



*Pestalozzi*

## Training Resources

Education for the prevention of violence at schools (VIO)

Use Challenge to Change for Convivencia

by

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## Theme: Prevention of violence

### Expected outcome

- Analyses of the situation in the classes.
- Defining the challenges and problems encountered in implementation of convivencia.
- Attitude change towards positive and affirmative approach to conflicts.
- Defining affirmative rules.
- Raising the awareness of the teachers for including others in the process.
- Higher level of awareness towards sharing responsibility concerning conflict resolution.

### Target group

Type of training	School level / age	Subject area
In-service training	Primary school	Classroom teachers Coordinators of teams for professional development of schools and parents

### Brief description of the unit

Training is implemented through six interactive learning workshops, lasting ten hours and fifteen minutes.

- The first activity is **Circle of prevention** which main goal is to define prevention and understanding of the importance of prevention in relation to the intervention. Here, we define who can help us to have successful school violence prevention.
- The second activity, **"To live together without violence"**, aims to analyse teacher classes on three different levels: resources, challenges and convivencia in the future.

- The third activity **“Positive discipline with affirmative rules”** is the answer to challenges and problems in the classroom that teachers encounter by aiming to define positive discipline and establish affirmative rules.

Activity between the two trainings **“This week in school”** allows participants to observe the behaviour of students through specific scales and this way define the behaviour. Defined behaviour is the foundation of every prevention in school.

- The fourth activity **“How to provide prevention”** allows detection of skills and topics for the prevention of violence in the school. Necessary topics are recognized in this workshop.
- The fifth activity named **“Stronger together in prevention of violence”**, which aims to inspire teachers for cooperation with the parents in gaining more effective results in violence prevention and developing convivencia. The results are concrete activities implemented in cooperation of parents and school representatives.
- Sixth activity **“The bag”** consists of self-reflection of teachers towards knowledge and skills needed for convivencia and creating action plan for follow-up activities in the schools.

**Follow-up activity** have long-term goal of preventing violence. Participants will be given an assignment to organize event, action, a workshops with children / parents or teachers at your school.

### Methods/techniques used

- cooperative work
- group work
- individual work
- plenary
- role play

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**Time 10 hours**

Preparatory activity	
Activity 1: Circle of prevention	▶ 120 minutes
Activity 2: To live together without violence	▶ 90 minutes
Activity 3: Positive discipline with affirmative rules	▶ 90 minutes
Activity 4: How to provide prevention?	▶ 120 minutes
Activity 5: Stronger together in prevention violence:	▶ 90 minutes
Activity 6: The bag	▶ 90 minutes
Debriefing session	▶ xx minutes

**Tips for trainers:**

..... Encourage your participants:

- To have a positive attitude/approach towards challenges and problems they encounter in their practice.
- To see the challenges and problems as resources.
- To connect the experience with the activities, learning to practice as a best way of learning in long-term.
- To point out that the change is a long process and to value the changes no matter how big it is

**Resources**

➤ Forms of violence	Appendix 1:
➤ Convivencia	Appendix 2
➤ The analyses of convivencia implementation in my classroom	Appendix 3
➤ „Positive“ definition of discipline	Appendix 4
➤ Rules, rules...	Appendix 5:
➤ Rules, rules... tips for facilitators	Appendix 6:

➤ Steps towards positive discipline	Appendix 7:
➤ Analysing the situations of violence	Appendix 8:
➤ Together we are stronger	Appendix 9:
➤ Myths about violence	Appendix 10
➤ Analysis of personal conflict resolving style	Appendix 11
➤ The bag	Appendix 12:
➤ Action plan	Appendix 13

### Activity 1 Circle of prevention



120 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To understand how to use prevention</li> <li>➤ To realise the importance of prevention in a school</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To understand the difference between preventions and intervention</li> <li>➤ To raise awareness about inclusion of different actors in the prevention</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ group work</li> <li>➤ cooperative learning</li> <li>➤ discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Technical: participant badges, chart, markers in 4 different colours, stickers, cards with types of violence, labels for groups (Appendix 1)</li> <li>➤ ppt presentation</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p>	

<ul style="list-style-type: none"> <li>➤ Spacious working room, with one free, clearly visible wall planned for materials and charts.</li> <li>➤ Motivated teachers for participation and inclusion.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Welcome the participants</li> <li>➤ Introduce the goals and the outcomes of the workshop (5 min)</li> <li>➤ Introduction of the participants. Participants stand in a circle and say their name and the roll they have in the school they come from.</li> <li>➤ The participants present themselves and talk about their rolls in the school and what are the ways to contribute the prevention of violence in their school through their roll (10 min).</li> <li>➤ Give out participants badges.</li> <li>➤ Participants write down their name and a sign on the badge given to them by facilitator</li> <li>➤ The participants draw a sign on one badge. They put the badge and introduce themselves through their badge while meeting as many people as possible, in the room. Each trademark will be individual support during violence prevention in schools (5 min).</li> <li>➤ The participants are divided into groups on the basis of the association on different types of violence (Appendix 1). Print out different forms of violence on different cards. Participants group according to the type of violence described on the card they took same type of violence is in the same colour paper (5 min).</li> <li>➤ Participants sit at the table according to the group (5 participants in each group)</li> <li>➤ The group task is to define what prevention of violence is: It is necessary to be able to define prevention of violence in the schools (it is important to differ prevention and intervention) The participants have a task to make circle of violence prevention in the schools...</li> <li>➤ The basic question to answer is:</li> <li>➤ What is prevention?</li> <li>➤ How and when to do violence prevention?</li> <li>➤ The roll of the participant in the group:</li> <li>➤ yellow card- follows the time of work,</li> <li>➤ red card - providing that everyone tells its opinion,</li> <li>➤ green card - sums up and writes down common opinions and reflections,</li> <li>➤ blue card - providing that everyone in the group feels good, pleasant and supported</li> </ul>	

<ul style="list-style-type: none"> <li>➤ pink card – secures that everyone shared its attitude equally</li> <li>➤ Presentation of the groups (20 min)</li> <li>➤ PPP presentation of prevention</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Put emphasis on prevention</li> <li>➤ Accept and hear the opinions of all participants</li> <li>➤ Ask questions to participants to independently identify and recognise the kind of violence on their card</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ What are the results of violence prevention?</li> <li>➤ What's the difference between prevention and intervention?</li> <li>➤ What are the mechanisms to provide violence prevention in the school?</li> <li>➤ Who has impacts on violence prevention in schools?</li> </ul>	



90 minutes

**Activity 2 To live together without violence**

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To develop critical thinking</li> <li>➤ Raise awareness of challenges met</li> <li>➤ Recognized the principle of convivencia</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To developed team spirit and cooperation</li> <li>➤ To map available resources in the classroom/in the school</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ group work</li> </ul>	



<ul style="list-style-type: none"> <li>➤ cooperative learning</li> <li>➤ discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Hand-outs: Convivencia (Appendix 2)</li> <li>➤ Questions to answer in the House (Appendix 3)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Technical: chart, markers in 4 different colours, stickers, balloons.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Introducing goals as the outcomes of the learning</li> <li>➤ Activity "The balloons" – each participant gets its own balloon (5 different colours). The task is to go from the spot A to spot B, together, as a group, moving in line, connected with the balloons between the participants. If one balloon falls whole group goes back to the start. The group will successfully finish the game at the moment where they come without balloon falling down from the spot A to the spot B. After the activity we will have brief discussion, and participants will answer how they managed to resolve the task (5 – 10 min).</li> <li>➤ Making the groups by the colour of the balloons (five different colours and groups).</li> <li>➤ Group work – There are 5 different drawings of the houses hanging on the walls of the room, representing different schools. The task is to answer the questions which are located in the houses:</li> <li>➤ Which are existing resources we have (represented by the foundation of the house)?</li> <li>➤ What are the challenges and problems in violence prevention (walls of the house)?</li> <li>➤ How can our students live together in the future (the roof of the house)?</li> <li>➤ While the participants work the trainers supervise and support them in work. The trainer supports and facilitates the defining of the problems participants encounter. The group work is followed by presentations of the groups and summing up of the results through discussion.</li> <li>➤ The presentation of convivencia by trainer (Appendix 3)</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ It's important to enable equal disposal/availability to participants in small groups.</li> </ul>	

<ul style="list-style-type: none"><li>➤ Resistance to non-formal methodologies</li><li>➤ The task of the trainer is to analyse situations through resources, problems and looking forward, as well as resolving problems in which all stakeholders are included (the teacher and student), as well as sharing responsibility and giving the responsibility to the students for conflict resolving.</li><li>➤ To stress the importance of defining resources which we use for violence prevention.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Discussion:</li><li>➤ How do you feel at the end of the work?</li><li>➤ What do you think how important is to research the classroom to achieve the convivencia?</li><li>➤ What is the way are you going to use convivencia in the classroom?</li><li>➤ What are the benefits of this approach in working with the pupils?</li><li>➤ How do you plan to answer the challenges you recognised?</li><li>➤ Have you ever thought of the resources you recognized now?</li><li>➤ How will you use the resources in confronting everyday challenges in work?</li><li>➤ What do you think about the ways to implement convivencia in your life and profession?</li></ul>	



90 minutes

### Activity 3 Positive discipline with affirmative rules

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To develop understanding of the phenomenon of 'positive discipline'</li> <li>➢ To raise awareness of the process of defining rules</li> <li>➢ To develop critical thinking</li> <li>➢ To recognise the principle of convivencia</li> <li>➢ To further develop team spirit and cooperation</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To define criteria for implementation of positive discipline</li> <li>➢ To define affirmative rules</li> <li>➢ To map available resources in the classroom/in the school</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ cooperative learning</li> <li>➢ group work</li> <li>➢ role play</li> <li>➢ plenary</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Cards in different colours with different sentences (Appendix 4)</li> <li>➢ Rules, rules... (Appendix 5)</li> <li>➢ Classroom rules (Appendix 6)</li> <li>➢ Steps to affirmative rules (Appendix 7)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Spacious working room, with the space for fast moving and space for desks, desks and chairs.</li> <li>➢ Providing extra working room for second group</li> </ul>	

**► Instructions/procedure:**

- The participants take the cards with different sentences, phrases, words from the box. They form groups according to the common characteristics (according to the same sentences at the cards) of the words, phrases and sentences. The definition of positive discipline is cut out in different coloured paper. (Appendix 4).
- Group work:
- 1. How to provide positive discipline? (10 min.)
- 2. Act out positive discipline without using words (they find different ways to do this). (3 min for each group) (5 min)
- Presentation of the groups (the groups are structured in a CL set up) followed by discussions in which for analysis and conclusions. Participants place the cards around the houses from the previous activity. On cards there are words referring to answers to questions from the first activity.
- We divide big group into two small groups. The task of the trainers is to make rules with the groups. The task of the first group is to make and define affirmative rules by cooperative work. Trainer of this group has the task to include participant, ask for their opinion, encourage participation, and sit with them in the circle.
- The second group is given defined rules without respecting the process of decision making (if possible the groups are further away apart so that they cannot hear each other work.
- They will be given written rules (most of the teacher's actually do in their classrooms). So they will have different experience than the first group. The sharing of different experiences would give the possibility to discuss the advantages and disadvantages of two different approaches.
- Trainer has the task to present and explain NON-affirmative rules given to the group. This group works by formal, traditional procedures (Appendix 5)
- Participants come back into one big group. All participants are given the questionnaires. They answer following questions in small groups which are mixed (two members of the affirmative rules group and two members of the non-affirmative rules group):
- **How did you feel?**
- **How do you accept the rules in small groups?**
- **Why?**
- **Would you stick by the rules in small groups?**
- **What would you do differently during the process of rules defining?**

<ul style="list-style-type: none"> <li>➤ Discussion: The conclusions on the process of decision making and different approaches impact the satisfaction of the participant with the final result - rules. Defining the most appropriate way of defining rules in terms of respecting the principle of participation and democratic equal involvement. Discussion of the classroom rules based on the (Appendix 6)</li> <li>➤ Steps to affirmative rules (Appendix 7). The trainer explains steps to affirmative rules.</li> <li>➤ Debate: FOR and AGAINST affirmative rules. Trainer writes down attitudes of affirmation and negation on the chart.</li> <li>➤ Participants have 2 homework assignments:</li> <li>➤ To do a lesson with their students on topic „How to live together”,</li> <li>➤ To observe students’ behaviour during all week.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Accepting the NON-affirmative rules because of the traditional and custom use of this kind of approach in the past experiences, in traditional education system. This can be obstacle to the teachers for the positive process of learning. We can overcome this problem by giving more practical situations and opportunities to learn through experience.</li> <li>➤ Tackling the participants to react spontaneously</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ What is the importance of student’s participation in defining rules?</li> <li>➤ Who has the responsibility when taking decisions together?</li> <li>➤ How do the rules, agreed on, in a democratic process impact the positive discipline?</li> <li>➤ Do we need rules to create convivencia?</li> <li>➤ Why do we need rules in the first place?</li> <li>➤ What is the influence of team work on ‘convivencia’</li> </ul>	



#### Activity 4 How to provide prevention?

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ Become aware of the tools that are necessary for successful prevention</li> <li>➤ To define the skills of teachers to develop prevention</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To realise the importance of active listening for convivencia</li> <li>➤ Developed positive approach to conflict situations</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ group work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Flip chart paper, markers</li> <li>➤ Lap-top and projector</li> <li>➤ Photos with case studies of violence (Appendix 8)</li> <li>➤ Chocolate, sweets and balloons</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ To provide premise spacious enough to work in groups of three</li> <li>➤ To encourage teachers to find solutions by themselves</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ The participants are welcomed with the balloons, candy or chocolate. This way the participants are divided into the 3 groups of participants. Each group has to act by the following criteria during the discussion.</li> <li>➤ In plenary discussion participants talk about defining of classroom rules established with students in their classrooms. The participants talk on rules set with their classrooms, while the facilitator puts them into the columns of non-affirmative and affirmative. Later the rules are analysed and put into</li> </ul>	

the certain context.

- During the discussion attention is given to certain rules. The rules are written down into the chart paper and the way they were formulated is discussed!
- Big white paper is divided into two parts; the rules are divided into the non-affirmative part and the discussion on their formulating is facilitated!

➤

➤ Non - affirmative	➤ Affirmative
<ul style="list-style-type: none"> <li>➤ 1.</li> <li>➤ 2.</li> <li>➤ 3.</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>

- Facilitator calls 4 volunteers receiving different roles in this activity.
- Person 1 has a duty to tell the story, answers questions to the persons 2. Person 3 follows the non-verbal movements of person 4. Person 2 asks the alternative questions and person 3 open-ended questions. Person 1 must at all times try to monitor and respond to all questions. Person 1 is given the opportunity to interrupt the activity by rising hand in every moment. Other participants are observers whose task is to replace some of the people in focus.

➤ **Response to violence - photos (Appendix 8)**

In the same groups participants will get a photo of violence and accompanying questions that need to be answered. The task of the participants is to respond to them and to act out a situation of violence and one of the resolutions.

➤ **Aquarium**

- This is a technique that allows joint problem solving. Problems of violence (on the photos) are presented, while other participants have a common task to find different solutions to prevent the situation.

<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ Direct participants to the importance of the topics for the prevention of violence</li> <li>➢ Direct participants to the topic and connect with preventing violence in schools</li> <li>➢ It is important that participants understand the relationship between behaviour and people</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➢ Discussion:</li> <li>➢ 1. How did you feel during the activity?</li> <li>➢ 2. What is important during this activity?</li> <li>➢ 3. What are the steps that need to be provided to ensure the successful prevention?</li> <li>➢ 4. What is the feeling of having power and how did you use it?</li> <li>➢ 5. What way this hierarchy can influence on development of convivencia?</li> <li>➢ 6. What does the hierarchy show?</li> <li>➢ 7. How listening can affect the development of convivencia?</li> </ul>	



90 minutes

### Activity 5 Stronger together in prevention of violence

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ Understanding the needs of others - decentralisation</li> <li>➢ Resolving the problems together</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ Understanding the context of violence</li> <li>➢ Raising awareness on different kinds of cooperation which contributes to successfully creating convivencia</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work</li> </ul>	



<ul style="list-style-type: none"> <li>➤ Individual work</li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Resources:</b> <ul style="list-style-type: none"> <li>➤ Paper triangles</li> <li>➤ Flip chart paper, markers</li> <li>➤ Lap-top, projector and film</li> <li>➤ Photos with cases of violence (Appendix 8),</li> <li>➤ Stronger together (Appendix 9)</li> <li>➤ Myths on violence (Appendix 10)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Practical arrangements:</b> <ul style="list-style-type: none"> <li>➤ To provide premise spacious enough to work in groups of three</li> <li>➤ To encourage teachers to find solutions by themselves</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Instructions/procedure:</b> <ul style="list-style-type: none"> <li>➤ Participants are watching film <a href="http://www.youtube.com/watch?v=KHi2dxSf9hw">Children see – Children do- http://www.youtube.com/watch?v=KHi2dxSf9hw</a> (1:31)”, followed by short discussion aiming to bring to consciousness of different roles in the life of a child.</li> <li>➤ Each person with a specific badge answers specific question.</li> <li>➤ <b>Parents:</b> How do I see my role in this film?</li> <li>➤ <b>Student:</b> What do those people think of me?</li> <li>➤ <b>Teacher:</b> What is my role?</li> <li>➤ The participants are divided into groups of 3 (PST) and take their place in the room. Each small group is given the life story on violence (the answer to first two questions in the Appendix 8).</li> <li>➤ The tasks of the groups are to read descriptions of the situations in the photos in their small groups. After that each participant gives its opinion from its role in small group. During the discussion in small groups each participant writes down on the flip chart following: <ul style="list-style-type: none"> <li>➤ 1. feelings,</li> <li>➤ 2. reactions,</li> <li>➤ 3. wanted outcome,</li> <li>➤ 4. how to cooperate in gaining this outcome (Appendix 9)</li> </ul> </li> <li>➤ The division into the groups on basis of Myths on violence (Appendix 10) first encircle yes or no</li> </ul> </li> </ul>	

<p>than form the groups. Participants are divided into groups based on five myths about bullying – five groups. First to answer YES or NO then form five groups. Each group is given a specific task. Tasks are to look at the stories about the violence (from photos) from different angles. Assignment of participants to take on the role of the victim, bully, teachers, mothers of people who have suffered violence.</p> <ul style="list-style-type: none"> <li>➤ In small groups each participant changes/transforms into three different: roles parent, student, teacher. After this groups make presentations (by gallery style<sup>1</sup>) followed by discussion. During the presentations trainer writes down on the flip chart different kinds of cooperation and talks to the group on prevention of violence (the logical sequence is first writing down, than afterwards discussing the things written).</li> <li>➤ The participants are given questionnaires on reactions and styles of teachers used (Appendix 11).</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ To give priority the prevention instead of intervention in resolving violence. Prevention is long-term process which gives good results. It's important to include parents in prevention and reach good results with cooperative work.</li> <li>➤ It's important to understand feelings and needs of all included in the process of violence prevention in order to provide 'convivencia' as a final outcome</li> <li>➤ To encourage teachers to decentralise in different roles in order to understand better the situation/problem of the other person</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ How did you feel in your different roles?</li> <li>➤ How does 'getting into different roles' help in the prevention of violence?</li> <li>➤ What was the most difficult and most easy roll to play concerning decision making?</li> </ul>	

<sup>1</sup> **Galery style** – Each group has its own flip chart paper with presentations and the spot in the premise on which this presentation is located. One person stand before the presentation sheet and presents its work to the other group, while participants from his/her group are visiting other locations and are listening to the presenations. This lasts for10 minutes, then the trainer gives the sign for next shift, until every group visits every presentation spot.

<ul style="list-style-type: none"> <li>➤ How important is to include more parties in violence prevention?</li> <li>➤ How often did you use that in your past work?</li> <li>➤ What do you think how important is to have different kinds of cooperation on the school level?</li> <li>➤ What way do different kinds of cooperation of prevention influence the development of convivencia?</li> </ul>	
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90 minutes

**Activity 5 The bag**

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To develop better self-understanding of personal good sides</li> <li>➤ To recognise and accepted work towards self-improvement</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To make an action plan for implementation of convivencia on school level</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual work</li> <li>➤ Group work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Coloured Papers,</li> <li>➤ Markers,</li> <li>➤ Pencils,</li> <li>➤ Glue,</li> <li>➤ Envelopes,</li> <li>➤ Scissors</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ To provide conditions for follow up implementation after the training</li> <li>➤ To encourage teachers to do self-reflection, analyse and make personal and professional development plans through development of knowledge, skills and attitudes.</li> </ul>	

► **Instructions/procedure:**

- The Bag – The participants are given the scale assessment of knowledge, skills and attitudes important for convivencia development in the classroom. The participants do their self-reflection based on the previous instructions. Each participant makes bag in which he/she places knowledge, skills and attitudes to be improved. (Appendix 12)
- After fills in the bag, participants are organized in groups of two. They present to each other the content of their bags, each using 5 minutes time.
- Discussion aiming to sum up knowledge, skills and attitudes on which teachers should work the most.
- First step - participants draw their foot and write on it what their first step will be to prevent violence in schools? By first step they will go to the table of its school and write down an action plan to prevent violence in their school.
- Action plan. Model preventions violence in our school. Each participant makes its own action plan for implementation convivencia in its classroom. They answer five key questions: who, what, when, how, why? (Appendix 13)
- Presentations of the plans with the feedback information
- The task of the participants is to do one practical activity to prevent violence in their schools.
- Presentation for the end: *How to spread the love in New York, PPP*

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

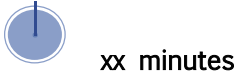
- Take care of action plans in order not to be too ambitious and to be realistic and achievable
- To encourage participants to create activities with the long-term and sustainable effects
- To relate activities and the experience from the training
- To encourage participants to reflect

► **Debriefing/reflecting:**

- The Bag:
- Did you have difficulties to reflect?
- Are you satisfied with your self-reflection?
- Do your scale assessment results match with your self-reflection?
- How are you going to develop knowledge, skills and attitudes from your bag?
- How much are you ready to implement convivencia in the school?

<ul style="list-style-type: none"> <li>➤ Action Plan:</li> <li>➤ Are you satisfied with the activities you have chosen?</li> <li>➤ How much is your action plan realistic and feasible?</li> <li>➤ In what extent is your action plan directed towards violence prevention and convivencia?</li> </ul>	
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Debriefing/ Evaluation and assessment



xx minutes

	Notes
<p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To evaluate gained knowledge on convivencia</li> <li>➤ To evaluate understanding and the concept of the convivencia</li> <li>➤ To evaluate the quality of the training session</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Group work</li> <li>➤ Individual work</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ See instructions</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ For creative part of evaluation divide participants in 4 different groups. For easier time management Use the group structures used in previous activities...</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <p>Two kinds of evaluation will be given:</p> <ul style="list-style-type: none"> <li>➤ I Creative – Participants divide into four different groups and do evaluation through:</li> </ul>	

<p>1. Lyrics, 2. Drawing, 3. TV commercial, 4. Receipt.</p> <ul style="list-style-type: none"> <li>➤ II Written – Participants individually answer the questions:</li> <li>➤ What are the 3 most important things that you’ve learned?</li> <li>➤ How are you going to apply learned in your life and school practice?</li> <li>➤ What is your opinion on convivencia after the training?</li> <li>➤ Do you find the content of the training useful for your further work in developing convivencia in your school?</li> <li>➤ Please, answer what activity you find most useful? Is there possibility to use it during your practice?</li> <li>➤ Please, write down 5 suggestions in developing this training? (What would you do differently?)</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ ....</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ ....</li> </ul>	

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## Appendix 1: Forms of violence

**PHYSICAL VIOLENCE**

<b>Beating</b>	<b>Slaming</b>	<b>Strugling</b>	<b>Throwing various objects at the other</b>	<b>Violation of freedom of movement</b>
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**PSYCHOLOGICAL VIOLENCE**

<b>Threat</b>	<b>Pressure</b>	<b>Mocking</b>	<b>Discriminative remarks</b>	<b>Spreading the rumours</b>
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**SEXUAL VIOLENCE:**

<b>Forcing to sexual relations</b>	<b>participation in sexual activities</b>	<b>forcing to sexual relations</b>	<b>participation in sexual activities</b>	<b>forcing to sexual relations</b>
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## Appendix 2:



Convivencia – learning to live together in harmony

Convivencia is very popular term in legal, social and institutional contexts.

In legal sphere: respecting the rights of others

On the institutional level: benefit for whole community.

In psychology field: the feeling of empathy and happiness to live with others, including pro-social attitudes and behaviour

Convivencia means to live together, in a community with shared activities from day to day, without fear and attacking.

In the classroom convivencia aims to achieve the ambient of tolerance, respect, gratitude, team work, positive discipline, supporting atmosphere for learning, work, order, and nonviolence. Convivencia is positive towards change and concerns all in the school community: teachers, students, parents and the local community who solve together everyday problems in the school community.

Convivencia is implemented always to:

- 1) Establish and maintain learning environment in which violence is not tolerated, so that the ethos of convivencia is always present,
- 2) React on violence when it appears, so that the ethos of convivencia is protected.

### Appendix 3:

The analyses of convivencia implementation in my classroom!

	<i>Internal factors</i>	
<i>External factors</i>	What are my <i>strenghts</i> when implementing convivencia?	What are my <i>weaknesses</i> when implementing convivencia?
	Which <i>resources</i> in the school, local community can be used while implementig covivencia?	Which are the <i>problems</i> to encounter in implementing convivencia in your school?

- Convivencia source: <http://www.oei.es/valores2/monografias/monografia02/reflexion02.htm>

Appendix 4:

DISCIPLINE IS A MUST, AND DIFFICULTIES ARE NORMAL!

„Positive“ definition of discipline:

To govern over	self-willingness,	feelings and inclinations	in order to	achieve some goal.
To govern over something	is to rule over something,	but	in order to	achieve some goal
Education on self-discipline	is a process,	and the discipline of the students	is the outcome of this process,	which is indeed never ending.
To govern over	self-willingness,	feelings and inclinations	in order to	achieve some goal.
To govern over something	is to rule over something,	but	in order to	achieve some goal
Education on self-discipline	is a process,	and the discipline of the students	is the outcome of this process,	which is indeed never ending.

## Appendix 5:

### Rules, rules...

#### *Worksheet: Person A*

You are the teacher in the classroom. Your task is to present the rules to your pupils which they **will have to** respect during the class. You won't let **any interruption in the process of decision making**. You will „ignore“ very skilfully student's comments, if there any.

Duration: 7 min.

Proposal for 5 non - affirmative rules:

1. **Don't speak loud,**
2. **Don't hit each other**
3. **Don't be late,**
4. **Don't whisper,**
5. **Don't laugh!**

#### *Worksheet: Person B*

You are the teacher in the classroom. Your task is to make common agreement **together** with your students by affirmative rules. **Pay close attention to what they say** and modify the rules towards their real needs. Talk to them **openly** with **democratic leading** of the discussion.

Duration: 7 min.

5 affirmative rules:

1. **We listen to each others,**
2. **We participate actively,**
3. **We come on time,**
4. **We sit in the circle,**
5. **We work together!**

Questions for discussion in small groups:

- How did you feel during the group work?
- How did you make the rules?
- What would you do differently in the roll of the teacher, next time?

## Appendix 6:

### Rules, rules...tips for facilitators

Every classroom presents different structure for work with their own norms, atmosphere and expectations, that's why teacher needs to provide conditions for safe and continuous work of each pupil. Managing the classroom is a very complex process, integrated in all teaching activities, and those who estimate behaviour as a form of communication, show respect for diversity and appreciate human relations and relationships, are the successful ones in resolving common difficulties in behaviour. This approach requires a lot of energy, but some teachers are content with the small successes. Each intervention should aim at developing self-discipline.

By making mutual agreement - "contract" on work - we clearly define expectations, rights and responsibilities of the members and facilitators. The agreement on the way of work in the classroom is defined at the beginning of the work, in form of rules, by equal participation of all students and teachers, as well as parents if possible.

The rules are the description of desirable behaviour in an environment. It's important to define them in positive/affirmative manner, not as prohibition or NO behaviour. That's why it is good to use words as: respect, tolerate, allow, like and similar while defining the rules. In order to make rules useful it's important to also define the consequences which come out from barking the rules.

While defining the rules it's IMPORTANT:

- THAT ALL MEMBERS OF THE GROUP TAKE PART IN DECISION MAKING AND DEFINING AS TO MAKE THEM COMMON,
- TO BE DEFINED BY SPECIFIC BEHAVIOUR AND POSITIVELY FORMULATED, WITH CLEAR AND UNDERSTANDABLE WORDS,
- TO BE OPEN FOR ADDITIONS AND CORRECTIONS,
- TO BE IN WRITTEN FORM AND TO BE USED AS A REMINDER, ENOUGH VISIBLE IN THE WORKING SPACE.

Questions for reflection:

1. Do the rules exist in my classroom?
2. If yes, are they defined by affirmative or non-affirmative manner?
3. How are they defined (By what kind of decision making process)?
4. Who did participate in defining the rules?

## Appendix 7:

Steps towards positive discipline:

The rule of the smallest intervention in establishing the discipline in the classroom:

Step	Procedure	Example
1	Prevention	Shows enthusiasm, do the constant shift of the activities and maintain the motivation and attention of the pupils
2	Non-verbal signs	Tanja speaks rough words to her bench mate / the teacher is frowning. If the students are whispering and speaking during the class - teacher can make eye-contact, approach and touch gently the shoulder of a pupil.
3	Approval of desirable behaviour	Marko you have delivered your essay on time today! That's excellent!
4	Praising other students	The most of you have delivered your essays on time! I appreciate that!
5	Direct request	Tanja, can we agree that you deliver your essay tomorrow?
6	Repeating the request	Tanja, if you deliver your essay on time you can get better mark.
7	Consequences	Tanja, you will stay today after the lessons and write the essay!

Questions for reflection:

1. What is the discipline in my classroom?
2. Which step I usually achieve?
3. What do I need as well as my classroom to achieve the positive discipline?

Appendix 8:  
ANALYSING THE SITUATION











1. Which is type of violence is presented in the picture?

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2. Assume cause of behaviour (the persons in the picture) of the:

BULLY	VICTIM

3. Make the Plan for prevention of this case: (Write down 3 things!)

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4. Make Role play of one violence situation and one roll play on resolution situation.

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Appendix 9:

### Together we are stronger...

TASK	P <sub>upil</sub> :	T <sub>eacher</sub> :	P <sub>arent</sub> :
FEELINGS			
REACTION			
GOAL			
COOPERATION			

Appendix 10:

**MYTHS about violence:**

**Violence is just teasing.**

YES NO

**Some people deserve to be harassed by some one.**

YES NO

**Only boys can be bullies.**

YES NO

**Violence is an integral part of growing up.**

YES NO

**Bully will be waived if we ignored him/her**

YES NO

## Appendix 11:

**ANALYSIS OF PERSONAL CONFLICT RESOLVING STYLE**

## My reaction to conflict

Fill out the questionnaire and check the style you use in conflict situations.

Instructions: Think about your reaction to a situation in which your wishes differ from the desires of others. The first section (from A to J) applies to your initial reaction to the disagreement. A second part (from K to T) applies to the reaction after the disagreement intensified. It might be easier for you to choose one particular conflict situation and answer to all questions.

*Circle one number on the line beside each sentence.*

Part One: REACTION TO DISAGREEMENT WHEN I REALISE FOR THE FIRST TIME THAT I DO NOT AGREE WITH THE OTHER PARTY		Doesn't apply to me			Applies to me a lot		
A	I take care that all opinions are considered with the equal attention, even in the case of considerable disagreement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
B	I pay more attention to explain to others logics and advantages of my position, rather than to please them.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
C	I explain my needs, but I put them in the second plan and seek for compromise.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
D	I withdraw from the discussion for some time, as to avoid tension.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
E	I pay more attention to others' feelings than to my own aims.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
F	I try to make sure that my requests don't question my relation to other people.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
G	I actively explain my ideas and with the same active approach I try to understand others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

H	I am more concerned for the things that are important to me than how others feel.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
I	I decide that the differences aren't worth of too much worry.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
J	I give up certain things to gain others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>SECOND PART: REACTION AFTER THE DISAGREEMENT IS INTENSIFIED IF THE DIFFERENCES STAY, THE FEELINGS ARE INTENSIFIED</b>							
K	I actively involve into the discussion and seek ways to please my needs and the needs of others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
L	I put more effort in accepting my vision of the truth than to meet other's visions of the truth.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
M	I try to be reasonable and don't ask all I want; taking care to get at least something I want.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
N	I don't require everything to be done as I want to and influence to lessen the requirements of others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
O	I put my wishes in the second place and I try to maintain good relations, in the first place.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
P	I talk less with others and try to take safe distance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Q	I do what needs to be done and I hope the relations will be fixed afterwards.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
R	I do everything to smooth the situation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
S	I take care of what others want, but I ask from them to pay same attention to my wishes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
T	I demand moderation and compromise in other to make a decision and went on.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>



Fill in the result for each answer in the appropriate equation. For example, value within A, if you picked up 6, you write down no 6 into the equation. Sum up the numbers. Example: B1 + H 4 = 5. This exercise gives two kinds of results: a result concerning your initial reaction and this is called "Warming". The results concerning your reaction after intensifying the disagreement are called "Inflammation". The results show you inclination to use some of the styles. When the result is bigger, the possibilities to get your dominant conflict reaction style, is more likely to get.

**Style of behaviour in the conflict:**

<p><b>COOPERATION</b>  A_____ + G _____ = _____ Warming  K_____ + S _____ = _____  Inflammation</p>	<p><b>COMPROMISE</b>  C_____ + J _____ = _____ Warming  M_____ + T _____ = _____  Inflammation</p>
<p><b>ADJUSTMENT / RELAXATION</b>  E_____ + F _____ = _____ Warming  O_____ + R _____ = _____  Inflammation</p>	<p><b>AVOIDANCE / WITHDRAWAL</b>  D_____ + I _____ = _____ Warming  N_____ + P _____ = _____  Inflammation</p>
<p><b>COMPETITION/FORCING</b>  B_____ + H _____ = _____ Warming  L_____ + Q _____ = _____  Inflammation</p>	

**EXPLANATION:** Using the results from the previous page, fill in your sums and titles of the styles which you use by placing it from biggest to smallest score. Style that got the biggest score in each of the columns, >>Warming<< and >>Inflammation<< refer to >>preferred<< or primary style of behaviour in the conflict one practices. In the case when two or more styles have the same sum, means they are of the same importance for you. Next sum by size points out to »reserve« style if the numbers are close to each other. Almost equal number of the points for all styles refers that the person is able to choose before different reactions on conflict.

Appendix 12:

# The BAG



	Already have	Need to improve
<b>KNOWLEDGE – learning to KNOW</b>		
1. I know and understand education theory in general and specifically progressive/socio-constructivist approaches to education enough to adapt them to the context in which I teach		
2. I develop up to date knowledge on cognitive development, multiple intelligences and learning styles and how my teaching must accommodate them		
3. I have knowledge of conflict management techniques		
4. I develop up to date knowledge on cooperative learning structures and their theoretical underpinnings.		
5. I have general knowledge related to positive discipline and conflict management.		
6. I have general knowledge of the socio-cultural background of my students and their families		
7. I develop an understanding of cultures and identity as a context dependent, dynamic and negotiable process.		
8. I know how to empower students/pupils in the elaboration of rules of living together in the classroom and school community		

<b>SKILLS – learning to DO</b>		
1. I am able to promote learning by doing, teaching methods based on real-life, on skill oriented tasks, and active involvement.		
2. I am able to create a safe learning environment and develop my own and learners' self-esteem, self worth and self confidence		
3. I am able to develop critical thinking skills in learners: encourage debating, discussing, listening and asking questions, to build constructive assertiveness based on argumentation; teach about generalizations and their limitations, giving examples, establishing connections, coming to conclusions, finding causations		
4. I am able to develop personalised learning and use a variety of teaching methods adapted to different learning styles.		
5. I can implement cooperative structures in my teaching		
6. I am able to negotiate in a spirit of openness and dialogue with colleagues, families and academic authorities following democratic rules		
7. I am able to develop personalised learning and use a variety of teaching methods adapted to different learning styles.		
8. I can implement cooperative structures in my teaching		
9. I am able to negotiate in a spirit of openness and dialogue with colleagues, families and academic authorities following democratic rules		
10. I am able to manage conflicts through the application of conflict resolution techniques, problem solving strategies, and the use of positive discipline techniques, including relevant choice/related consequence sequences		
11. I develop interest and empathy for the "other's otherness"		

<b>ATTITUDES– learning to BE</b>		
1. I recognise the importance of developing my own communication skills and teaching methods I am convinced that learning and teaching processes should be based on equality and on the right to be different.		
2. I am willing to encourage learner’s critical thinking skills and allow them to take responsibility in their learning process.		
3. I understand the need for the curriculum to be affirmative of individual pupil and group identities		
4. I am aware of my behaviour, language and body language, and realise that they all translate		
5. I believe cooperation has a central role for social cohesion and respect for the individual.		
6. I am convinced of the need to empower learners and, in the classroom. I accept to relinquish some of my power as a teacher.		
7. I promote and defend ethical attitudes for working collaboratively		
8. I recognise and accept risks linked with the handling of sensitive and controversial issues		
9. I am sensitized to the risk that harmful media content represents for young people (e.g., violent, racist, hate propaganda, pornography, hidden agenda of advertising, manipulation)		
10. I am open to negotiate change within the school community, aware of the power issues that play out in the classroom and school community		
11. I realise the importance of cooperation through team work, group work, student councils, joint initiatives with students and parents, local, national and international projects, etc..		

Appendix 13:

# ACTION PLAN

WHAT?	WHO?	WHY?	HOW?	WHEN?
Name of the activity and short description	Target group (parents, student, representatives of local community)	Objectives of activities – What do you want to achieve?	Metodology (actions, workshop, teaching, tribune, event... )	Time (How long is the activity and when will it be implemented?)
1.				
2.				