



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
Sailing towards Convivencia-
Raising awareness, responsibility and proactivity
when tackling violence
by

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Editor: Višnja Raji



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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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: Raising awareness, responsibility and proactivity when tackling violence**→ Expected outcome**

- After training teachers (pupils) will be:
- aware of their behaviour, language and body language, and realise that they it translates.
- aware of the appearance of different kinds of violence in their working/teaching environment
- able to create a safe learning environment and develop their own and learner's self-esteem, self-worth and self-confidence,
- able to develop critical thinking skills in learners: encourage discussing, listening and asking questions, and build constructive assertiveness based on argumentation

Target group

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

Brief description of the unit

The activities are designed for teachers of primary/secondary schools (or any other schools) who work together in the same school environment - so they already know each other and they share similar experiences with their work (about current situation on their school) building *convivencia*.

Training unit is designed in a way that gives teachers opportunity to consider the main issues concerning violence, to discuss these issues in small groups, and to actively participate in searching for possible improvements in their own school-environment and their work.

The first three activities are designed as continued sequences with a symbolic framework – building a ship sailing towards the shores of *Convivencia* (participant's concrete goals, aims about disseminating *convivencia* in their classrooms) with sails full of wind (assets, opportunities, possible improvements) in the sea with some dangerous rocks (challenges, difficulties they could encounter).

The last activity (Activity 4) of the unit is designed in a way so that teachers can use it directly when working with their pupils. (With some adjustments all activities of this TU can be used in the classroom).

Methods/techniques used

Group work

Cooperative work

Role play

Individual work

Time: 3. 15 'hours

(/optional/ Starting Activity – Icebreaker)	▶ 15 minutes
Activity 1: How do I see violence?	▶ 30 minutes
Activity 2: Where are we going?	▶ 35 minutes
Activity 3: How to get there?	▶ 45 minutes
Activity 4: What can I do?	▶ 50 minutes
Debriefing session	▶ 20 minutes

Tips for trainers:

Depending on time resources and initial motivation level of the participants it is advisable to consider a **starting activity** (icebreaker, warm-up activity).

Since participants should already know each other as they work in the same school, some classic ice-breaker like “Two Truths and a Lie” can be used. Every member tells two truths and one lie about him/herself and others have to guess what the lie was. The topic for truths and lies can be school/working environment or even experiences with violence. Considering the number of participants the group can be divided into smaller groups for this activity.

The methods of this training unit are based mainly on discussions and group work. This kind of working can quickly lead to delays in the time schedule so it is important that trainer keeps track on time (time-managers can also be set in every working group if necessary; use of cooking timer with sound-alarm is also possible).

Resources

Pixar cartoon "For the birds" - http://www.youtube.com/watch?v=pBvjqrR7fl	Appendix 1
Papers with picture on one side for forming groups (need to be cut!)	Appendix 2
Picture of a ship (need to be enlarged for poster)	Appendix 3
Papers with role descriptions	Appendix 4
Evaluation papers	Appendix 5

Activity 1 How do I see violence?



30 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ to further develop understanding on different forms of violence ➢ to become aware of and reflect on violence in personal context <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ to motivate the participants for further work on convivencia 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ group work ➢ cooperative work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ ICT equipment ➢ poster papers ➢ small papers (with signs for dividing in groups) ➢ Pixar cartoon “For the birds” (Appendix 1) http://www.youtube.com/watch?v=pBvjqrR7fl ➢ Papers with picture on one side for forming groups (need to be cut!) (Appendix 2) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Participants are seated so that they can all see the video projection. Tables are already prepared for later work in smaller groups (of 5-6 participants). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ The facilitator introduces the topic of the training. After some introducing words a short movie – a funny cartoon addressing violence (Appendix 1) is presented to participants. In the meantime the facilitator distributes small papers (blank on one side and with a piece of a picture on the other 	

<p>side) to participants (Appendix 2).</p> <ul style="list-style-type: none"> ➤ After watching the cartoon facilitator asks participants for some thoughts and feedback. The discussion is led to the subject of violence, especially violence in schools, violence in their own school. ➤ After short discussion the participants are asked to write down (on the small papers) 3 things they would like to change in their school to make it safer and more pleasant learning (and work) environment. The facilitator directs participants to be concrete and gives some examples: <ul style="list-style-type: none"> ➤ “no fighting on the hallways”, ➤ “better atmosphere and interpersonal relations in the classroom”, ➤ “respecting differences”... ➤ After that (when they finish writing) the participants are asked to find their groups by drawing together the pieces of a picture, and gather around big poster papers marked with matching picture. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ In a big group (30-40 participants) it is difficult to moderate a discussion (especially if there is a lot of different opinions) so it is better to just get a few feedbacks and then proceed with work in small groups. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The activity is already an introduction to the second activity so there is not the time for debriefing yet. 	

Activity 2 Where are we going?



35 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ to share experiences and develop positive group dynamics (discuss the violence tolerance level, their perception and tolerance to different kinds of violence) ➢ to develop understanding on individual ➢ to develop positive attitudes and ethos <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ to come to an agreement (common goal) about what kind of school participants want - considering violence 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Group discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Big papers shaped as pieces of land – to later put together a bigger picture – a ship steering to some desired land (goals, aims) with sails full of wind (assets, opportunities) and sea with some dangerous rocks (challenges, difficulties). ➢ 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Every group needs enough work space (proper table arrangement). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ When all groups are gathered and ready to work, the facilitator gives instructions (5 min). ➢ Participants share in groups what they have written on their papers (Activity 1). They discuss and 	

<p>compare their thoughts and then choose 3 things for which they agree are most important, and write them on a bigger poster paper prepared (15 min).</p> <ul style="list-style-type: none">➤ Every group present their selection to the whole group, we put the shaped papers of every group on the wall – this will be the land in our picture (15 min).	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ When groups present the final (written-down) selections to all the participants it is recommended that they also give a quick reflection on the process of making the selection (did they have similar/different ideas, how did they come to a common decision...).➤ But the trainer should keep in mind the time limits.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Quick debriefing can be a part of group reporting. The activity continues to further group work so final debriefing, reflecting is not needed yet.➤	

Activity 3 How to get there?



45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ to develop critical thinking <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ to reflect about possibilities and possible challenges to deal with when making changes toward safer and more supportive learning and working environment 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Discussion in plenary 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Two kinds of papers (different colour, shape) for writing down possibilities, opportunities, ideas for improvement; and expected challenges, difficulties. ➢ The papers with written opportunities should build the sails of the ship (classical post-its can be used and put in the area of sails). ➢ The papers with difficulties should represent rocks in the water (so they can be already shaped that way). ➢ A big poster of a ship on the sea (can be made of picture in Appendix 3) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ As in previous activity 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Participants are asked to discuss in their groups the possibilities, opportunities, ideas for improvement... and expected challenges, difficulties. 	

<ul style="list-style-type: none"> ➤ They write down on papers 3 most important + (possibilities/opportunities) and 3 - (challenges/difficulties) (15 min) ➤ Every group reports their ideas to all the participants and stick the papers to the wall. (While the participants are working in groups, the facilitator puts a paper ship on the wall – directing to the previously formed land...) Now the papers with difficulties are placed as rocks in the sea and the papers with possibilities, opportunities as sails of the ship (15 min) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Quite a lot of (creative) pre-work with preparing all the materials. The final product should be put on a wall to be seen to the participants as a reminder even after the training. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ When looking at the picture of the ship steering to the ‘desired land’ the facilitator encourage participants to reflect on performed activities and resulting outcome. ➤ In the discussion the method should also be considered, facilitator can ask the participants if the activity could be used in the classroom. ➤ The facilitator then leads the discussion (whether or not the subject is stressed out in the discussion) the important link between (non)violent behaviour and self-awareness. ➤ The facilitator presents to the participants the importance of one’s emotional literacy, social skills and empathy, and invites them to next activity which they will also be able to use directly when working with pupils. ➤ How do you feel by acting peaceful and tolerant? ➤ Do you think, it could help to prevent teacher’s burn out? (15 min) 	

Activity 4 What can / do?



50 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ to develop awareness of different roles in social interactions in school ➤ to develop understanding of others “otherness” ➤ to get to know some materials that can be used when working with pupils raising self-awareness and awareness of others <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ to be able to identify with some typical roles in situations concerning violence ➤ to develop empathy 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Role-play ➤ Reflection in small groups ➤ Group discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Stories – descriptions of a situation from different points of view (different roles: bully, victim, teacher, bystander) ➤ A basket full of different-flavoured sweets (e.g. fruit cadies wrapped in paper of different colours) – the number of flavours is equal to the number of groups needed 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ 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 space outside 	
<p>▶ Instructions/procedure:</p>	

<ul style="list-style-type: none"> ➤ Forming new groups: trainer offers to each participant a sweet from the basket (each participant takes just one). When all the participants have sweets, trainer invites them to form groups according to the flavour of the sweet that they have taken (apple-flavours together, orange-flavours together...) (5 min). ➤ When the groups are formed, every group gets an envelope with instructions. Every member of a group takes a paper of one colour from the envelope with individual instructions for his role. If there are more members than roles, there are more papers with instructions for bystanders – they are white to make sure the group takes all the other roles first (that is the direction from the trainer) (5 min). ➤ Every member reads his own instructions (see Appendix 4) and according to those the group starts with a role play. The instructions form just the beginning of the situation, after that participants need to develop role play on their own (spontaneously, without previous arrangements) (20) ➤ Participants present their role play in a plenary (4 minutes per a group) (20 min) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Make sure to give all the instructions needed before the groups start to work (especially if they can leave the room and find other suitable working space). ➤ After role-plays the trainer needs to ask participants to go out of the roles they were playing, even to physically shake the role off themselves 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ After this activity the facilitator invites participants to reflect. He keeps the structure of discussion with inviting first the victims, then bullies, and all other roles to reflect and give feedback on: <ul style="list-style-type: none"> ➤ How they felt? ➤ How they reacted? ➤ The participants share their reflection of the situation – ➤ Was it difficult to play a role given? ➤ Were they able to look at the situation from different points of view? ➤ What did they learn from this experience? ➤ In debriefing the teachers should give the feedback on the presented method, too. ➤ Is it appropriate, useful for use in the classroom? (10 min) 	

Debriefing/ Evaluation and assessment



20 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To get feedback about the activities ➢ To think of possible improvement ➢ To reflect on the learning process 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual work ➢ Group discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Evaluation work sheets (Appendix 5) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Participants can stay seated in their groups, but the work should be done individually 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Facilitator asks participants to fill in the evaluation work sheets. They can just mark the picture that suits their feelings best or write some note to trainer in words, too. ➢ After individual evaluation with work-sheets the facilitator asks the participants to give some feedback, their thoughts on the training in a group discussion. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Trainer should lead the evaluation discussion on two levels – what did the participants gain from 	

<p>these activities for themselves, how did they like the methods, what did they learn..., and also - how do they see these activities to be useful when working with pupils, could (would) they use them in class, should they moderate them in some way,...</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...
 - <http://eqi.org/elit.htm>
 - http://www.coe.int/t/dg3/children/violence/violenceschool_EN.asp
 - <http://www.ithaca.edu/wise/violence/>
 - <http://www.kivakoulu.fi/there-is-no-bullying-in-kiva-school>
 - Some youtube clips about violence, bullying, convivencia...
 - http://www.youtube.com/watch?v=nWJut7KQhI4&list=WL486F4B70E8841CE6&feature=mh_lolz
 - http://www.youtube.com/watch?v=Qc8ZbVcdHpg&feature=BFa&list=WL486F4B70E8841CE6&lf=mh_lolz
 - http://www.youtube.com/watch?v=SJF50kwwRJE&feature=BFa&list=WL486F4B70E8841CE6&lf=mh_lolz
 - http://www.youtube.com/watch?list=WL486F4B70E8841CE6&feature=player_detailpage&v=dJ4NnrOMXKY
- http://www.youtube.com/watch?v=__C7sd_UDU0&feature=BFa&list=WL486F4B70E8841CE6&lf=player_detailpage



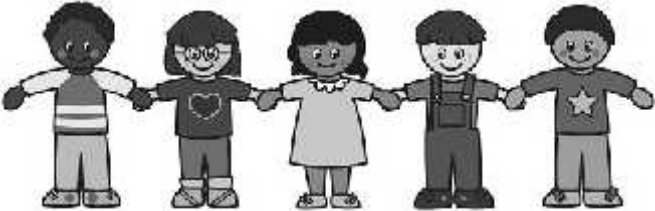
Appendix 1:

Pixar cartoon “For the birds” - a video clip from: <http://www.youtube.com/watch?v=dJ4Nnr0MXKY>

Appendix 2:

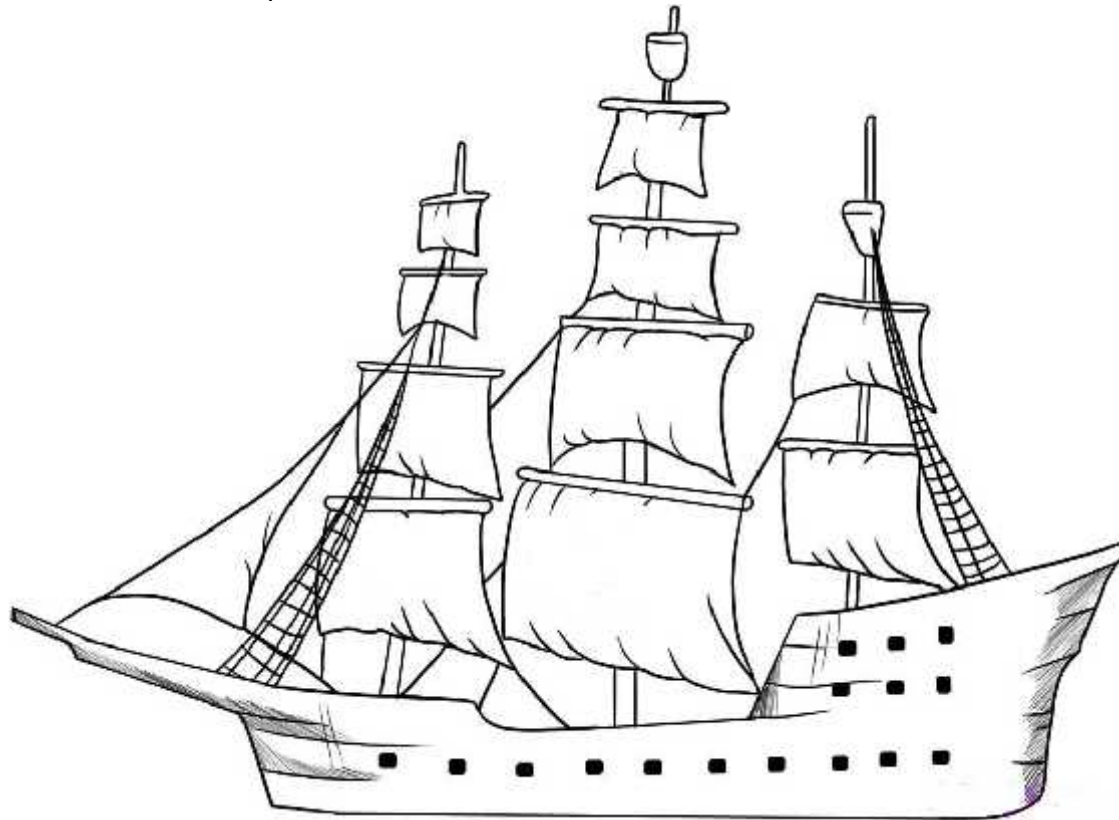
Papers with picture on one side for forming groups (need to be enlarged to an A4 page and cut in appropriate number of pieces)





Appendix 3:

The picture of a ship to be used as a poster.



Example of a poster with the sea, rocks, land of Convivencia and a ship.



Appendix 4:

Papers with role descriptions /there can be more different situations made up/

You are **Mike**, a sixth-grade pupil. Are you one of the coolest kids in the classroom, you are popular among boys and among girls. You are a successful student. Guys often follow your lead. Recently, a new student, Billy came in your class. Billy wants to get his place among his peers, so he is trying to get attention with his behaviour (as you believe). For example: when you are talking with your classmates about some your private stuff, he just comes to your group, though no one invited him. He also chases girls and annoys them all the time...

Today Billy has raised your pressure with his annoying behaviour several times already. But what has really upset you, was what happened at the lunch break. You wanted to get your food, but it was really crowded and you tried to get pass Billy. In that moment he pushed you away and you crashed into your classmate Maya, who just yelled at you: "You moron, watch your step!" In anger, you pushed Billy back very hard, but he jumped back to you and in next moment you were both rolling down the floor, fighting. In that moment, a teacher walked in...

*Play a situation that happened **today**, and continue the situation (without previous arrangement, everybody just plays their role) to an ending. You will not have to play the situation for other groups, it is just for your own experience.*

You are **Billy**, a sixth-grade pupil. Your parents have recently divorced and so you had to move from a school, where you have had many friends and were popular in your class, to a new school where you didn't know anybody. You tried to make some connections in your new class but all your classmates were already in some friendships and cliques and they didn't want you to hang with them. All the girls from your class were just whispering and giggling to each other in your presence as if something was wrong with you. You are specially annoyed by your classmate Mike who thinks he is the king of your class. Sometimes you finally get to make some connections with some of your classmates but then Mike just calls him to get there and he never invites you to join. He is always so full of himself and he wants all the attention from everybody in your class.

Today Mike has upset you several times already with his behaviour. But during lunch break it was just too much. In the crowd when getting your food he squeezed in and got in line before you. You wanted to show him that you are first in line so you pushed him a bit. But he didn't stop and pushed you back quite hard. That really upset you so you pushed back and in the next moment you were both rolling down the floor, fighting... In that moment a teacher walked in...

*Play a situation that happened **today**, and continue the situation (without previous arrangement, everybody just plays their role) to an ending. You will not have to play the situation for other groups, it is just for your own experience.*

You are **Maya**, a sixth-grade pupil . You like your school and your classmates, and you have a secret crush on the most popular boy in your class – Mike. He is so cute and clever and the funniest of all your classmates. Of course he doesn't know you like him. If he did, you would die of embarrassment. But this year you've got a new classmate, Billy. He has just moved to your town. Billy is also very nice, actually you and your girl friends have already talked about how he is almost as cute as Mike...

Today there was an incident at lunch break. It was really crowded when you were waiting for the food and some boys tried to jump the queue. You were standing beside the waiting line and were just explaining to your friend Amanda how you are scared that history teacher will examine your knowledge after lunch break and how you are not prepared... and just at once... Mike crashes into you. You are so surprised that you just yell at him “You moron, watch your step!” He looks at you all surprised and then angrily jumps towards your new classmate Billy and pushes him away. All of a sudden the boys are rolling down the floor, fighting. In that moment a teacher comes by...

*Play a situation that happened **today**, and continue the situation (without previous arrangement, everybody just plays their role) to an ending. You will not have to play the situation for other groups, it is just for your own experience.*

You are an **English teacher** at an elementary school. You enjoy your work, and you have established a certain authority among your pupils...

Today in the lunch break you were just heading to your class, thinking about the lesson you are about to give to the sixth grade students... When you pass the school canteen you see your class is still at lunch break and two of the kids are rolling down the floor, fighting. You can see one of them is Mike, a nice, successful and very popular student. You like him because he is always working really well at your lessons and he is very polite. The other student fighting is Billy. You don't know him very well; all you know is that he has just moved here from another town. You've heard that his parents have divorced recently. He is quite quiet and not very noticeable at your lessons, but you've heard from some students that they don't like him very much and that he is bothering them... You go to the crowd in the canteen...

*Play a situation that happened **today**, and continue the situation (without previous arrangement, everybody just plays their role) to an ending. You will not have to play the situation for other groups, it is just for your own experience.*

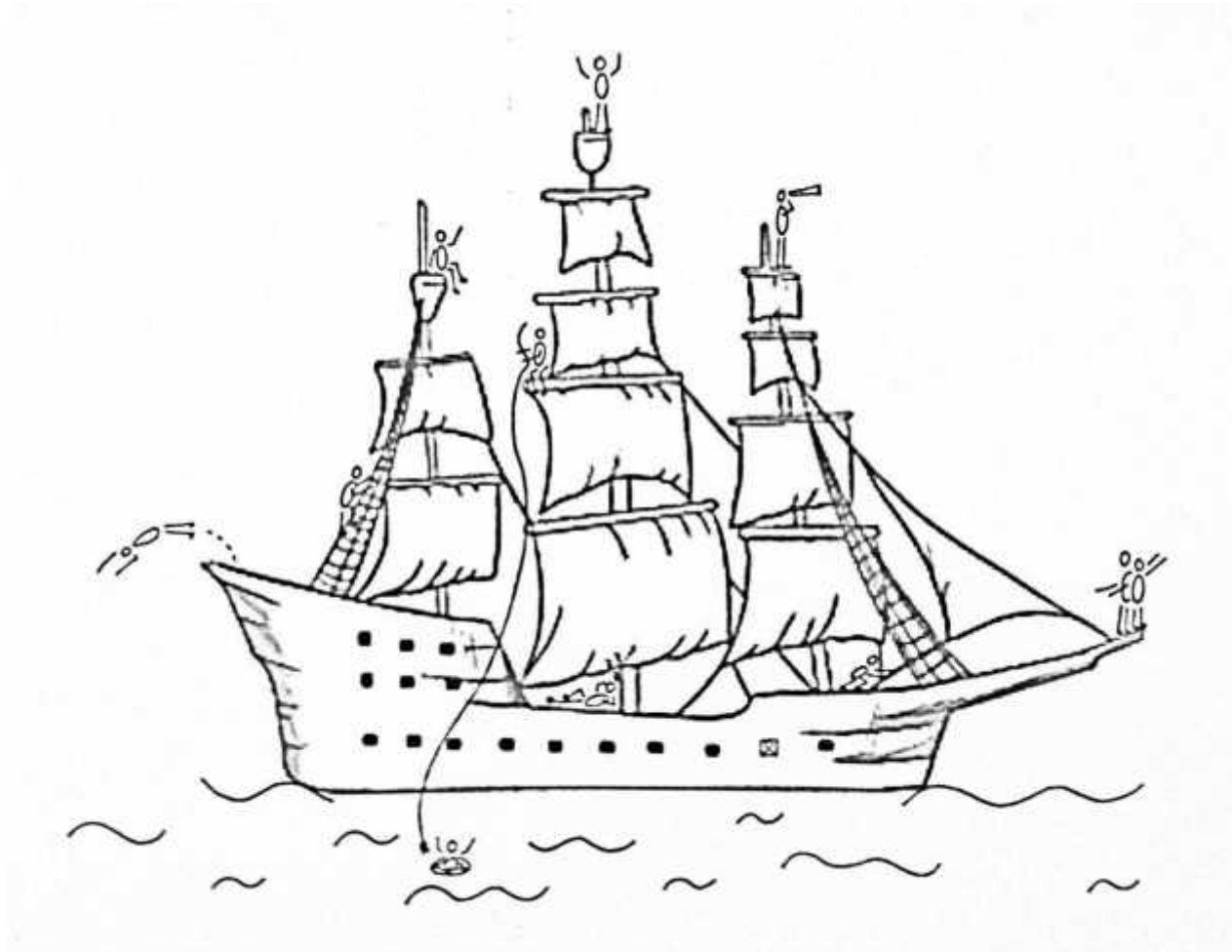
You are Amanda, a sixth grade student. You are a good student, quite popular in your class, you get along well with everybody in your class. Your best classmate is Maya.

Today there was an incident at lunch break. It was really crowded when you were waiting for the food and some boys tried to jump the queue. You were standing beside the waiting line because you wanted to wait for the crowd to go away and you were listening to your friend Maya and comforting her that she shouldn't worry about the History examination... You noticed how Mike, one of the cutest boys of your class (you even have a secret crush on him) roughly stepped in line before others to get the food. Billy, who was just the next in line, pushed him away. Before you could do or say anything, Mike crushed into Maya who was standing next to you. You could see she was totally surprised and she just yelled at him "You moron, watch your step!" Then you couldn't follow who pushed whom, but the next thing you know were both boys rolling down the floor, fighting. At that moment your teacher came by...

*Play a situation that happened **today**, and continue the situation (without previous arrangement, everybody just plays their role) to an ending. You will not have to play the situation for other groups, it is just for your own experience.*

Appendix 5:

Evaluation papers



How do you feel after these activities? Mark a person on the picture which represents your feelings and thoughts the best. 😊

If you want to share some thoughts about the training or the topic we were talking about today, you can write it down in free space below.
