



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
Teacher's responsibility for a nonviolent learning environment

by

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Editor: Višnja Raji

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Theme: The effect of language usage

Expected outcome

- Creation of awareness and understanding of verbal violence that happens in the classroom and in everyday life
- Improvement of a sensitive use of language and learning to “put oneself in someone else’s’ shoes”
- To understand possible reasons for violence caused by words
- To become aware of own language and behaviour
- To “awake” interest in learning about conflict management techniques
- To create a safe learning environment and avoid marginalization

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Teacher trainers for primary school teachers In-service teachers	Ethics, Language lessons class meetings

Brief description of the unit

The TU contains three activities that aim to make the participants aware about verbal injury. Activity 1: “Lion-speech and giraffe speech” enables the participants to experience the effect of harmful and pleasant words. Activity 2: “A day in the life of a child” helps the participants detect verbal injury, make it visible at the contours (cut out) of a person and “repair” the injuries. And in Activity 3: “Pecking order” the world of the animals is transformed into our world to understand connections and similarities in human behavior.

Methods/techniques used

Group work
Individual work

Time 4 hours

Preparatory activity	▶ 120 minutes
Activity 1: Lion speech and speech of giraffes	▶ 30 minutes
Activity 2: A day in the life of a child	▶ 30 minutes
Activity 3: Pecking order	▶ 60 minutes

Tips for trainers:

- The proposed times for the activities are only for orienteering, they can vary depending on the participants, their willingness to talk about the activity and their feelings and their work “speed”.
- To start the exercises ask the question: “What can words do to others?”
- There are many words said to us every day and we want to learn something about them.
- At first we take the head of the lion and write words or short phrases in it that hurt us, that maybe are said to us or that we are afraid of. (5 minutes)
- Everybody reads out loud what he/she has written and the trainer writes down the collection of words. (This is meant to be a quick writing job for the trainer, as the participants should keep their papers!)
- After a given sign (a bell or something like this) the trainer reads out the collected words slowly with corresponding intonation. (another sign ends the reading)
- The participants should now reflect about their emotions when being spoken to with these harmful words
- .When preparing the papers participants pay attention not to draw a face in it! It should remain an abstract “person”.
- Read out the story slowly to give the listeners time to feel the words and use corresponding intonation.
- It can happen that no one dares tearing the “person” so it is up to you to provoke activity!
- If your expectations and the reactions of the participants do not go together this is a good basis for discussion, too.

- The idea is that every participant works on his/her own. But it can also be a good idea to let them work in pairs or small groups as sometimes cooperation helps find ideas for stories or cartoons/comics. The final decision depends on the group and there are advantages of working in pairs.
- Maybe 60 minutes looks like too much time for the activity, but there should be enough time for working out ideas, presenting them and especially for the part of collecting suggestions to prevent pecking.

Resources

Animal shapes	Appendix 1
Karla's story	Appendix 2
Human shape	Appendix 3
Description of pecking order	Appendix 4

Activity 1 Lion speech and speech of giraffes



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ to allow participants the experience of the effect of harmful and pleasant words. ➢ to develop understanding of communication skills ➢ to develop the belief it is important to use empathy in order to live together harmoniously within society <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To create a safe environment to learn and to live. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ individual work ➢ plenary 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Animal shapes..... (Appendix 1) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The two animal shapes should be copied for every participant. They have to be enlarged to ca. 15 X 10 cm so that there is space to fill in the words. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ To start with the activity ask the question: “What can the words we say do to others?” ➢ There are many words said to us every day and we want to learn something about them. ➢ At first we take the head of the lion and write words or short phrases in it that hurt us, that maybe are said to us or that we have heard to be said to the others, or the words we are afraid of. (5 minutes) ➢ Everybody reads out loud what he/she has written and the trainer collects everything. (This is meant 	

<p>to be a quick writing job for the trainer, as the participants should keep their papers!)</p> <ul style="list-style-type: none"> ➤ After a given sign (a bell or something like this) the trainer reads out the collected words slowly with corresponding intonation. (another sign ends the reading) ➤ The participants should now reflect about their emotions when being spoken at with these harmful words. ➤ Now the participants take the head of the giraffe and write words or short phrases in or around it that are pleasant, that do good, that make them feel good. (5 minutes) ➤ Everybody again reads out what he/she has written and the trainer collects everything. (Again a quick writing job!) ➤ After a given sign (s. a.) the trainer reads out the collected words slowly with corresponding intonation. (sign to end) ➤ Again the participants should reflect about their emotions when listening to these pleasant words. ➤ Finally the participants take a fat pen and cross out the “lion words” to symbolically get rid of them. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Do in any case the “lion words” first! The participants should have good feelings at the end of the exercise. ➤ Be prepared to have own examples in case the participants do not find many. This is often possible with words in giraffe speech when groups are not used to nice words! ➤ Let the participants write for only 5 minutes the rest of the time depends on the amount of words, the reading speed and the discussion. ➤ When reading out the collected words give the listeners time “to feel the word” before you read out the next. Repeating certain words increases the effect. ➤ Look at the listeners when reading out the words so that they really feel addressed! ➤ In case there is no easy talk about the feeling of the participants start the discussion with your feelings when saying the words! 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ To ensure the first emotional experience it is necessary for the participants to keep the crossed out or folded and sealed (glue stick) “lion words” and the words in giraffe speech. ➤ When talking about emotions is not possible, ask the participants to take everything in mind for the next exercise. 	

Activity 2 A day in the life of a child



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To develop empathy <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ . 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Karla's story, human shape (Appendix 2, 3) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The story I wrote is just an example. It can be transformed to different needs of the group, though it is thought to be used in a way, that the listeners have to put themselves into a child's shoes. ➢ The shape of a person should be prepared on a large sheet of paper (at least A1) and then put to a wall / board. ➢ You also need adhesive dressing for the activity. ➢ It is also possible that the participants are seated in a circle and the poster lies in the middle. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ As learnt in activity 1 words said to us can cause different feelings, now the participants put themselves in the shoes of a child and understand its feelings. ➢ Before the story is read out the shape of the person is fixed to the wall or a board and the participants get the following task: Whenever you feel that the child is hurt / feels hurt stand up, go to the shape and tear the paper! This can be done without comment or if wanted with an explanation. 	

<ul style="list-style-type: none">➤ After having read the story have a look at the paper person and comment.➤ When having spoken about the different injuries, the story is read out sentence by sentence again and changed in a way that it no longer hurts. Whenever an injury is “healed” a participant takes adhesive dressing and “repairs” a tear in the paper person.➤ At the end the shape should not have any tears anymore!	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ When preparing the paper person pay attention to not draw a face in it! It should remain an abstract “person”.➤ Read out the story slowly to give the listeners time to feel the words and use corresponding intonation.➤ It can happen that no one dares tearing the “person” so it is up to you to provoke activity!➤ If your expectations and the reactions of the participants do not go together this is a good basis for discussion, too.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ The second exercise continues the work of exercise 1. When talking about the work of activity 2 this should be stressed. It can also happen that 30 minutes are not enough depending on the discussion. But I would not stop the discussion just to be in time!	

Activity 3 Pecking order



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ Understand “Pecking order” as a metaphor and transform it to human behaviour. ➢ Understand reason and effect of human behaviour in relation to “Pecking order”. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ Learn to avoid marginalization and create a safe (learning) environment. ➢ Support the wish to learn about mediation or conflict management theory. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Description of pecking order (Appendix 4) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ As activity 3 is meant to use the creativity of the participants no illustration beforehand is necessary. ➢ The participants should have writing and drawing paper for their work. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ In my story Karla has always been the weakest person and because of that suffered a lot. But could there also have been reasons for the other acting people to do what they have done? Sometimes there are reasons that start a kind of “chain reaction” and we now want to have a look at possible connection. To do this I want to tell you something about chickens and the pecking order. ➢ Give the participants the description of the pecking order. 	

<ul style="list-style-type: none"> ➤ To answer the question “What is it like with people?” write a convincing story with people acting in it. Doing this make up your own story. Plus or instead you can draw a comic to illustrate the “human pecking order”. ➤ The participants should present their results and discuss them either in groups or in plenary, depending on the size of the group. ➤ To finish this activity the participants should find ways to break the pecking order and make suggestions for the prevention of it. 	
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<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The idea is that every participant works on his/her own. But it can also be a good idea to let them work in pairs or small groups as sometimes cooperation helps to find ideas for stories or cartoons / comics. The final decision depends on the group and there are advantages of working in pairs. ➤ Maybe 60 minutes sound a lot for the activity, but I think that there should be time enough for working out ideas, presenting them and especially for the part of collecting suggestions to break respectively prevent pecking. 	
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<p>▶ Debriefing/reflecting:</p>	
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Debriefing/ Evaluation and assessment



5 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ ... 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ When trying out the activities, what worked well, what did not work and which problems did you have? ➤ Are the instructions clear enough or are there problems in understanding what to do? ➤ Could you imagine the activities being beginning exercises to create awareness in the field of language use and behaviour? 	
<p>▶ Tips to trainers/anticipated difficulties</p>	
<p>▶ Debriefing/reflecting:</p>	

References

- <http://wilderdom.com/personality/L8-3TopographyMindIceberg.html>
- <http://www.vier-ohren-modell.de/>
- <http://www.westermann.de/pdf/978-3-14-123149-6-6-l.pdf>

Preparatory reading:

- Freud's Conception of the Human Psyche (The Iceberg Metaphor)
- Four sides of a message by Friedemann Schulz von Thun (four-ear-theory)
- The use of I-messages to avoid accusatory language

Appendix 1:

Preparatory reading:

- Freud's Conception of the Human Psyche (The Iceberg Metaphor)
- Four sides of a message by Friedemann Schulz von Thun (four-ear-theory)
- The use of I-messages to avoid accusatory language



Appendix 2:

Karla' story

It is 6 o'clock. Mum has just woken up Karla. But Karla does not want to get up as her bed is so snug and warm. 'Come on you lazy brat, out of your bed!', shouts Mum. Slowly Karla gets up. Her muesli is already on the kitchen table and she pours milk on it. She pours and pours and pours and as she must yawn heavily the milk runs on the table. 'Can't you watch? Every morning the same mess, as if I were not in a hurry! See that you go to the bathroom, we have to go! Finally Karla is in the corridor putting on her anorak. (An anorak is a warm jacket and in Am. English corresponds with parka.) The zipper wedges.... You cannot even dress yourself! Let me do it, otherwise we are too late!

As Mum's office is close to Karla's school they always go together. On their way they meet Barbara, Mum's friend, who goes the same way and both start chatting at once. It is as if Karla was not there anymore.

The pedestrian lights at the next crossroads show red and to quickly have green Karla breaks free, runs to the lights and presses the button.

'Are you mad to run away like this?' Mum and Barbara shout in chorus. 'How many times have I forbidden you to do this?' Mum grabs Karla's arm and shakes her. 'I only wanted to press the button because we are in a hurry so much!' Mum holds Karla's hand very tightly and does not let her go until they reach school. At the school gate there are already some boys from class 4. 'Ey, there comes the baby! She cannot even go to school alone!' Tears welled up in Karla's eyes and quickly she goes to the school entry. In her classroom she meets Peter. 'Ey you cry-baby, did Mummy not give you a kiss?'

She goes to her seat and puts the head on the table.

Mrs Miller enters the room and says: 'Karla, sit up straight, you can sleep at home!'

Karla likes the German lessons, but Mathematics is complicated for her. Today she has to work out some tasks on board and she has practiced a lot at home for that. In front of the class everything has vanished and Karla could not work out any task. 'I do not know at all why I give exercise to you when you are not doing them and always behave stupidly like now! Sit and kindly pay more attention!'

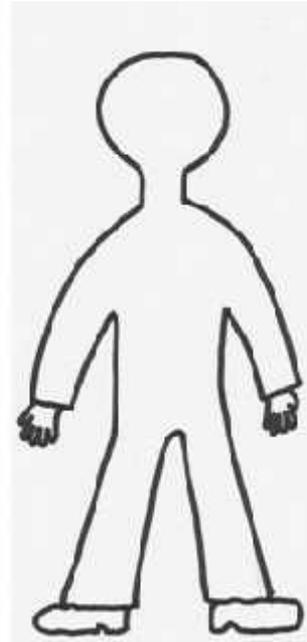
Finally lunch break comes and Karla is looking for it very much as today her favourite dish is on the menu. She takes her tray and goes to a table. Florian from class 4a trips her up and she stumbles. The plate on her tray she can only just keep hold of, but the little bowl with her dessert falls on the floor and breaks into pieces. Florian roars with laughter as all the others at the table do, too.

On her way home Karla stands in front of the shopping window of a toy shop and looks at the nice things there. The window cleaner shoves her away and shouts: 'Go away! Either go into the shop or clear off!! I have to clean the window and must finish today!'

Karla quickly goes home and runs upstairs to their flat. Mrs Meyer pulls her door open and moans: 'Have I finally caught you! Whenever you come home our doormat is slipped! Kindly pay more attention to where you stamp!'

Karla takes her key, opens the door and quickly shuts it behind herself. She goes to her room, lies down in her bed and pulls the cover over her head

Appendix 3:



Appendix 4:

➤ Description of the “Pecking order”:

When a chicken is pecked by a stronger one it immediately runs to another chicken and pecks it. Thus the weakest chicken is pecked and has not got the chance to recreate its self-esteem by pecking an even weaker one.