” program in their schools.

When they finish making laundry, each participant comes in front of the group and explains what is written on the laundry and hangs clothes on the rope.

- Possible questions:
 - What do you need to apply this decision making model in your school?
 - Where and how can you provide needed support?
 - What do you think a possible obstacle could be?
 - How will you overcome them?
 - How are all the other pupils going to be involved in the process, in your school?

Activity 3 Levels of participation



90 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To further develop understanding of the importance of participation of all members of the school community <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Participants became familiar with the levels of participation by Roger Hart ➤ Participants began working together on the planning of preventive activities 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual work, ➤ Working in small groups ➤ Reconciliation, ➤ Cooperative learning 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flip chart ➤ Marker ➤ Paper ➤ PC ➤ Projector ➤ Input; The levels of participation (ppt 1) ➤ Appendix 3 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The room should be equipped in a way that provides group work (one group should consist of members coming from the same school (pupils, teachers and principals) and they should sit together. 	

► Instructions/procedure:

- Facilitator makes a brief introduction on levels of participation (The levels of participation ppt – 10 min)
- Facilitator divides participants into small groups, so that all participants from the same school sit together at the table
- Instruction for working in small groups:
- First step: Think about one event when you experienced violence (3 min)
- Second step: Share it with others in a small group (15 min)
- Third step: Select one example that you will work on (2 min)
- Fourth step: Determine the type of violence (physical, social, psychological, cyber, sexual, verbal (5 min)
- Fifth step: Consider: What would you do in order to prevent it from happening again, who would you involve, would you consult someone? .What would be the role of students, teachers, others? Talk about it in a small group (10 min)
- Sixth step: Make a plan of prevention. Use Appendix 3 - Sheet for action plan 1 as supporting material. Write your plan on the flip chart paper. (15 min)
- Seventh step: Pay attention to the level of participation of pupils involved in activities in your action plan (AP). Determine the level according to Rodger Hurt theory. Think of the possibility to improve pupils' participation in your AP in order to raise the level by ensuring that pupils have a more active role. (5 min)
- Eight step: Present your action plan to the others (each group has 3-5 minutes for presentation (20 min)

- **Assignment for all the participants for the next meeting (5 min):**
- Present participants (pupils, teachers and principals) should:
- 1. Think of criteria and procedures for the election of the pupil team whose task would be to work on violence prevention and *convivencia* promotion, together with the teachers.
- 2. Form pupil team
- 3. Come to the next training with 2 more members of the newly formed pupil team

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ It is recommended to give each school the assignment written on a piece of paper ➤ Advise the participants not to include too many pupils in the peer team; there should be approximately 5 to 9 members. ➤ They <u>should not</u> be elected according to their grades or chosen by their teachers but only by the pupils, preferably by ballot (in order to protect privacy). ➤ All the instructions must be clear before starting the activity (tasks, colour of pens, documents) 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ For the next part of the training invite all the initial participants <u>plus two new members</u> for each newly formed school peer team ➤ Closing the training ➤ Short questionnaire (written): ➤ What was the atmosphere like? How did you feel during the training? ➤ Name at least two principles of well-designed rules ➤ What do you think about pupils and teachers working together? ➤ Name and explain at least two levels of participation by Roger Hart <p>➤ Optionally:</p> <p>Short evaluation: One word – assessment of the training</p> <ul style="list-style-type: none"> ➤ Ask participants to assess the training by saying one word that describes how they feel about the training, if they learned something new, are they satisfied or not - for example <i>useful, boring, interesting, inspiring, complicated, exhausting, motivating</i>. 	

PART 2

Activity 4 **Welcome and introduction**

45 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To stimulate participants' interest ➤ To introduce training unit topic ➤ To learn how to act in different situations to prevent of violence situations in life and in school <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To introduce the new participants (pupils) ➤ To share the experience from the schools regarding the applied procedures, criteria the process of forming school peer teams 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flip chart paper ➤ Markers 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The room should be equipped in a way that provides group work (one group should consist of members coming from the same school). ➤ Pupils, teachers and principals should sit together. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Facilitator welcomes the participants, introduces the program, suggests some of the rules of the work shop and invites the participants to introduce themselves in the following way: 	

<ul style="list-style-type: none">➤ To introduce the new participants, pupils who are the members of the newly formed peer team➤ To say something about the criteria and procedures they used in the election process➤ To say if they had difficulties/challenges and how they overcame them.➤ Each team has 5 minutes to present themselves. The trainer manages the time, signals to each presenter a minute before the end of the estimated time.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤	

Activity 5 Advantages of pupil participation



45 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To further develop understanding of the advantages of cooperation and equal participation <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Participants acknowledge the benefits of pupil's participation 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Cooperative work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Flip chart ➢ Marker ➢ Paper ➢ PC ➢ Projector ➢ Appendix 5 - <i>Advantages of using peer support; could be projected (resource: Violence reduction in schools – how to make a difference, Council of Europe Publishing)</i> 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The room should be equipped in a way that provides work in small groups ➢ Groups should consist of members coming from the same school (pupils, teachers and principals should sit together) 	

<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1. (15 min) ➤ In small groups (from each school) think about and answer the following questions: ➤ What do you think the advantages of pupils' participation in violence prevention would be? ➤ What are/is the benefit for pupils; what are/is the benefit for teachers? ➤ Write this down on a big piece of paper and present it to the rest of the group. ➤ ➤ Step2. (30 min) ➤ Group presenters talk about the results of their group work. ➤ The facilitator summarizes and, if necessary, uses (Appendix 4 - Advantages of using peer support; could be projected (resource: <i>Violence reduction in schools – how to make a difference</i>, Council of Europe Publishing) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ It is recommended that between the first and the second part of the training there is a <u>pause of at least 10 days</u>, so that the participants can have enough time to do the assignments and come prepared for the next part, with the new members - peer team representatives. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ 	

Activity 5 Joint action planning on violence prevention



75 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop further understanding of cooperation and participation ➤ To ensure participant cooperation on the planning of preventive activities, for the current school year <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To ensure that the participants became familiar with the key points of action planning 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work ➤ Cooperative learning ➤ Plenary 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flip chart ➤ Marker ➤ Paper ➤ PC ➤ Projector ➤ <i>Sheet for action plan 2. (Sheet for action plan 2, within the Appendix 5, 6, 7, ppt-slide No 7)</i> 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The room should be equipped in a way that provides group work ➤ Each group should consist of members coming from the same school. Pupils, teachers and principals should sit together 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator briefly introduces action planning (10 min). 	

<ul style="list-style-type: none"> ➤ Instruction for working in small groups: ➤ Step 1: Each school team should create a violence prevention plan. This plan should include a set of long term activities, at least until the end of the school year. The activities should involve as many participants of school community as possible, primarily pupils, then teachers, principals, parents, individuals and institutions outside of school (from the local community) Appendix 5. ➤ The plan should include information about the duties and roles of all the participants of school life. It should also determine the time line, needed resources, persons in charge of coordination, monitoring and evaluation plan and expected obstacles in realization Appendix 6 (40 min). ➤ For the planning of your activities use Appendix 7-Action planning ppt (Sheet for action plan 2, within the Appendix No 7, ppt-slide No 7) Write your plan on the flip chart paper. ➤ Step 2: Pass your poster to the group sitting next to you. All posters should circulate and be filled in (by other groups) with ideas for possible solutions to the problem (column 11.) until your poster returns to you (15 min). 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ . 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Questions for plenary discussion (10 min) ➤ In what way will you provide sustainability of the planned activities? ➤ Which school documents can contain your school plan (Annual plan, School development plan...)? ➤ Can you recognize the need of connecting the pupil team with the other existing school teams (School development team, mediation team, team for inclusive education, team for public relations, teachers professional development team, team for electronic - cyber bullying prevention...)? ➤ If yes, in which relation, if no, why not? ➤ Are there any overlapping activities between the teams? 	

Debriefing/ Evaluation and assessment



15 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To reflect on the quality and usefulness of the Training Unit. ➤ To evaluate the resources used and the whole process 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group dialogue 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Resources used in the Training Unit 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Arrange a big room for all of the participants to sit together 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Closing the work shop ➤ Invite participants to write down on different colour post it papers: ➤ Blue “post it” (sticker) answers to the following questions: ➤ <i>What are the 3 most important things that you have learned?</i> ➤ Yellow “post it” (sticker): ➤ <i>What are you going to apply in your school?</i> ➤ Pink “post it” (sticker): <i>What advice will you give to your college-trainee, apprentice?</i> ➤ and stick them to the poster placed on the door. ➤ Expected outcomes/ success criteria: ➤ - 70% of the participants (at least) will write the 3 most important things that they learned ➤ - 70% of the participants (at least) will apply what they learned in the seminar 	

<ul style="list-style-type: none"> ➤ - 70% of the participants (at least) will be able to give useful advice to the apprentice/teacher ➤ - 100% of the participants created action plans for the violence prevention ➤ - 90% of the participants experienced pleasant atmosphere working together, teachers, pupils, principal ➤ Indicators/instruments: ➤ - Written evaluation / on stickers ➤ - Action plans created for each school 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ 	

References

- Roger Hart (1992) *Children's Participation: From Tokenism to Citizenship*, (UNICEF)
- *Handbook for the special protocol in school violence prevention*, Ministry of education and science of Republic of Serbia
- *Violence reduction in schools – how to make a difference*, Council of Europe Publishing
- Handout “ *A brief guide to project management* ” by Christa Bauer K - education Austria
- *Guide for school development planning*, , Ministry of education and science of Republic of Serbia

Appendix 1:

DRAFT RULES OF THE SEMINAR

1. Behave decently
2. Turn off mobile phones. Ringing of the mobile phones during lectures and discussions, especially during lectures, distracts attention of the participants of the workshop, while for the trainer, once interrupted in his/her thoughts, it is extremely difficult to re-focus on what has been said.
3. If you have any questions during the lecture please raise your hand.
4. Return to the workshop from the coffee break at the agreed time
5. If during the exercises that require mobility and rotary kinesthetic you experience problems with the vestibular apparatus you can stop the exercise, but first indicate your intentions to the workshop leader.
6. Do not interrupt your colleagues
7. If you notice that someone in your group is not putting much effort, warn him/her to activate, using the most discreet and least aversive approach
8. If coffee is not sweet enough add sugar
9. Do not scream and do not talk during lectures, as this is extremely rude.
10. Leaving the working room during the lectures is not allowed in any case
11. Follow the instructions of the trainer
12. Do not bother colleagues and trainers, do not ask stupid questions, do not make irrelevant comments, do not be demanding with the school staff, do not copy answers, do not write down to the materials, do not chew gum, do not look out of the window, do not daydream during the lectures
13. Do not arrive later and leave earlier than the scheduled time
14. Be tolerant, patient and kind as it increases group cohesion
15. Actively participate in the workshop exercises
16. Dress warmly if you get out in the evening

Appendix 2:

- A) CLEARLY
- B) SIMPLE
- C) POSITIVE LANGUAGE
- D) WAS ADOPTED BY PARTICIPATORY ACCESS
- E) ADJUSTED TO AGE
- F) SHORT
- G) RELEVANT TO THE SITUATION
- H) MEMORABLE
- I) CLEARLY LAID OUT, VISIBLE
- J) INDICATES THE DESIRED BEHAVIOUR
- K) EXPECTATIONS - REALISTIC

Appendix 3:

Action plan

Activity (name of the activity or short description)	Pupils' role	Teachers' role	Principal's and school board role	Time (duration, frequency and date)	Other organizations and institutions involved (optionally)	What resources do we need

Levels of participation

Ledder of participation

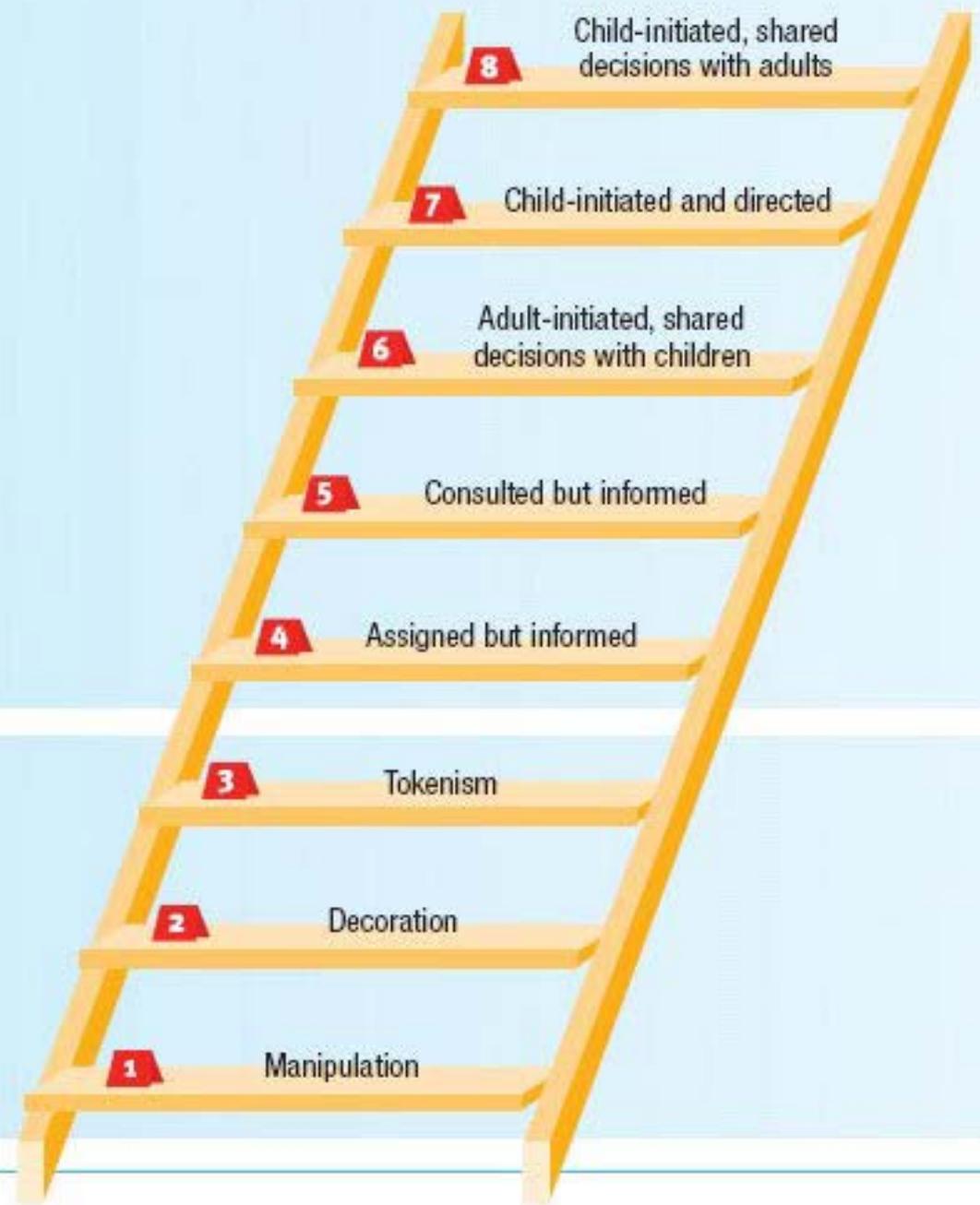
By

Roger Hurt



DEGREES OF PARTICIPATION

NON PARTICIPATION





1. Child-initiated, shared decisions with adults:

Young people feel competent and confident enough in their role as community members to understand the need for collaboration • Lots of trust involved. Goal isn't about "kids' power."

2. Child-initiated and directed projects:

Hart places this second on the ladder because occasionally young people don't trust adults enough to seek their input. The caution with this rung is in children carrying out their projects in secret because of fear of adults, or being intimidated by them

3. Adult-initiated, shared decisions with children:

Children are involved to some degree on every part of the process

4. Children are consulted and informed about project:

Project designed and run by adults, but the children's views and opinions are taken seriously.

5. Assigned but informed:

Children are assigned to a project and may not initiate the project themselves, but they are fully informed about it

Non-Participation

6. Tokenism:

Adults are genuinely concerned about giving children a voice, but haven't really begun to think carefully about the best approach for this.

7. Decoration:

Involves, quite literally, decorating children. Adults use children to bolster the program as if the children were understanding participants.

8. Manipulation or Deception:

Adults consciously use children's voices to carry their own message about some projects.

Appendix 4:

ADVANTAGES OF USING PEER SUPPORT

- Peers are able to detect violence at a much earlier stage than adults
- Young people are more likely to confide in their peers than in an adult
- Staff often lack the time and resources to deal with all the interpersonal problems that are brought to them in the course of the day
- Peer supporters gain valuable interpersonal skills and have a framework within which to learn about citizenship in action
- Over time, the school is perceived by parents and the local community as being an organization that cares about the well-being of its pupils
- Peer support system offer a useful link to other services and helping agencies

In fact, peer supporters often include a substantial number of young people who have been the victims of violence. Not only do they have empathy for the experience but also, through the practice of peer support, they find themselves in a supportive and helpful peer group of similar young people.

Appendix 5:

	Activity (name of the activity or short description)	Pupils' role	Teacher's role	Principal's and school board role	Time (duration, frequency and date)	Person in charge (activity coordinator)	Other organizations and institutions involved (optionally)	What resources do we need	Presumed obstacles	
1.										
2.										
3.										
4.										

Appendix 6:

Monitoring		
	Person in charge – a member of the peer team	Person in charge – on behalf of adults
Time line		
Pupils involved in activities (number and structure)		
Adults involved in activities (number and structure)		

Appendix 7:

EVALUATION PLAN
(EXAMPLE)

	ACTIVITY	EXPECTED OUTCOMES	INDICATORS AND INSTRUMENTS
1	Round table „What cyber violence is?“	50 pupils, 20 teachers and 50 parents (at least) informed about cyber violence	<ul style="list-style-type: none">▪ Participants list▪ Reports▪ Video and photo documentation▪ Questionnaire
2			
3			
4			



Action planning

- Action planning is **a process which will help you to focus your ideas and to decide what steps you need to take to achieve particular goals** that you may have. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you to reach your objectives in life: don't worry about the future, start planning for it!

It involves:

- Identifying your objectives
- Setting objectives which are achievable & measurable.
- Prioritizing your tasks effectively.
- Identifying the steps needed to achieve your goals.
- Being able to work effectively under pressure.
- Completing work to a deadline.

QUESTIONS

- **WHERE AM I NOW?** This is where you review your achievements and progress, and undertake self-assessment.
- **WHERE DO I WANT TO BE?** This is where you decide your goals.
- **HOW DO I GET THERE?** This is where you define the strategy you will use to achieve your goals, and to break down your goal into the smaller discreet steps you will need to take to achieve your target.

- Action planning involves answering many questions: why, what, how, by whom, what, with whom, where, through which, when...

Important tips

- “Careless done action plan, tends to last three times longer than planned. Carefully planned will last twice time longer” (One of the laws of project management)
- Please note the date of beginning and completion of all activities for a certain period of time
- Plan preparatory activities, they are also an important part of the action
- Make sure that each activity corresponds to goal you want to achieve
- Mind the interaction among the activities. What activities depend on each other?
- Does your plan match the calendar of the school year?
- What happens if an activity is dismissed? What alternatives do you have?
- Identify the person responsible for implementation of each activity

	Activity (name of the activity or short description)	Pupils' role	Teacher's role	Principal's and school board role	Time (duration, frequency and date)	Person in charge (activity coordinator)	Other organizations and institutions involved (optionally)	What resources do we need	Presumed obstacles	
1.										
2.										
3.										
4.										

Monitoring

	Person in charge – a member of the peer team	Person in charge – on behalf of adults
Time line		
Pupils involved in activities (number and structure)		
Adults involved in activities (number and structure)		

EVALUATION PLAN (EXAMPLE)

	ACTIVITY	EXPECTED OUTCOMES	INDICATORS AND INSTRUMENTS
1	Round table „What cyber violence is?“	50 pupils, 20 teachers and 50 parents (at least) informed about cyber violence	<ul style="list-style-type: none">▪ Participants list▪ Reports▪ Video and photo documentation▪ Questionnaire
2			
3			
4			