



*Pestalozzi*

## Training Resources

Education for the prevention of violence at schools (VIO)  
How can teachers promote Convivencia in school?

by

**Author:** Valentina Pritcan – Moldova

**Editor:** Višnja Raji

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

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## Theme: Planting the harmony virus - promoting Convivencia

### Expected outcome

- Have clear and common vision about violence;
- Hold nonviolent communication and relationship skills;
- Manifest emotional skills;
- Promote Convivencia in school;
- Know new ways of creating safe learning and child-friendly environments;
- Develop understanding of the need how to react to violence.

### Target group

Type of training	School level / age	Subject area
Initial and in-service training	Primary, university	Behaviour and emotional competence

### Brief description of the unit

The TU is focused on developing teachers' skills in order create a safe and child friendly learning environment in school. The TU was designed for two sessions, aiming at developing and strengthening teachers' ability not to remain indifferent to cases of violence manifestation and to promote Convivencia. Each session is planned to last 4 hours and involves 20 people. Specific theoretical parts regarding adult education and the specific group of participants were taken into account. The TU contains interactive activities that facilitate learning through cooperation and placing a stress on experiences, opinions and attitudes. Interactive teaching-learning-evaluating methods were used that develop participants' skills, and can be also used subsequently in classes.

Session 1 is centred on activities that contribute to the formation of clear and common vision of violence, types of violence, signs and consequences, understanding the need to create the safe and child friendly learning environment in school, to not remain indifferent to the cases of violence manifestation, improve communication skills and non-violent relationships. Session 2 aims at developing non-violent communication and relationship skills, understanding the concept of Convivencia and promoting the idea of living together in harmony in school.

### Methods/techniques used

Individual work  
 Collaborative group work,  
 Whole group  
 Working in small groups.

### Time 8 hours

SESSION 1	▶ 4 HOURS
Presentation of Pestalozzi programme	▶ 15 minutes
Activity 1: Wall of hands	▶ 20 minutes
Activity 2: Blow the feather	▶ 15 minutes
Activity 3:What is violence?	▶ 90 minutes
Activity 4: Energizing game Change your sits, those who ...	▶ 60 minutes
Activity 5:We prevent violence in school - planting the harmony virus	▶ 20 minutes
Debriefing sessions	▶ 50 minutes
SESSION 2	▶ 4 HOURS
Activity 6: Storks	▶ 40 minutes
Activity 7: Planet - Convivencia	▶ 90 minutes
Activity 8: Energizing game List the rules ...	▶ 15 minutes
Activity 9: Anger Management	▶ 60 minutes
Activity 10: Sharing the values / concepts Pro Convivencia	▶ 15 minutes
Debriefing sessions	▶ 20 minutes

### Tips for trainers:

- Manifest flexibility and adapt the content to the group needs;
- Formulate tasks clearly, make sure that participants understood them properly;
- Make sure that all participants are involved, each should perform tasks in the group work process;
- Be positive and encourage the efforts of participants;
- Turn to advantage participants' experience and create opportunities to exchange views;
- Use PowerPoint slides, mass-media to present information;
- Diversify the methods of sharing in groups work;
- Use the feedback after each activity and adjust questions in debriefing / reflecting the outcomes;
- Supervise / monitor group activities;
- Do not forget about time management;
- Breaks are important (tea and coffee included)

### Resources

Introduction- PowerPoint	Appendix 1
Activity 3	Appendix 2
Powerpoint "Working on Assertiveness"	Appendix 3
Document "Different ways to react to situations"	Appendix 4
Study Cases	Appendix 5

Presentation of Pestalozzi programme, The Council of Europe



15 minutes

The facilitator presents the Pestalozzi programme: predestination, objectives, topics, target groups. The facilitator introduces the general visions of Johan Heinrich Pestalozzi (1746-1827), Swiss educator, educational reformer. (Appendix 1)

Activity 1 Wall of hands



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ Creation of learning communities;</li> <li>➢ Ensuring get-to-know each other of the group members;</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To develop collaborative participation of group members.</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>➢ Paper A4</li> <li>➢ Pencil/pen</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Participants are seated at the table in a circle.</li> <li>➢ Each has a paper and a pen.</li> </ul>	

**► Instructions/procedure:**

- The participants are proposed to place on the middle of the spread sheet their left hand (or vice versa if they are left handed) and outline it
- In the middle of the outlined hand write their name.
- Each finger of the outlined hand will have written its own quality.
- It is shown to the group saying "My name is ... Some of my qualities are ..." and there will be read 5 qualities of the 5 outlined fingers.
- The facilitator does the same
- After everyone presents it participants get up from their places and stick sheets on the wall, creating, a "Wall of Hands"
- The trainer mentions that the wall is the mirror that shows social group and that in any period of training participants can approach the "wall of hands" to leave a message of hands. For example, "I enjoyed working with you in pairs", "You were good, you have argued well", "I admire the way you get implied"

<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ Give participants 5 minutes to draw the hand, write the name and 5 qualities.</li><li>➤ Manifest empathy and openness to those presenting large group.</li><li>➤ Prompt in that learning community / group has qualities that will ensure smooth training.</li><li>➤ Support people when they “build” together the “wall of hands”</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Discuss with participants how they felt when s/he had to choose five qualities that represent him/her.</li><li>➤ Was it easy or not? Why?</li><li>➤ What qualities of colleagues have drawn his/her attention?</li><li>➤ What qualities of colleagues favour learning through cooperation?</li></ul>	



Activity 2 **Blow the feather**

15 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ Strengthening and promoting team collaboration;</li> <li>➢ Creating a friendly environment.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work</li> <li>➢ Explaining</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ A feather</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Group members must be placed very close to each other.</li> <li>➢ Hands should be kept back.</li> <li>➢ A feather is launch to them and they have to blow to prevent it to her fall.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ You can limit the time or space, once passed, the game ends.</li> </ul>	

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| <ul style="list-style-type: none"> <li>▶ <b>Debriefing/reflecting:</b> <ul style="list-style-type: none"> <li>➢ How did you go the task in group?</li> <li>➢ It was difficult?</li> <li>➢ What qualities have helped you to get it realized?</li> <li>➢ Is it important to collaborate in achieving common results?</li> </ul> </li> </ul> |  |
|--|--|

### Activity 3 What is violence?



90 minutes

		Notes
<ul style="list-style-type: none"> <li>▶ <b>General aim:</b> <ul style="list-style-type: none"> <li>➢ To have a clear and common vision about violence;</li> <li>➢ To develop nonviolent communication and relationship skills</li> </ul> </li> <li>▶ <b>Specific aims:</b> <ul style="list-style-type: none"> <li>➢</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>▶ <b>Methods /techniques used:</b> <ul style="list-style-type: none"> <li>➢ Group work</li> <li>➢ Discussion, presentations, demonstration</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>▶ <b>Resources:</b> <ul style="list-style-type: none"> <li>➢ Sheets A4</li> <li>➢ Sheets A3</li> <li>➢ Pencil</li> <li>➢ Marker</li> <li>➢ Computer</li> <li>➢ Speakers</li> <li>➢ Projector</li> </ul> </li> </ul>		

<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Large group of 20 people is divided into five small groups each 4 people in group (criterion “the selected colour”)</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Participants write the associations with the word “violence” (5 min.)</li> <li>➤ Participants should individually write the definition of violence. (10 min.)</li> <li>➤ In the smaller group each participant says their definitions, the similarities and differences, are assessed and a common definition is developed (10 min.)</li> <li>➤ The definition is written on A3 paper and a member of the small group makes the product presentation to a larger group activity. (15 min.)</li> <li>➤ The definitions of small groups are analysed and each of the representatives of the small groups submits it to all the participants (20 min.)</li> <li>➤ The facilitator introduces the types of violence and the factors that cause violence (PP presentation -15 min). The importance of education in violence prevention, the importance of adults’ positive pattern for behaviour imitation is emphasized. (a film on how children learn to behave by imitating adults) (Appendix 2)</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ It is important to ensure that participants understood the task.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Reflect on the phenomenon of violence.</li> <li>➤ What is violence?</li> <li>➤ How do we recognize it?</li> <li>➤ Reflect on the phenomenon of violence in school.</li> <li>➤ Which are the violent and which are non-violent behaviours?</li> </ul>	

## Activity 4 Change your seats...



10 minutes

Notes

<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ Group cohesion</li> <li>➢ Get-to-know participants</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group working</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Every group will need it own table or space to do the activity.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Choose a volunteer. He is placed in a circle. The other participants sit on chairs (seat number matches the number of participants, except volunteers). The volunteer's sais a sentence:</li> <li>➢ : "<i>Change your sits, those who...</i>" finalizing it with a characteristic that he possesses and which is specific to other participants of the group (for example: "Change your sits, those who promote Convivencia").</li> <li>➢ Participants with the following characteristic change their sits. The volunteer must also succeed in changing his/her place. The participant who remains without a seat will be the next who will say a sentence. If participants focus only on exterior features then they should be redirected to personality traits or experiences with violence prevention.</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>	

**Activity 5 We prevent violence in school - planting the harmony virus**



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ Promote Convivencia in school;</li> <li>➤ Know new ways of creating safe learning and child-friendly environments;</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ Develop understanding of the importance of appropriate reaction to violence</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Associations methods</li> <li>➤ Thought shower.</li> <li>➤ 5 min essay</li> <li>➤ Group story</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Presentation PP</li> <li>➤ Paper A3</li> <li>➤ Pencil</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Marker</li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Practical arrangements:</b> <ul style="list-style-type: none"> <li>➤ Each participant draws a chart with one of the following words written on it: violence, harmony, coexistence, respect, together.</li> <li>➤ Large group of 20 people is divided into five small groups cite 4 people in group (criterion, 'selected word '- violence, harmony, coexistence, respect, together).</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Instructions/procedure:</b> <ul style="list-style-type: none"> <li>➤ Each participant gets a flashcard with the following words written on it: violence, harmony, coexistence, respect, together.</li> <li>➤ Individually, each participant needs to think about associations of words to extract: violence, harmony, coexistence, respect.</li> <li>➤ Thought shower (brainstorming) - write the word associations extracted for 5 minutes and underline 5-6 words that seem most important.</li> <li>➤ Using the associations prepared earlier of the given words, participants individually prepare a text about the word they extracted: violence, harmony, coexistence, respect, together. (Essay for 5 min)</li> <li>➤ Out of the made up texts underline 1-2 phrases that you think essential.</li> <li>➤ In small groups each participant should read the essay, says the underlined words, argues why it is important.</li> <li>➤ The group is developing a common text (story group), for 5 minutes.</li> <li>➤ Small group story (which explains the title one of the words violence, harmony, coexistence, respect, together) than the group reads to larger groups</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Tips to trainers/anticipated difficulties:</b> <ul style="list-style-type: none"> <li>➤ Exercise "Change your places those who..." can be promoted before debriefing/reflecting in case the participants are tired</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Debriefing/reflecting:</b> <ul style="list-style-type: none"> <li>➤ How did you feel when working together?</li> <li>➤ How important is the harmony for a common living?</li> <li>➤ Why is it important de produce new ways of creating safe learning and child-friendly environments?</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>➤ How can we promote coexistence in harmony in school?</li> <li>➤ What qualities a teacher need to have to plant virus harmony - Convivencia in school?</li> <li>➤</li> <li>➤ <b>Assessment of the first session will be realized through 3-2-1 technique.</b> (Appendix 3)</li> </ul>	
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**Activity 6 The Storks**



40 minutes

Notes

<ul style="list-style-type: none"> <li>▶ <b>General aim:</b> <ul style="list-style-type: none"> <li>➤ To further promote learning through cooperation</li> <li>➤ To develop collaboration and mutual respect.</li> </ul> </li> <li>▶ <b>Specific aims:</b> <ul style="list-style-type: none"> <li>➤ To develop understanding of personal role in developing Convivencia</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Methods /techniques used:</b> <ul style="list-style-type: none"> <li>➤ Group work</li> <li>➤ Analysis</li> <li>➤ Classification</li> <li>➤ Discussions</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Resources:</b> <ul style="list-style-type: none"> <li>➤ Flash cards with the divided content of the story,, Storks" for each group (Appendix 4)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Practical arrangements:</b> <ul style="list-style-type: none"> <li>➤ In advance there are prepared flash cards with the divided content of the story "Storks" for each group (Appendix 4)</li> <li>➤ Each group gets glue, sheets and scissors so that the participants can glue together parts of the story creating a whole story with meanings.</li> </ul> </li> </ul>	

<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"><li>➤ Divide the participants into 5 groups.</li><li>➤ Each group gets a set of flash cards of one colour.</li><li>➤ Participants should read the affirmations on the cards (1-5) and find for each affirmation a corresponding significance.</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>➤ Did you like the exercise?</li><li>➤ Has it any connection with the topic of our training?</li><li>➤ How would you argue for the necessity of human cooperation?</li><li>➤ What did you feel when, you found out the art of storks' collaboration?</li></ul>	



## Activity 7 Planet - Convivencia



90 minutes

Notes

▶ **General aim:**

- Create some common views on Convivencia – art to live together in harmony;
- Create a warm atmosphere in class;

▶ **Specific aims:**

- To further promote Convivencia

▶ **Methods /techniques used:**

- Group work
- Presentation

▶ **Resources:**

- Markers
- Flip
- Charts
- Sheets

▶ **Practical arrangements:**

- Tables are arranged for group work

▶ **Instructions/procedure:**

- Divide the participants into four groups.
- Propose to participants to imagine and describe individually a “personal planet - x” and a new world, made to their own preferences, to name it, to populate it and to build it so that it represents his/her ideals.
- Urge the 'creators' to focus on convivencia - the art of coexistence in harmony. For example, to describe in detail personal family life on planet x, relationship with the children, relations between

<p>people, between teachers and students, etc.</p> <ul style="list-style-type: none"> <li>➤ “personal planets x” created by each group will then be presented.</li> <li>➤ The group creates “earth - convivencia” using the content of “personal planets x” and submit it in a creative way on flipchart sheet.</li> <li>➤ We propose 5 minutes for the participants to list reasons for wanting convivencia - the art of coexistence in harmony - to be promoted in school.</li> <li>➤ Small groups present their products of their activity to larger groups.</li> <li>➤ The group will complete a chart for these reasons (Appendix 5)</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>	

## Activity 8 List the rules



15 minutes

Notes

<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To strengthen the rules established for Convivencia and responsibility acceptance and compliance.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢</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>➢ Chart Appendix 5</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ It is a variant of the game "Snowball."</li> <li>➢ One participant states a specific rule for Convivencia. The next one repeats the first rule and adds another rule etc. If the participant cannot remember a rule or the rules have been exhausted, then he will reproduce all the rules listed again.</li> <li>➢ At the end of the exercise the rules are displayed on the wall. We propose 5 minutes for the participants to list reasons for wanting convivencia - the art of coexistence in harmony - to be promoted in school.</li> <li>➢ Small groups present their products of their activity to larger groups.</li> <li>➢ The group will complete a chart for these reasons (Appendix 5)</li> </ul>	

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

- Training can be tailored according to the needs of the participants;
- Feed-back and reflecting after each activity

**► Debriefing/reflecting:**

- Did you like the exercise?
- Has it any connection with the topic of our training?

## Activity 9 Anger Management



60 minutes

Notes

<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To identify thoughts, emotions and physiological reactions as specific warning signs of being in a state of anger</li> <li>➢ To understand and practice self-control technique to strengthen the rules established for convivencia and responsibility acceptance and compliance.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢</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>➢ Flash cards 3 colour</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Creating enough space for participants' free movement.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Each of us knows his own behaviour. Each of us knows how to control our behaviour in different emotional states, including anger situation. But we do not always succeed well or very well in doing it.</li> <li>➢ We ask the participants to describe their behaviour in a state of anger and how to control their behaviour.</li> <li>➢ Next we will learn the technique of three steps - a method of behaviour control in crisis situations, which gives very good results.</li> </ul>	

- **A) STOP** – 20 min
- Exercise: red, green.
- When we say "green", the participants must move through the room as they want, when we say "red" the participants must remain motionless.
- We will see that it is not easy to stay motionless. They will have to make an effort to remain motionless, and will repeat the exercise to ask them to practice this concentration state to stay really motionless.
- This is an exercise that helps to experiment what really means to say STOP when one is angry.
- By the end of the lesson the participants will be asked: what did you do to focus?
  
- **B) Get Away** – 20 min
- Exercise:
- We ask participants to describe what annoys them the best
- We divided into two teams
- We ask one partner to do the thing that annoys the other
- We ask the "angry" one to get away from the source of annoyance
- We ask to tell us what to do to be able to get away
- We resume the exercise changing the roles.
- We write on the flipchart what it means - to get away
- To leave the room
- To get away from the one who annoys me
- To think of something else
- To count inwardly
- To make an action that would help me to calm down
  
- **C) Calm down** – 20 min
- Exercise:
- We ask participants to divide into three groups
- Each group should list all the reasons they can remember for their right to be angry
- We read the lists and pass all these thoughts on the poster
- We ask the participants to return to small groups and find every reason not giving them right to be angry

<ul style="list-style-type: none"><li>➤ We read the lists and get all these thoughts on another list.</li><li>➤ <u>Exercise:</u></li><li>➤ We compare the two lists: why I have the right to be angry, why I haven't got any right to react violently</li></ul> <p>We discuss with the participants which of these thoughts are more powerful</p>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ We ask the participants to consider all the materials and decide which is the most powerful thought that makes someone control him/herself?</li><li>➤ Which thought can help the control, if the first thought is not strong enough?</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ How did you find this exercise?</li><li>➤ What did you learn from it?</li><li>➤ How important is to understand and practice self-control techniques?</li></ul>	

## Activity 10 Sharing the values / concepts „Pro - Convivencia”



15 minutes

Notes

<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ Strengthening the assimilated concepts during sessions</li> <li>➢ Development of cooperation and interaction</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢</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>➢ Flash cards in 3 colours</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Creating enough space for participants to stay in a circle</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ The participants form a large circle, raise their hands to shoulder level, place the right palm over the left palm of the right partner and left hand under the right hand of the partner from left.</li> <li>➢ The facilitator shares a word with his/her left hand, the word representing values/concepts of “Pro Convivencia” to the right hand of standing colleague from his left.</li> <li>➢ The one who receives the "word" should send the next word to his partner from left, and the new word should start with the first or last letter of the previously shared word. For example: Convivencia, commitment, tolerance, sympathy, empathy and so on.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ Some participants do not find quickly the needed words.</li> </ul>	



- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▶ <b>Debriefing/reflecting:</b> <ul style="list-style-type: none"> <li>➢ Group comments on the exercise</li> </ul> </li> </ul> |  |
|---|--|

## Debriefing/ Evaluation and assessment



15 minutes

	Notes
<ul style="list-style-type: none"> <li>▶ <b>Specific aims:</b> <ul style="list-style-type: none"> <li>➢</li> <li>➢</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Methods /techniques used:</b></li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Resources:</b> Appendix 6</li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Practical arrangements:</b> <ul style="list-style-type: none"> <li>➢ Participants share their visions towards the TU. They fill in the questioners of the final assessment.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Instructions/procedure:</b></li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Tips to trainers/anticipated difficulties:</b> <ul style="list-style-type: none"> <li>➢ After participants fill in the questionnaire give some time and space if they like to read out loud some of the answers in their questionnaire.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Debriefing/reflecting:</b> <ul style="list-style-type: none"> <li>➢ ....</li> </ul> </li> </ul>	

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- <http://www.thecommunityguide.org/violence/schoolbasedprograms.html>

# Multiplicating the experiences for quality education



**EUROPEAN MODULES  
FOR TRAINER TRAINING**

# Education for the prevention of violence at schools



How can teachers promote **Convivencia** in school?

# What is Violence?

It is a **conduct** and **attitude**, that consists of physical or psychological intimidation exerted by some people over others to impose their power, aggressing them.

▪

any form of maltreatment

physical and / or mental

sexual abuse

neglect

negligent treatment

commercial exploitation

that can cause actual or potential harm child's

health,

survival,

development

dignity

# The foundations of violence

**power and control**

# Violence

is a wide index of

psychological, phisical, sexual and social

manifestations



# Person that acts violently

- Makes use of **coercion and threats**
- Makes use of **intimidation**
- Makes use of **emotional abuse**
- Makes use of **isolation**
- Minimalizes and negates, **accuses**
- Makes use of **privileged male / status, etc.**
- Makes use of **economic abuse**

**“I have mom’s eyes”**





WE both have the  
same Father.



## **Somatic / psychosomatic**

- Eating disorders
- Sleep disorders
- Pain in the abdomen
- Headache
- Loss of appetite
- Chronic digestive organ's affection

## **Psychological**

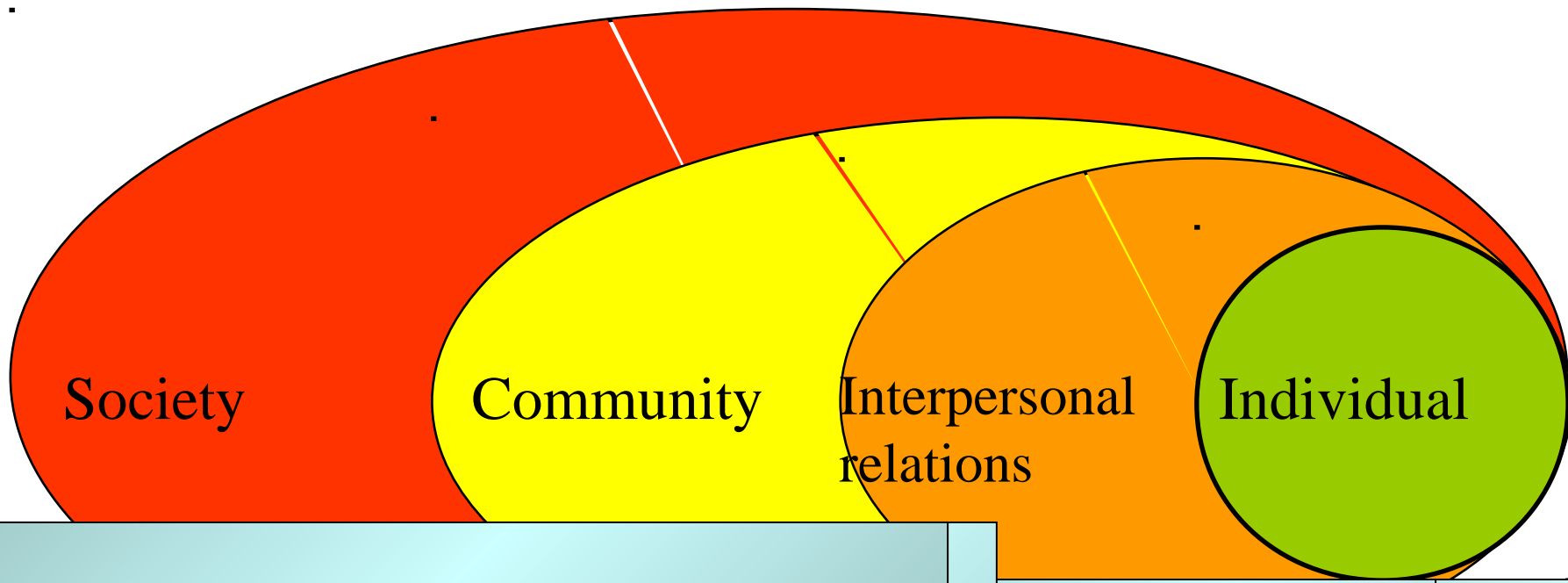
- Hypervigilance
- Various specific phobias
- Scary dreams / nightmares
- Sense of guilt / shame
- Depression
- Decreased self-esteem
- Development retardation / retardation of speech

## **Behavioral**

- Substance abuse
- Aggression / self harm (self mutilation)
- Seclusion
- Problems at school
- Social problems with peers
- Sexual assault on others

## **Specific of sexual abuse**

- Genital, anal or urethral trauma
- Sexually transmitted diseases
- Foreign body in the vagina or rectum
- Genital or anal bleeding
- Pregnancy
- prostitution



- **Social norms that tolerate / encourage violence**
- **Problems of economic inequality in society**
- **Lack of reporting / national protection**

- **Use of inappropriate methods of solving interpersonal problems, those related to disciplining children in school / medical institutions**
- **Easy access to alcohol, drugs**

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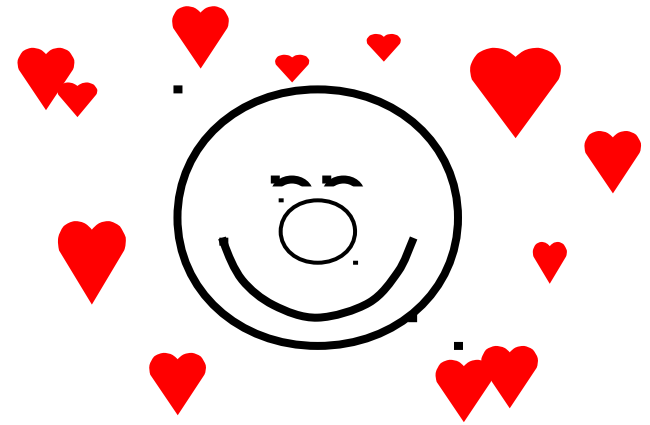
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# Violence prevention in school presumes:

- **IMPLICATION**
- **ENGAGEMENT**
- **COLLABORATION**
- **ACCEPTANCE**
- **TEAM SPIRIT**
- **CONVIVENCIA**



## Appendix 2:

Best educational movie of the year: [http://www.youtube.com/watch?v=ce\\_VUpyMUJw](http://www.youtube.com/watch?v=ce_VUpyMUJw)



Appendix 3: Technique 3-2-1

- Name **3 things** that you have learned during the activities today.



1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

- Formulate **2 ideas** that you would like to apply in school



1 \_\_\_\_\_  
2 \_\_\_\_\_



- Name **1 emotional state** that you would specify during today's day

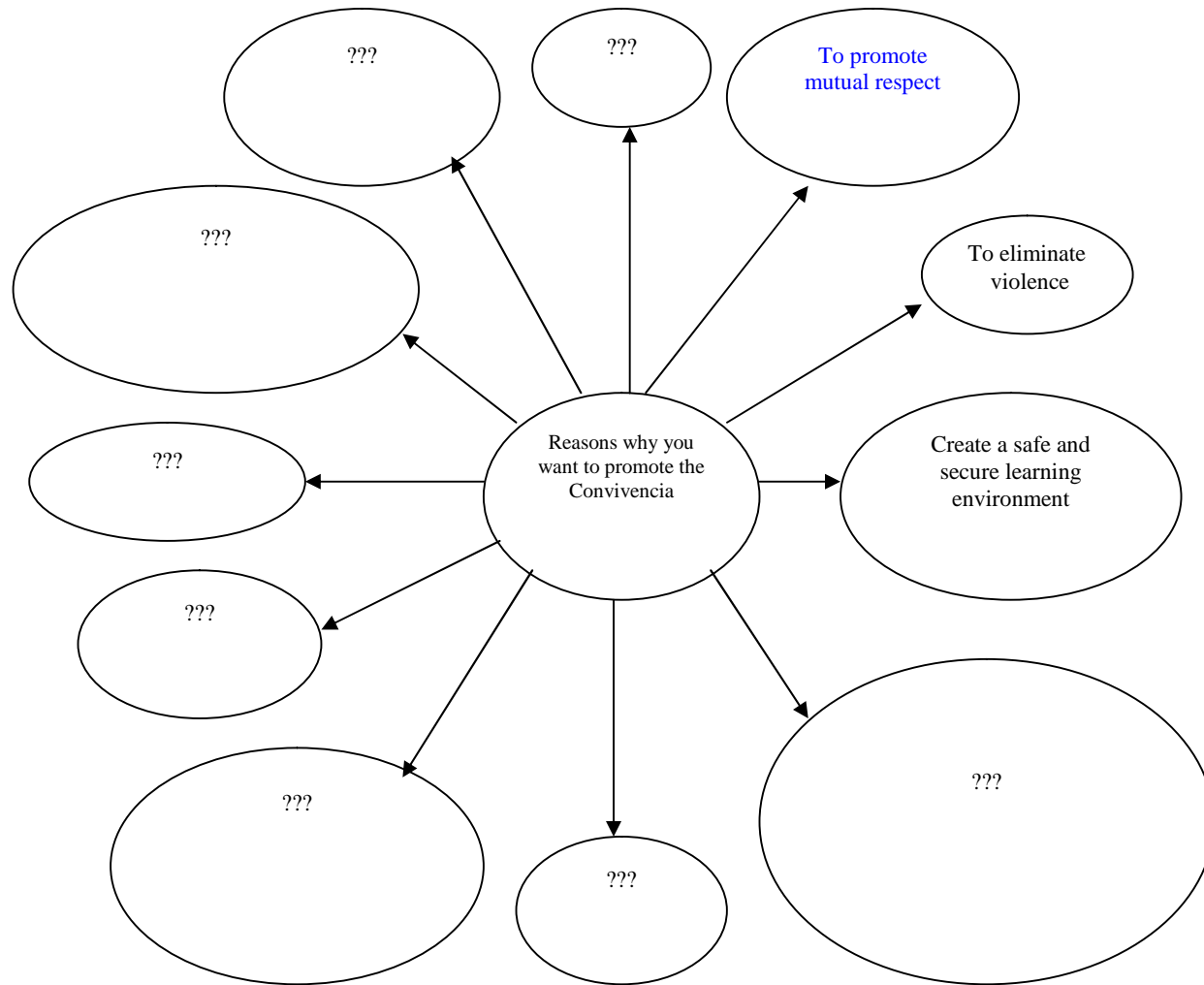
1 \_\_\_\_\_

## Appendix 4: Storks

Storks, flying at an angle, have always been spring's welcome signs as well as the heralds of winter. The phalanx of storks is more than a wonderful symbol. Everything the storks do has deep significance and there are many things we can learn from them.

1. Each stork fluttering its wings favours the exaltation of the storks that follows him. It takes 71 per cent less for the storks in the back to fly compared to all the efforts he should do while flying alone.
<i>Meaning:</i> People who go in the same direction and share the same purpose can get there much faster
2. Even if a stork is getting away from the phalanx, he tries to go back to his peers.
<i>Meaning:</i> It is much easier to do something together than alone
3. When the stork - leader gets tired, he makes a turn and occupies the place in the back of the phalanx. The following after him is the leader.
<i>Meaning:</i> Collaboration and interdependence offer opportunities to lead, and to get rest consequently.
4. The stork that flies in the back of the phalanx utter specific sounds to encourage those in front in order to maintain the speed.
<i>Meaning:</i> Encouraging should be a kick for the peers. We need to make sure that the "call" encourages - not discourages.
5. When a stork falls ill, is worn out, injured or falls, the other two remain with him until he recovers or dies. Then they catch up or join another phalanx.
<i>Meaning:</i> From time to time each of us needs help and support. Our colleagues need us to be with them during difficult times.

Appendix 5: Motives of promoting Convivencia



**Appendix 6:** Final evaluation questionnaire

**Final evaluation questionnaire**

We ask you to answer the following questions. Your opinion will help us in next training planning and in other activities.

1. From all the information proposed to training, which is the percentage useful for you in teaching? Circle and give arguments.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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2. To which questions you haven't got the answer during the course of the training?

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3. List some weak points of the training:

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4. List some strong points of the training

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5. In your opinion, to what extent was theory combined with practice in this training? Circle and give arguments.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

6. Appreciate the quality of the training from 1 to 10 (1-very bad, 10 – excellent):

1 2 3 4 5 6 7 8 9 10

Please comment\_\_\_\_\_

7. Other opinions, suggestions, questions and commentaries

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