



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
Whole community approach on violence prevention
by

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Editor: Višnja Raji

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Theme: Violence prevention

→ Expected outcome

- School staff as well as students and different members of local community will understand and accept the concept and the idea of importance of whole community approach in violence prevention
- Raising up level of awareness about violence and different ways to prevent it
- Developing ability to work together
- Developing ability to be proactive in violence prevention activities in local community
- Action plan on activities which include local community as a part of violence prevention will be developed

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Staff and students in Elementary / primary schools, members of the local community	/

Brief description of the unit

The Programme consists of 4 workshops.

Participants in the preparatory workshop will be representatives of elementary schools: school staff, students and parents. In the following three workshops, representatives from local community will join the group. Groups will have between 20 and 30 participants.

Workshops will take place in the school, and they will last from 90 minutes to 120minutes, each. Between each part / workshop, participants will have to fill some tasks, individually or in small groups.

Methods/techniques used

Group work

cooperative work

individual work

Time 7 hours/ 4 workshops

Preparatory workshop (school staff, students and parents)	▶ 90 minutes
Activity 1: Participants' introduction	▶ 15 minutes
Activity 2: Short Introduction of Pestalozzi program and the training programme	▶ 10 minutes
Activity 3: Assessment of violence in school (what, how, who, where)...-	▶ 45 minutes
Activity 4: Identification of the resources in the local community	▶ 25 minutes
Workshop 1 (school staff, students, parents and representatives from local community)	▶ 110 minutes
Activity 5: Participants' introduction	▶ 15 minutes
Activity 6: Assessment of violence in school/ Presentation (from the	▶ 15 minutes

preparatory workshop)	
Activity 7: Attitudes to violence	▶ 30 minutes
Activity 8: How can I (group I am representing) contribute in violence prevention	▶ 15 minutes
Workshop 2 (school staff, students, parents and representatives from local community)	▶ 120 minutes
Activity 9: Finalizing list of possible contribution (presentation of the” homework”)	▶ 20 minutes
Activity 10: What might be obstacles and how to overcome them	▶ 40 minutes
Activity 11: Development of the Action plan until the end of this school year	▶ 60 minutes
Workshop 3 (school staff, students, parents and representatives from local community)	▶ 90 minutes
Activity 12: Analyses of the implementation of activities in the Action plan	▶ 45 minutes
Activity 13: Making AP proposal for the next school year based on the experience	▶ 45 minutes
Debriefing session:	▶ 20 minutes

Tips for trainers:

See tips...

Resources

List with statements on violence in your school	Appendix 1
Papers with pictures on one side for forming groups (need to be cut!)	Appendix 2
Action plan matrix	Appendix 3

PREPARATORY WORKSHOP

Activity 1 Participants' introduction



15 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Participants get to know each another ➢ Creating cooperative atmosphere ➢ Developing ability to work together ➢ Raising level of awareness about violence and different ways to prevent it ➢ School staff as well as students understand and accept the concept and the idea of importance of whole community approach in violence prevention 	
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ . 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ pair work ➢ group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Small pieces of paper with names of colours; flowers; numbers that are written on them (two of each colour/flower/number to make pairs...) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Workshop should take place in the classroom with flexible seating so participants can easily move depending of activity 	
<p>▶ Instructions/procedure:</p>	

<ul style="list-style-type: none">➤ Make pairs using colours /flowers / numbers.➤ Everyone should say to the other member of the pair information about him or herself (name, profession, what is the most important to her/him, what are her/his most important life values)..➤ After exchanging information, participants represent their pair to the others in a big group, in a circle, so everyone is presented to the others by his/her pair.➤	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Facilitator should be included in this “pair” activity. If someone doesn’t have a they pair can join to any pair as a third	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤	

Activity 2 Short Introduction of Pestalozzi program and this training Programme



10 minutes

	Notes
<ul style="list-style-type: none"> ▶ General aim: <ul style="list-style-type: none"> ➢ To inform the participants about the programme ▶ Specific aims: <ul style="list-style-type: none"> ➢ . 	
<ul style="list-style-type: none"> ▶ Methods /techniques used: <ul style="list-style-type: none"> ➢ PPT or short lecture about the Pestalozzi programme – optional 	
<ul style="list-style-type: none"> ▶ Resources: <ul style="list-style-type: none"> ➢ Equipment for this activity is needed (computer , video beam) 	
<ul style="list-style-type: none"> ▶ Practical arrangements: <ul style="list-style-type: none"> ➢ 	
<ul style="list-style-type: none"> ▶ Instructions/procedure: <ul style="list-style-type: none"> ➢ Facilitator can say that they are going to get some information about Pestalozzi Programme and this Training Programme and after that they can ask questions if any. 	
<ul style="list-style-type: none"> ▶ Tips to trainers/anticipated difficulties: <ul style="list-style-type: none"> ➢ . 	

Activity 3 Assessment of violence in school (what type of violence, who, where...)



40 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To raise awareness of the problem of violence in the school ➢ To develop understanding of the dimension of present violence ➢ To understand that violence is a general problem <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Four flip chart papers ➢ Markers ➢ duct tape 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Participants are sitting in groups of 4 - 5 members (in one group there are members of school staff, in another groups there are parents and in the third, students) 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Each group has to discuss the following topics and then write down the outcome of their discussion: ➢ What kind of violence is present in their school? ➢ Who is participating in that (not names but; girls, boys, adults, which grade..)? ➢ Where and when violence usually happens/occurs? ➢ Write that on flip chart paper, tape it on the wall and then introduces to the other groups. 	

<ul style="list-style-type: none"> ➤ Each group has 5 min for their presentation ➤ They should discuss and add something if they find out that is missing. ➤ On the whole group level integrate their group work so there is a paper with “common picture” on violence in their school (5min) ➤ (Those flip cart paper should be saved for the next workshop and it should be decided who is going to have to present them). 	
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<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Conclusion should be made by the participants, encouraged by facilitator about presence of violence in the school. ➤ Facilitator prepare hints about researches that shows that the most efficient response to violence is to include whole community and end this activity with that statement 	

Activity 4 Identification of the resources in the local community



25 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Potential support from local community is defined ➢ Cooperative atmosphere in the has been developed <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Presentation ➢ 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Four flip chart papers ➢ Markers ➢ Tape 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Participants are sitting in groups 4-5 members at the table as they have to write down on the flipchart paper (in one group there are members of school staff, in the another parents and in the third students). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Each group makes their own list (having in mind that they should be realistic), write down on flipchart paper, tape it on the wall and then introduce the other groups. ➢ Than whole group makes one list (integrate data from 4 lists) of possible resources (persons, organizations, associations, local community authorities, NGO-s, enterprises, etc.) in the local 	

community.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <p>➤</p>	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Final task in this session is to define who is going to invite representatives from local community on the following workshops)-decision can be made by letting them choose who is going to invite whom - e.g. parents can invite some other parents, principles can invite representatives of local community authorities etc. ➤ Make agreement on the date of the next workshop, and who is going to make presentation on Assessment of violence in school for the next workshop 	

WORKSHOP 1

Activity 5: Participants' introduction



15 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To get to know each other ➢ To practice listening skills ➢ To create cooperative atmosphere <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Paper A4 format for each participant ➢ Markers 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Participants are sitting in groups 4-5 persons at the table as they have to write down on the flipchart paper (in one group there are members of school stuff, in the another parents and in the third students). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Everyone should write her/his name, what is she/doing (e.g. teacher of history or parent, working as..) and just one word to describe ideal school in their opinion. ➢ That should be done on one piece of paper. ➢ Facilitator collects all papers, mixes them and turns the blank side on the top. ➢ Each participant takes one paper, reads what is written on it. After she/he finishes reading, person who wrote the paper raises up his/her hand. 	

<ul style="list-style-type: none"> ▶ Tips to trainers/anticipated difficulties: <ul style="list-style-type: none"> ➢ Facilitator should be included in this activity. 	
<ul style="list-style-type: none"> ▶ Debriefing/reflecting <ul style="list-style-type: none"> ➢ 	

Debriefing/ Evaluation and assessment



20 minutes

	Notes
<ul style="list-style-type: none"> ▶ Specific aims: <ul style="list-style-type: none"> ➢ The facilitator gets feedback about the activities ➢ Participants get a chance to give feedback, to share their reflection on the activities with others 	
<ul style="list-style-type: none"> ▶ Methods /techniques used: <ul style="list-style-type: none"> ➢ Individual – work sheet ➢ Group discussion 	
<ul style="list-style-type: none"> ▶ Resources: <ul style="list-style-type: none"> ➢ paper 	
<ul style="list-style-type: none"> ▶ Practical arrangements: <ul style="list-style-type: none"> ➢ Participants can stay seated in their groups, but the work should be done individually 	
<ul style="list-style-type: none"> ▶ Instructions/procedure: <ul style="list-style-type: none"> ➢ Facilitator asks participants to write down on the paper answer to 2 questions: 	

<ul style="list-style-type: none"> ➤ How do you like the method used in this workshop? ➤ How useful are the activities for your context? <p>After the participants answer the questions try and start the discussion to get more feedback.</p>	
<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 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>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ 	

Activity 6: Assessment of violence in school/ Presentation



15 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Raising up level of awareness of all participants <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Presentation, discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Flip chart paper or equipment for PPT 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ the presentation is made by the group representatives 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ One or more participants, presents ‘Assessment of violence in school’ which was made on the previous workshop, on the way we made agreement at the end of the last activity on the Preparatory workshop. ➢ Participants from local community, who joined the group are invited to add their comments as well as others. Those comments should be written down on the list. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ . 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➢ 	

Activity 7: Attitude to violence



30 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Participants will be aware of constructive (rational) and non-constructive (irrational) attitudes toward violence ➢ Get insight if there is differences and similarities among groups(staff, student, parents) <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work, presentation, discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ List with statements/ for each participant one ➢ One list on the flip chart paper for writing down frequencies of answers on the whole group level ➢ 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ There are four tables needed, as they have to write on big papers ➢ Participants are sitting in 3 groups : ➢ 1. school staff ➢ 2 students-pupils ➢ 3.parents 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Facilitator gives out the hand out to each participant - a list with statements about violence in school Appendix 1 ➢ After app. 5 minutes facilitator instructs the participants to discuss on the group level and find 3 most frequent statements heard or said by the members of the group. 	

<ul style="list-style-type: none">➤ After 5-10 min each group present results of the group work.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ .	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none">➤ Why do people use those statements?➤ Is it constructive? What we can say for them-how we can name them (rationalization, minimizing, blaming..➤ What can be constructive approach? Recognize violence and do something as own contribution to violence prevention!➤	

Activity 8: How can I (group I am representing) contribute in violence prevention



50 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To create proactive attitude ➢ To raise level of personal responsibility <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To define personal capacities and resources 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work, presentation, discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ 4 flip chart papers, markers, tape ➢ 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ There are four tables needed as the participants have to draw and write. ➢ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Participants stay in the groups they were in the previous activity. ➢ On each flip chart paper, in the middle it is written “violence prevention” within circle, ellipse ... ➢ All around circle, ellipse participants should draw their hand and within that hand shape write down concrete proposals or ideas on what can be done for violence prevention. Each proposal one “hand shape”. ➢ The activity is organized in two steps: during the first step participants should fill in the hand shape for him or herself. ➢ The second step is to discuss for a while in the group and then stick it on the chart as a group 	

<p>product</p> <ul style="list-style-type: none"> ➤ These two steps last for 15 min. ➤ They should be realistic and answer on the question: How can I (group I am representing) contribute in violence prevention. ➤ Each group present their work (they have 5 minutes for each group presentation). ➤ Others are invited to add their comments, proposals, if any. ➤ This activity is finished with “Homework” for next workshop : ➤ Participants have to make consultancies with another members of the group they represent (students with Students parliament, parents with Council of parents etc) , ➤ Facilitator collects their proposals and prepare that for the next workshop 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ . 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ 	

WORKSHOP 2

Activity 9: Finalizing list of possible contribution (presentation of the” homework”)



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To develop cooperative atmosphere ➢ To raise awareness of personal roles and responsibilities <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ PPT or Flip chart papers from last workshop 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Flip chart paper or equipment for PPT 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ There are four tables needed as the participants have to draw and write. ➢ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Here a short icebreaker can be organized for the people to get used to each other and working together. ➢ Each group present their flip chart paper, the only part which was added during consultancies. ➢ After finishing presentation all participants are invited to add some comment if they have any. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ . 	
<p>▶ Debriefing/reflecting</p>	

Activity 10: What might be obstacles and how to overcome them



50 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To have insight in capacities and potentials for work on violence prevention ➢ To learn to work together and they develop cooperation <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ 4 flip chart papers, markers, duct tape 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Flip chart paper or equipment for PPT 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Participants are in 4 groups : ➢ 1.scholl staff ➢ 2 students-pupils ➢ 3.parents ➢ 4.members of the local community 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Each group should discuss what obstacles they can have in realisation of their plan for prevention and what can they do to overcome them. ➢ They draw one line from the top to the bottom of the paper. On the bottom of the paper stands the text: “current situation” and on the top is written “successful violence prevention”. On one side of that line participants write obstacles for prevention and on the other side the mechanisms, 	

<p>chances, resources how they can to respond constructively on that obstacle. Each member states an obstacle he/she feels will be in the way of violence prevention. The whole group works on solution. 20min (Appendix 2).</p> <ul style="list-style-type: none"> ➤ After finishing this task each group sticks flip chart paper on the wall and then introduces it to the other groups.. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ . 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ What was difficult to them what was easy? ➤ Are there any obstacles that the participants couldn't find proposal for solution? ➤ If somebody from the whole group has any idea, that contribution would be welcome 	

Activity 11: Development of the Action plan for the period to end of this school year



50 minutes

Notes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To gain basic knowledge about making action plan ➢ To further develop cooperative work ➢ To have realistic insight in capacities and potentials for work on violence prevention ➢ To learn to work together and they develop cooperation <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To develop action plan 	
<p>▶ Methods /techniques used:</p> <p>PPT, Group work, presentation, discussion</p>	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Action plan matrix - electronic form and paper form ➢ Flip chart paper or equipment for PPT 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Scheme of the action plan/Action plan matrix Appendix 3. prepared by facilitator, discussed with participants and approved by and accepted by them ➢ PPT for whole group -10min ➢ Form 3 or 4 groups. In each group should be representatives of school staff, students, parents and local community (mixed groups) ➢ Participants make their action plan (AP) on flip chart paper. After finishing, stick it on the wall. Participants have a gallery walk from one AP to another, discussing among themselves and after this “walk” all participants together make step by step final version ➢ Facilitator has the same scheme of the action plan on the computer, projects it on the wall so all participant can see what is written and can contribute. They give suggestions and when proposals 	

are accepted by the group, that is added in electronic version of the scheme.	
► Tips to trainers/anticipated difficulties: ➤ .	
► Debriefing/reflecting ➤ What were the main challenges for the participants? ➤ How did the participants manage to overcome it? ➤ What did the participants learn from each other? ➤ Do participants think their plan is realistic?	

WORKSHOP 3

Activity 12: Analyses of the implementation of activities in the Action plan

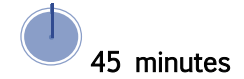


45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To get information about activities in schools on violence prevention ➢ To get the data on violence <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To define further challenges, weak points, strong points 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work, discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Action plan electronic form and paper form 	
<p>▶ Practical arrangements:</p>	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Organize work in 3 - 4 groups. Each group analyses activities depending on the roles and responsibilities defined in the AP of the group, that is added in the electronic scheme. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ . 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➢ Did participants monitor implementation of the plan? ➢ What are the results (ways of measuring results should be defined when making AP, depending on school context)? ➢ What were difficulties / how did group members solve and overcome them? ➢ What were positive solutions? 	

<ul style="list-style-type: none"> ➤ Is there something from the plan they couldn't fulfil? Why did it happen? ➤ Did the participants modify the plan and how? 	
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Activity 12 Making AP proposal for the next school year



45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To raise the level of awareness about violence and different ways to prevent it ➤ To further develop the ability to work together ➤ To develop the ability to be proactive in violence prevention activities in local community <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To further develop Action plan on activities for violence prevention 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work, , discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Action plan matrix electronic form and paper form ➤ Action plan for previously made 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Organize work in 3-4 groups 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Each group is analysing activities depending on roles and responsibilities defined in the previous AP and work on proposal. ➤ They can follow AP matrix and find out if they succeeded to fulfil what was planned; if not- why; were there some additional activities ➤ After they finish all of the group member together make proposal for further development of the action plan. 	
<p>▶ Tips to trainers/anticipated difficulties:</p>	

➤ .	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none">➤ Did the participants monitor implementation of the plan?➤ What are results (ways of measuring results should be defined when they made AP, depending on school context)?	

References

- Materials (books) and articles about projects and researches on violence prevention and intervention that took place in Norway, Great Britain, USA and in Serbia, following D. Olweus multi pronged approach
- (Olweus, D., Limber, S. & Mihalic, S.F. (1999). *Bullying Prevention Program: Blueprints for Violence Prevention, Book Nine*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.)
- Emotional Health and Well-being (A practical Guide for School) H.Cowie Ch.Boardma, J Dawkins,D.Jennifer
- Violence reduction in schools training pack(Council of Europe Publishing)
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Appendix 1:

LIST WITH STATEMENTS ON VIOLENCE IN YOUR SCHOOL

- We have some problems but that is just a few.
- Children do live in such environment and when they grow they'll be prepared.
- I used to fight, call names... and I am now healthy grown up person.
- It is parent and Family fault. They do not fulfil their role, they are not behaving responsible.
- We do not have problems with violence. That is problem in some other schools.
- Whole community is violent.
- That is not my problem. I just finish my lessons and go home.
- We (teachers, parents, students) are not trained for solving violence problems.
- Violence prevention should be done by specialists, experts in that field.

Appendix 2:

