

ASSIST – Mobilization of Community towards Secure School



COURSE GUIDE

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Anotation of the training course

Today's challenges for teachers, who work with students having emotional and behavioral disturbances, are enormous. They face different kinds of problems, which can be grouped into 3 main problematic areas –*attentional or academic, behavioral and emotional disturbances*. These problems occur as a result of child abuse and neglect, crime, health (HIV/AIDS/ drugs/ sexual problems/teenage pregnancy), violence in school, in street and at home, homelessness and socio-economic disadvantages, unemployment and an increasing immigrant population.

Students with these problems often become a burden to society. They cause truancy, show poor achievement levels, have absence of motivation and vocational/ professional orientation, have anxiety and dependence, and demonstrate school and family disruption and interpersonal conflicts.

School communities have to look for new methods and working forms to help students in solving their problems and allow school community to feel comfortable and safe in school environment.

Training course "ASSIST –Mobilization of Community towards Secure School" is developed with the support of EU Socrates Comenius 2.1 programme. The aim of the training course is to provide new skills for teachers, so they could help students to become equipped with skills so that they know how to resist negative peer pressure, to learn how to change their own behavior, adjusting to new settings, becoming more self-assured, and resolving conflicts in a healthy manner, to learn how to relate to their teachers, their parents, and their fellow classmates., to become less dependent on others and have direction and purpose in life.

The training course is dedicated for teachers, wishing to introduce new working methods in their schools, psychologists, social pedagogues, and other school who are directly responsible for development of a safe school environment.

Aim of the training course

The aim of the training course is to provide new skills for teachers, so they could help students to become equipped with skills so that they know how to resist negative peer pressure, to learn how to change their own behavior, adjusting to new settings, becoming more self-assured, and resolving conflicts in a healthy manner, to learn how to relate to their teachers, their parents, and their fellow classmates., to become less dependent on others and have direction and purpose in life.

Objectives of the trainign course

Objectives of the training course are following:

1. To acquaint teachers with conflict background and prevention, cognizance and understanding of behaviors;
2. To acquaint teacher with few innovative methodologies for solving conflicts and provide them new skills for using them in school life:
 - 1.1. To acquaint teachers with Play Therapy Methodology anf provide them new skills for using it in their work;
 - 1.2. ToacquaintteacherswithPeerCounselingmethodology and provide them new skills for introducing and implementation Peer Leadership programmes in school life;
 - 1.3. To train teachers basic negotiation skills for successful conflict prevention in schools.

Content of the training course

Here are the main target groups of the training course:

- Teachers (either primary or secondary schools)
- School managers
- Psychologists
- Social pedagogues
- Teams of school communities

Content of the training course

Topic	Duration of theoretical lectures	Duration of practical work
1. Introduction to the training course;		1
2. School conflict background. Conflict prevention	2	3
3. Methodologies for students' problem solving:	0,5	1,5
3.1. Play Therapy;	1,5	2,5
3.2. Peer Counseling:		
3.2.1. Concept of Peer Counseling;		
3.2.2. Planning Peer Counseling program;		
3.2.3. Social and professional partnership in Peer Counseling: how to develop networks?		
4. How it works in practice?		
4.1. Presentation of model activities using group work strategies;	0,5	1,5
4.2. Group leadership: understanding, developing and strengthening leadership skills;	0,5	1,5
4.3. Creating and using interactive exercises;	0,5	0,5
4.4. Case studies as a tool for skill development and training.	0,5	2,5
5. Negotiation skill training using video materials.	0,5	1,5
6. Evaluation of the training course and achievements of the participants		2
TOTAL:	6,5	17,5

Competencies trained during the training course

	Competence	Learning model	Ways for evaluation of achievement
<p>Knowledge and understanding (theoretical part of the course)</p>	<ul style="list-style-type: none"> ● Knowledge on development of safe school environment, supporting students' emotional, social, intelektual and mental development ● Knowledge on development of environment, which stimulates tolerance and cooperation and provides students an opportunity to take an initiative and act independently ● Knowledge on development of environment, where a student feels safe and self-confident 	<ul style="list-style-type: none"> ● Lectures, ● Active engagement into discussions, ● Brainstorming, ● Analysis of case studies 	<ul style="list-style-type: none"> ● Learners' satisfaction with the content and process of the training course ● Learners' reflections on their achievement during the training course
<p>Skills (practical part of the course)</p>	<ul style="list-style-type: none"> ● Ability to recognize students' emotional and behavioral disturbances ● Ability to solve students' learning and behavioral difficulties ● Ability to use different strategies, which help to develop critical thinking and problem solving skills ● Ability to use internet services for educational purposes ● Ability to use various psychosocial and educational interventions, which help to manage conflicts and make decisions 	<ul style="list-style-type: none"> ● Active engagement into Discussions, ● Brainstorming, ● Analysis of case studies, ● Group work, ● Writing, ● Creative work, painting 	<ul style="list-style-type: none"> ● Learners' satisfaction with the content and process of the training course ● Learners' reflections on their achievement during the training course
<p>Values</p>	<ul style="list-style-type: none"> ● Apprehension of importance to participate in the process of changes of educational system, for which new achievements in social and technological spheres are used in order to accept challenges in today's society 	<ul style="list-style-type: none"> ● Lectures, ● Active engagement into discussions, ● Brainstorming 	<ul style="list-style-type: none"> ● Learners' satisfaction with the content and process of the training course ● Learners' reflections on their achievement during the training course

Materials and technical equipment used in the training course:

Materials

No.	Topics	Name of the material	Size of the material
1.	Introduction to the training course	ASSIST – Mobilization of Community towards Secure School. Module Handbook, 2008	8 pages
2.	School conflict background. Conflict prevention	ASSIST – Mobilization of Community towards Secure School. Peer Counseling Manual, 2008 ASSIST – Mobilization of Community towards Secure School. Module Handbook, 2008	47 pages 22 pages
3.	Methodologies for students' problem solving	ASSIST – Mobilization of Community towards Secure School. Play Therapy in Schools: Tips for getting Started, 2008 ASSIST – Mobilization of Community towards Secure School. Peer Counseling Manual, 2008 ASSIST – Mobilization of Community towards Secure School. Module Handbook, 2008	23 pages 29 pages 16 pages
4.	How it works in practice?	ASSIST – Mobilization of Community towards Secure School. Peer Counseling Manual, 2008 ASSIST – Mobilization of Community towards Secure School. Module Handbook, 2008 ASSIST – Mobilization of Community towards Secure School. Set for Students, 2008	28 pages 69 pages
5.	Negotiation skill training using video materials	Video materials for negotiation skill training, developed in the frame of the project „ASSIST – Mobilization of Community towards Secure School“, 2008	2 hours
6.	Evaluation of the training course and achievements of the participants	ASSIST – Mobilization of Community towards Secure School. Module Handbook, 2008	2 pages

Technical equipment

For implementation of the training course the following technical equipment is required:

1. Computer with multimedia projector for demonstration;
2. Internet connection;
3. Computers with internet connection for training participants for the session of development and using interactive exercises;
4. Equipment for demonstration of video materials.

Resources used for development of the trainig course

Books, publications:

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12. Ule, Mirjam in Mihelj, Vlado: *Pri(e)hodnost mladih*. Juventa, Ljubljana, 1995.
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20. Sieder, Reinhard: *Socialna zgodovina družine*. ZRC, Ljubljana, 1998.
21. Renner, Tanja: *Avto/biografije v sociologiji in ženskih študijah*. Teorija in praksa, letnik 33, št. 5, Ljubljana, 1996.
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