

ASSIST – Mobilization of Community towards Secure School



MODULE HANDBOOK

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INTRODUCTION TO THE MODULE HANDBOOK

ASSIST – HELPING STUDENTS TO SOLVE THEIR PROBLEMS AND CONFLICTS WITH THE HELP OF EACH OTHER

Today's challenges for teachers, who work with students having emotional and behavioural disturbances, are enormous. They face different kinds of problems, which can be grouped into 3 main problematic areas –*attentional or academic, behavioural 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.

The current *Module Handbook* is developed as a result of *Socrates/ Comenius 2.1 supported project "ASSIST – Mobilization of Community towards Secure School"* (ref. No.: 226580-CP-1-2005-1-LT-COMENIUS-C21). The mission of the project is to encourage teachers to offer students at risk the opportunities to learn how to manage their own actions and become more self-reliant. The project aims 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

behaviour, 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 *Module Handbook* is organized in sessions, according to the in-service training course programme. It is started with some proposals for starting of the training. *Session 1* is dedicated to presentation of conflict background and prevention, cognizance and understanding of behaviors. *Session 2* is designed for cognizance of few methodologies, which could help for students' problem solving. The materials are designed for cognizance of Play Therapy methodology, which is suitable for working with children until 12 years old. The second part of the session is a training material for cognizance and understanding of Peer Counseling methodology, its main idea, planning principals, importance of social partnerships and networks for implementation of peer counseling programmes. *Session 3* is dedicated to training of different skills, necessary for successful implementation of programmes, based on students' problem-solving. The session includes presentation and training of skills, using groups work strategies, training of group leadership skills, and problem-solving skill training using case study methods. *Session 4* is dedicated to skill training using video materials. The Handbook is ended with proposals for evaluation of the training and provision of some sample evaluation forms, which might be used for evaluation of each session of for the whole training as well.

GOOD START: GETTING TO KNOW EACH OTHER

Any event usually starts from some introductory part. How it looks like - it depends on genre, type of event, audience and environment. We, educators and trainers, all over the world, know many techniques, methods how to start, how to come into contact, if audience is unknown, participants do not know each other and how to deal with the situations when some part are friends, colleagues and some strangers. We also know that audience reaction to different introductory techniques can be unpredictable in certain cases and have to be ready to “surprises”. In this chapter we will present you several successfully tried and implemented techniques and methods of starting training/seminar for adults as well as situations, when, were and how they can be used. We also present you stories from “real life”, when those techniques experienced failure, even total crash.

Activities for Opening a Workshop

At the first meeting of a new group and at the beginning of each day, warm-up activities are especially important in the affective and the cognitive domains. Meeting participants have to feel free, relaxed and psychologically comfortable, and then they can engage into activities, concentrate attention and work productively. The beginning, the start has to be purposefully planned, aimed to start concentration on the training topic, goals, and expected results.

Affective Domain

When a new group meets for the first time, attention must be paid to how people feel. Leadership is needed to help group members get acquainted, mix with new people, feel safe, and become relaxed and comfortable. With a new group, one of my first goals is to build a sense of community in which participants come to know and trust each other and feel free to interact in a low-risk environment.

Cognitive Domain

At the opening of a workshop as well as at the beginning of each day, participants benefit from activities that are mentally challenging, which activate their thinking processes and lead them to focus on specific tasks. An important issue for workshop leaders to consider is that participants arrive at a workshop thinking about a wide range of unrelated topics--family, job, traffic, and preparations for dinner. Warm-up activities are useful tools to help people lay these issues aside and turn their attention to the workshop.

Positive examples:

Bingo

Bingo is a game. Each participant has a sheet of paper with table inside. Participants have a task to find a person in a group, which could answer positively ("YES")to the questions, written in the table. If one selects positive answers in one of the lines, never mind, which one (vertical, horizontal or diagonal), he or she shouts BINGO and gets a prize. Trainers can change playing rules. For example, requirement can be to select as many as possible positive answers in the certain framework of time.

Here is presented a table for Peer Counselling workshop to start.

Have you been in a situation, when you observed a conflict in a school and was not able to help?	Do you think, that Peer counselling is a job only for specialists?	Have you ever been in situation when peer counselling was needed for yourself?	Can you evaluate any situation at your work, <i>post factum</i> , as not professional enough in terms of PC support?	Can you provide any good piece of film or drama On PC?
Have you ever participated in international programmes on PC?	Do you believe in communities support for school?	Would you be able to present any example of recent conflict at your school/ institution?	Would you be able to present any example of positively resolved conflict at your school/ institution?	Would you be able to name at least two methods, strategies of teaching PC?
Do you think, that conflicts can play positive role in persons, community's life?	Would you be able to present any example of PC or support in your family?	Would you be able to present any book, article That you have recently read on PC or support?	Have you experienced PC on yourself anytime?	Do you wish to participate in this PC seminar?
Do you like warm-up activities?	Do you apply PC methods and strategies in your daily work?	Do you know a person from whom you would like to get some support?	Do you have any other than training expectations in this meeting?	Do you believe in person's good nature?

Find Someone Who ...

This activity gets participants involved in brief conversations with others. Before the meeting, prepare a 4 x 4 grid similar to a Bingo card. In each box, write a phrase that describes a personal characteristic. Use descriptions such as brown eyes, birthday in March, two children, and spent holiday at the beach, etc., or use a sample provided in the handout.

With a copy of the grid, each participant moves around the room-seeking people who fit each description. The person who has one of the characteristics writes her/his name in that box. As participants get all 16 boxes filled in, they gather in one area of the room and talk about whose name appeared in each box.



HANDOUT 1

For warm-up activity

Find one, who has, likes, enjoys, can...

Has green eyes	Has a dog	Has birthday in February	Has two children
Likes mushrooms	Likes swimming	Does exercises every morning	Drives a car
Loves reading	Likes teaching	Can tell last nights dream	Enjoys travelling
Can tell anecdote	Likes to cook and share Recipes	Liked math at school	Feels young

Same/Unique.

Participants share information about their personal interests. Divide participants into groups of four. Provide each group with a large piece of paper and markers or crayons. Ask them to divide the paper into four quarters and draw a medium-sized circle in the center.

Members of each group share personal information about themselves--interests, skills, family, etc. In the center of the paper, the group draws what is common or the same about all of the members of their small group. In each corner of the paper, individuals draw what is unique about them. These unique characteristics must not be shared by any of the other participants in the group.

Each group shares its poster with the whole group. An effective way to do this is to have all members of the group stand and take turns explaining their section of the drawing.

Treasure Hunt.

This is an excellent activity for the first meeting of a new group. The main focus is sharing information about personal interests (Affective, cognitive, psychomotor)

Ask participants to list three of their non-educational personal interests such as soccer, pets, gardening, and music. Ask participants to find at least two other people in the group who share the same interests.

Nice Notes.

This is especially effective during workshops about the writing process because it involves a quick and easy way to use writing. Distribute a small piece of paper (sticky notes are fun) to each participant. Ask them to:

- 1) notice the person sitting to their left
- 2) think of something nice about that person (e.g., appearance, behaviour . . . it need not be relevant to the workshop)
- 3) write a brief note to that person telling them the nice thought
- 4) sign it and give the nice note to the person

Later, I encourage participants to write nice notes to anyone in the workshop. However, for the introductory 'nice note' experience, it's essential to give directions that ensure that everybody in the room receives a nice note.

Teach the Teacher

This is a good activity to use with a new group in a country or city which is unfamiliar to the leader because it gives participants a non-threatening way in which to teach him or her about their country or home area. (This activity does take more time than usually recommended for warm-ups, but it's valuable because everyone in the group gets a chance to speak.)

Post a large map of the country or city on an easel. Distribute small sticky notes, and ask participants to write their name on a note.

Ask participants to think of something they want you to know about their country (city). One at a time, participants come to the front, stick their name on their location on the map, and tell the group their piece of information.

Because each person decides what he or she will say, there is no threat of giving a wrong answer. This is a comfortable way to have each person come to the front of the room and speak to the group.

Negative examples

Effective warm-up activities meet several basic conditions. They relate to and support the purpose of the workshop. They take into account the background and characteristics of the participants--characteristics such as participants' ages, their previous experiences with interactive educational experiences, and whether or not members of the group are already acquainted with each other. In selecting warm-up activities to meet these conditions, leaders need to consider ways to support three critical domains of human behaviour--affective, cognitive, and psychomotor.

People are different and react differently to new groups, unfamiliar activities, and new environment.

Not everybody likes warm-up activities, not everybody feels

comfortable in-group activities. Trainers have to be cautious in organizing them.

I have observed several time very unsuccessful warm-ups, organized even by experienced trainers.

Once, international trainer in other country's teacher community did it. Professor from US wanted to encourage group to share vary personal experience on family relations. She gave her personal experience as encouragement and situation became uncontrollable when one of the participants, who had problems in family, started talking and then crying.

Other time, I observed training as certifier in one of the regional schools. Couple of trainers wanted to start work with such game. They brought large sheets of white paper and markers. They asked one of participants to lay on the sheet of paper in order to make copy of his/her body contours as part of the group work. People felt confused, excpecially women. The situation became very unpleasant.

We suggest always selecting very simple, not too personal activities, situations to play around, having in mind new people, new environment, new cultures and traditions.

Other guidelines for warm-up activities

Time

Warm-up activities should be brief. Effective warm-up activities rarely last more than ten- twelve minutes.

Participation

All participants should be actively involved in each warm-up activity. Each person must contribute to the outcome of the activity. No one is permitted to be a spectator.

Effective warm-up activities are interactive. Every participant should interact with other members of the group during the activity.

Group Size

Warm-up activities may involve some individual work; such as having participants make a list, recall an event, etc. From this, they move to small group activity where several participants meet to share their thoughts. Depending on the nature of the activity and the size of the group, many activities can then be carried to the whole group.

Some activities are effective only with the whole group. When this is true, all participants must join in. Warm-up activities can't achieve their purpose if some people are permitted to sit on the sidelines while a get-acquainted or community-building activity is happening.

References

1. Training materials, methodical materials of Modern Didactics Center.
2. M.Melvin, Warm-ups for Workshops. Thinking classroom, Summer 2001 (5)

SESSION 1: SCHOOL CONFLICT BACKGROUND. CONFLICT PREVENTION

INTRODUCTION

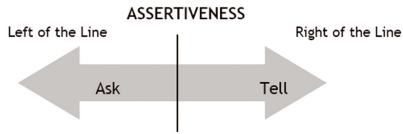
This session is designed for introduction and understanding of conflict background and prevention, cognizance and understanding of behaviors. The session provides some recommendations and guidelines, a learning model for understanding and predicting behaviors and some guidelines for implication for intervention in intractable conflicts.

1. UNDERSTANDING AND PREDICTING BEHAVIORS: A BASIC MODEL TO PREVENT CONFLICTS BETWEEN PEOPLE IN “CONTINUING RELATIONSHIP”

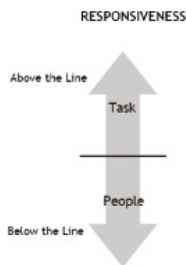
1.1. The “Behavioral” Model

When people act and react in social situations, they exhibit observable behaviors that help to define their social, or behavioral, styles. These behavioral styles can be identified according to two primary characteristics: *assertiveness and responsiveness*.

In the behavior style model, assertiveness is defined as the amount of control one person tries to exert over other people and the situation. It is the forcefulness a person uses to express his or her thoughts, feelings, and emotions to other people.



The other major dimension of behavioral styles, responsiveness, refers to the readiness with which a person expresses emotions and develops relationships.



Responsiveness and assertiveness levels vary across individuals. When the two scales are combined, as in Figure 1, they form four quadrants that divide assertive and responsive behavior into four different patterns referred to as behavioral styles. The name of each style, amiable, expressive, analytical, and driving represents its general characteristics.

Figure 1.

<p>ANALYTICAL Less Assertiveness And Less Responsiveness</p>	<p>DRIVER More Assertiveness And Less Responsiveness</p>
<p>AMIABLE Less Assertiveness And More Responsiveness</p>	<p>EXPRESSIVE More Assertiveness And More Responsiveness</p>

A person’s behavioral style is not a complete profile of personality or character, but it is effective in describing the way that person interacts with others in social and work situations when able to do things his or her own way.

Each of the four styles has its own unique behaviors when dealing with others in interpersonal relationships. The predominant characteristics of each style are listed below:

<p><u>Analytical Style</u></p> <ul style="list-style-type: none"> - Cautious actions and decision - Likes organization and structure - Dislikes involvement with others - Ask many questions about specific details - Prefers objective, task-oriented, intellectual work environment - Wants to be right and therefore relies too much on data collection - Works slowly and precisely alone - Seeks security and self-actualization - Good problem-solving skills 	<p><u>Driver Style</u></p> <ul style="list-style-type: none"> - Firm actions and decisions - Likes control - Dislikes inaction - Prefers maximum freedom to manage himself and others - Cool and independent; competitive with others - Low tolerance for feelings, attitudes, and advice of others - Works quickly and impressively by himself - Seeks esteem and self-actualization - Good administrative skills
<p><u>Amiable Style</u></p> <ul style="list-style-type: none"> - Slow at taking action and making decisions - Likes close, personal relationship - Dislikes interpersonal conflict - Supports and “actively” listens to others - Weak at goal setting and self-direction - Has excellent ability to gain support from others - Works slowly and cohesively with others - Seeks security and belongingness - Good counseling skills 	<p><u>Expressive Style</u></p> <ul style="list-style-type: none"> - Spontaneous actions and decision - Likes involvement - Dislike being alone - Exaggerates and generalizes - Tends to dream and get others caught up in his dream - Jumps from one activity to another - Works quickly and excitingly with others - Seeks esteem and belongingness - Good persuasive skills

1.1.1. Behavioral Styles and Interpersonal Problems

Although it is important to be aware of the characteristics of each behavioral style, it is even more useful to understand how people with different styles relate to each other.

Let's look at a few examples of typical problems a Driver encounters. When the Driver interacts with an Amiable, they have two major problems. They have a pace problem because the Driver moves fast, whereas the Amiable moves slowly. Also, they have a priority problem because the Driver places tasks over relationships, and the Amiable places relationships over task. These two styles have a high probability of a tense relationship.

When the Driver relates with the Expressive, they have one thing in common- they are both fast paced. However, they have a priority problem. The Expressive places more emphasis on personal relationship than on tasks, whereas the Driver begins tasks with little concern for personal relationships. These two styles have a moderate degree of tension in their relationships.

The Driver and the Analytical also have one thing in common- their priorities. They both place the task at hand before the personal relationship. However, the Driver is fast paced, takes risks, and makes quick decisions. The Analytical gets "uptight" when he or she has to make decisions without the opportunity to analyze all the alternatives fully to avoid any chance of making a wrong decision. This pace problem leads to a moderate degree of tension in the Driver-Analytical relationship.

There is a way for two different styles to interact productively while reducing tensions and increasing trust and credibility. This occurs when one or both styles "bend" to meet the needs of the other, when they exercise behavioral flexibility.

1.1.2. Back-up Style

With each individual, there is a point at which tension increases until it results in stress. Each behavioral style has its own

characteristic manner of “dumping” stress in unproductive behavior. The Expressive attacks, the Driver dictates, the Analytical withdraws, and the Amiable submits.

Figure 2.

Analytical AVOIDING	Driver AUTOCRATIC
Amiable ACQUIESCING	Expressive ATTACKING

1.1.3. Identifying Behavioral Styles

How to identify, accurately and rapidly, which of those styles another person represents. To identify someone’s style, you must observe what that person does.

Observation. In order to assure accuracy in observing a person in action, you need to observe a wide range of verbal and nonverbal behaviors. Behavior refers to actions you can see, not value judgments.

Observable Responsive Behavior

HIGH RESPONSIVENESS

- Animated facial expressions
- Much hand and body movement
- Flexible time perspective
- Tells stories and anecdotes
- Little emphasis on facts and details
- Shares personal feelings
- Seeks contact
- Immediate nonverbal feedback

LOW RESPONSIVENESS

- Somewhat expressionless

- Controlled and limited hand and body movement
- Disciplined with time
- Conversation focuses on issues and tasks at hand
- Pushes for facts and details
- Little sharing of personal feelings
- Avoids contact
- Slow in giving nonverbal feedback, if given at all

LOW ASSERTIVENESS

- Soft handshake
- Intermittent eye contact
- Little verbal communication
- Questions tend to clarify, support, inform
- Makes tentative statements
- Few gestures to support conversation
- Low voice volume
- Slow voice speed
- Little variation in vocal
- Communicates hesitantly
- Slow moving

HIGH ASSERTIVENESS

- Firm handshake
- Steady eye contact
- Much verbal communication
- Questions tend to be rhetorical, emphasize points, challenge information
- Makes emphatic statements
- Gestures to emphasize points
- High voice volume
- Fast voice speed
- Emphasizes points by changing voice intonation
- Communicates readily
- Fast moving

Confirmation. After identifying another's style based on observable behavior, you should use behavioral confirmation

to corroborate your choice. Behavioral confirmation is simply looking for behaviors that are characteristic of the style you believe a person represents. If you determined that the person is a Driver- competitive, impatient, efficient, decisive, fact-oriented, dominant, goal-oriented, and so on.

1.1.4. Strength Overuse

The following tables show the potential strength of each style that, when overdone or misapplied, impedes results and creates interpersonal tension.

DRIVER

STRENGTHS	OVERUSED
<ul style="list-style-type: none"> - Independent - Result-oriented - Candid - Pragmatic 	<ul style="list-style-type: none"> - Poor Collaborator - Impersonal - Abrasive - Shortsighted

ANALYTICAL

STRENGTHS	OVERUSED
<ul style="list-style-type: none"> - Prudent - Painstaking - Task-oriented - Systematic 	<ul style="list-style-type: none"> - Indecisive - Nitpicky - Impersonal - Bureaucratic

EXPRESSIVE

STRENGTHS	OVERUSED
<ul style="list-style-type: none"> - Articulate - Fast-paced - Visionary - Fun-loving 	<ul style="list-style-type: none"> - Poor Listener - Impatient - Impractical - Distracting

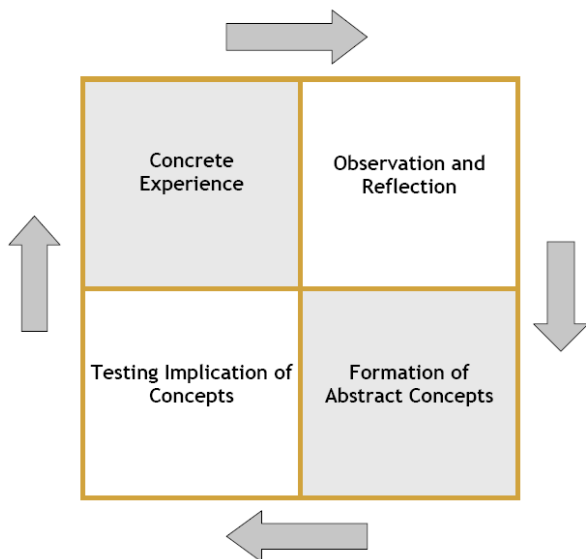
AMIABLE

STRENGTHS	OVERUSED
<ul style="list-style-type: none"> - Diplomatic - Dependable - Supportive - People-oriented 	<ul style="list-style-type: none"> - Conflict Avoider - Dependent - Permissive - Inattentive to task

1.2. The Learning Model

One purpose for studying the learning process is to understand how people go about generating concepts, rules, and principles from their experiences as guides for their future behavior, and how they modify these concepts to improve their effectiveness in new situations. Kolb conceives it as the four-stage cycle diagrammed in Figure 3. : (1) Concrete experience is followed by (2) observation and reflection, which leads to (3) formation of abstract concepts and generalizations, which can be developed into (4) hypotheses to be tested in the future, which lead to new experience.

Figure 3.



If an individual is to be an effective learner, skills are necessary in all four learning areas: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). Effective learners must be open to learning from new experiences (CE), reflect upon what they observe in these experiences (RO), integrate their conclusions into workable theories (AC), and apply their theories in new situations (AE).

1.2.1. Dimensions of Learning

Because of different life experiences and psychological makeup, as well as variations in current environments, different people are comfortable with different learning dimensions. A planner may place heavy emphasis on abstract concepts as opposed to a skilled artisan, who values concrete experience more highly. Managers are primarily concerned with the active application of concepts, whereas time-and-motion people are more involved in using observational and reflective skills.

People develop different learning styles.

1.2.2. Individual Learning Styles

The four learning modes—concrete experience, reflective observation, abstract conceptualization, and active experimentation—represent the four stages of the learning cycle.

It is also important to be able to recognize your own predominant learning style and those of others. This awareness may allow you to take advantage of learning strengths and to avoid weaknesses when, for example, you are putting together a task team or making other work assignments. The objective is to use this knowledge to facilitate effective learning and compatible work groups.

1.2.3. Learning Models

The learning modes that reflect each of the learning stages---*-CE, RO, AC, and AE---* are feeling, watching, thinking and doing, respectively. These learning modes are matched to the respective learning-cycle stages in Figure 4.

Figure 4.



Feelers are individuals who learn best by involving themselves in experiences. They rely on intuition and feelings to make decisions in each situation. They are “people oriented”.

Thinkers are most comfortable with abstract conceptualization. They rely on rational logic when making decisions. Thinkers learn best in impersonal learning situations directed by authorities who emphasize theory and abstract analysis.

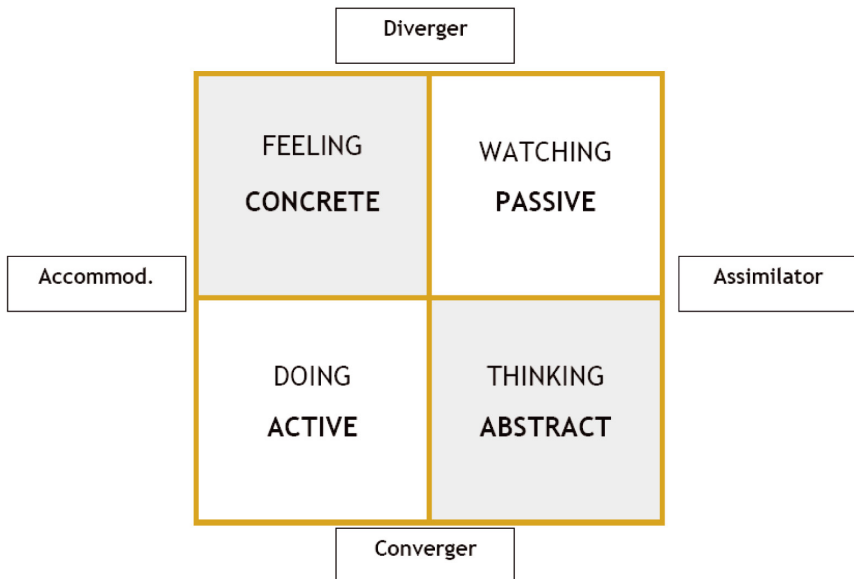
Doers learn best through active experimentation and use the results of their tests to make future decisions. They are extroverts who thrive on doing and learn best when actively involved in projects or discussion groups, as opposed to passively receiving instructions or listening to lectures.

Watchers take a reflective, tentative, uninvolved approach to learning. Their decisions are based on careful observation and analysis.

1.2.4. Learning-Style Types

Identifying Learning-Style Types. Someone who is concrete and active is called an Accommodator. Someone who is concrete and passive is a Diverger. Someone who is abstract and active is called a Converger. Finally, a person who is abstract and passive is called an Assimilator. The four learning-style types are illustrated in Figure 5.

Figure 5.



1.2.5. Characteristics of Learning-Style Types

Based on both empirical research and clinical observation, the following characteristics have been determined for the four learning-style types.

The Accommodator's dominant learning abilities are in the areas of concrete experience and active experimentation. Accommodators are doers and feelers. They are risk takers who quickly discard plans or theories that do not fit their own

experience. They rely on intuition and trial-and-error problem-solving methods and prefer to go with other people's opinions rather than do their own analyses. Although they are at ease with people, Accommodators are sometimes seen as impatient and pushy. Accommodators are so named because they excel in rapidly adapting to specific circumstances. They usually have educational backgrounds in practical technical fields (e.g., business administration) and take action-oriented jobs in such fields as management or sales.

The Assimilator has learning strengths opposite those of the Accommodator. Assimilators are best at abstract conceptualization and reflective observation. Assimilators are watchers and thinkers. They are good at creating theoretical models and excel in inductive reasoning, where they assimilate disparate observations into an integrated explanation. They are more concerned with abstract concepts than with other people's feelings or opinions. If a logical and precise theory does not fit the facts experienced, the Assimilator is likely to disregard or reexamine the facts, as opposed to the Accommodator, who will probably disregard the theory. Assimilators usually have educational backgrounds in the basic sciences or mathematics and can be found in research and planning departments.

The Converger is best at learning through abstract conceptualization and active experimentation. Convergents are thinkers and doers. They are good at the practical application of ideas, especially to specific problems with a single correct solution, where they utilize hypothetical-deductive reasoning. Convergents are relatively unemotional and prefer to work with things rather than people. Their educational backgrounds are usually in more technical areas in the physical sciences, and their typical job choice is engineering.

Divergers have learning strengths opposite those of convergers. They are best at concrete experience and reflective observation. Divergers are watcher-feelers with strong imaginative abilities. They can see a situation from many perspectives and generate

a multitude of divergent ideas. Divergers are interested in people and are emotional, though in a more controlled and understanding manner than Accommodators. They usually have broad cultural educations in the humanities or social sciences and tend to be found in jobs such as counseling, personnel, or organizational development.

The compatibility of any two individuals in a learning situation depends a great deal on the similarities and differences in their predominant learning styles. Groups of same-style individuals tend to learn best together, followed by mixed groups who have at least one learning dimension in common. Heterogeneous learning groups with extremely opposite styles will probably experience considerable inefficiency and conflict.

1.2.6. Learning Styles and Problem Solving

Initiating problem finding based on some goal or model of how things should be is a strength of the Accommodator, who also excels at executing specific solutions. The Diverger is good at comparing the objectives or ideal models with reality and then identifying the differences or problems that exist. The Assimilator excels in determining priorities so that a problem can be selected and then formulating models for solving it. Finally, the Converger is strong at evaluating the consequences of the various solutions suggested and then picking the best solutions, which the Accommodator is best at implementing.

The problem-solving process can be facilitated by utilizing the strengths of people with different learning styles in a sequential manner. When solving a complex problem, the interactive manager can use the following guide to assign activities to individuals with different learning styles.

Use Accommodators for the following:

- Commitment to goals
- Initiating the problem-solving process
- Dealing with the people involved

- Exploring opportunities
- Implementing plans, trying things out
- Accomplishing tasks

Use Divergers for the following:

- Collecting information
- Sensing values and feelings
- Identifying problems and opportunities
- Creative thinking
- Generating ideas and alternatives

Use Assimilators for the followings:

- Defining the problem
- Quantitative analysis
- Using theory and formulating models
- Planning implementation
- Establishing evaluation criteria

Use Convergors for the following:

- Setting priorities
- Designing experiments
- Measuring and evaluating
- Interpreting data
- Making decisions

2. INTRACTABLE CONFLICTS

When conflicts that are deeply important to people remain unresolved for long period of time, they tend to escalate, transform, and resurface repeatedly, eventually becoming stuck at a high level of intensity and destructiveness. These are **Intractable Conflicts (IC)**.

2.1. Characteristics, Causes, and Consequences.

Although IC often begins in much the same manner as manageable conflict (MC), it commonly involves a distinct set of issues, circumstances, and dynamics that contribute to its transformation into an entrenched and dangerous process.

a. Characteristics: Tractable Versus Intractable

An IC can be broadly characterized as one that is recalcitrant, intense, deadlocked, and extremely difficult to resolve.

Time and Intensity. IC tend to persist and cycle over time, with sporadic increases in intensity and occasional outbreaks of violence. At times they may go underground and appear to be resolved, but if their root causes are not addressed they tend to resurface and intensify when external circumstances permit or encourage their expression.

Issue Centrality. IC tends to involve needs or value that the disputants experience as critical to their own survival. Often these concerns are not related to the issues that initially trigger the conflict, but as the conflict escalates the issues are often transformed and ultimately take on a basic and threatening character.

Conflict Pervasiveness. The experience of threat associate with such conflict is often so central and basic to the human experience that the effect of the conflict spread and becomes pervasive, affecting most aspect of a person's social life.

Hopelessness. Typically, the disputants in a IC reach a point were they feel hopeless about the potential for constructive resolution. The conflict is usually experiences as a tragic lose-lose situation.

Motivation to Harm. At this stage of intensity the motivations of the disputants are typically at a point where their primary objective is to harm one another. At this stage, disputants are motivated to inflict as much physical and psychological harm on the other as possible.

Resistance to Resolution. Finally, IC are resistant to repeated and concerted attempts to resolve them.

b. Causes of IC

The Issues. In general, IC can involve a variety of interrelated issues such as resources, values, power, or basic human needs. Most conflicts involve more than one type of issue either directly or indirectly. Burgess and Burgess (1996) identify three types of issue that often lead to intractability:

I. Irreconcilable moral differences, which are conflicts over questions of fundamental, moral, religious, or personal values that have no verifiable answers and thus are not easily changed or compromised.

II. High-stakes distributional conflicts, over finite or scarce resources.

III. "Pecking-order" conflicts, struggle over relational power, ranking, or political dominance.

John Burton (1987), Jay Rothman (1997), and John Paul Lederach (1997) have distinguished between issues that primarily concern:

I. Divisible resources, such as time, money, or land, and;

II. Group identity, such as respectful and fair treatment, security, safety, and a sense of control over one's life.

Although most of IC involve both types of issue, identity-based issue tend to be more salient in IC, because these concerns are thought to be tied to the most fundamental human needs.

Because identity conflict are experienced by disputants as more basic and threatening than resource conflicts, practitioners suggest that they need to be approached and resolved through different channels (such as through the use of extended dialog sessions, truth commissions, etc). The various methods developed to address predominantly resource-based conflict (such as negotiation and

mediation) appear to be inadequate for resolving problems that are primarily related to the sense of self and group identity.

The Context. IC regularly occur in situations where there exist a severe imbalance of power between the parties, in which the more powerful exploit, control, or abuse the less powerful. Frequently, IC occurs in a place where the opportunity structures favour one person or group over the other.

Escalatory dynamic. IC present an escalatory dynamic, going through the four stages of *discussion, polarization, segregation, and destruction*. The social psychological processes that can fuel a conflict intensity include elements such as:

- I. *Misperception*, negative and simplified stereotypes;
- II. *Selective perception*, selective evaluation of behavior , discovery of confirming evidence, and attributional distortion;
- III. *Self-fulfilling prophecies*, when negative attitudes and perceptions have an impact on the other's behavior;
- IV. *Over-commitment* , escalation of commitment;
- V. *Entrapment*, a special form of escalation where the parties expend more resources in the conflict then seems appropriate by external standards.
- VI. *Win-lose competitive orientation*;
- VII. *Tendency toward cognitive rigidity*, inability to envision alternatives;
- VIII. *Autistic hostility*, the tendency to stop interacting and communicating with those whom we are in conflict.

c. Consequences of IC

Economic Costs. Typically, the cost of IC in terms of time and money spent are exceedingly high.

Violence. The most obvious consequence of these conflicts is physical and psychological violence.

Divisions. In these situation is often necessary to separate the disputants in order to contain the violence. Separation can reduce the violence, but the lack of human contact between the parties can also reinforce the negative, stereotypical images that each party holds of the other.

Mental Health. The experience of prolonged trauma associated with many IC produces what its deepest wound. Long-term exposure to human suffering, the loss of a loved one, rape, chronic health problems can destroy people’s spirit and impair their capacity to lead a healthy life.

2.2. Implication for Intervention in Intractable Conflict.

Guideline 1: *Conduct a thorough analysis of the conflict system (history, context, issues, and dynamics) prior to intervention.*

There are many types of analytical framework that are useful for analyzing conflict systems. Pruitt and Olczak (1995) offered a simple yet comprehensive framework for use in analyzing and approaching IC. Their **MACBE** model is an eclectic, multi-modal systems approach to addressing social conflict that traces the source and potential resolution to a conflict to changes in five distinct yet interdependent “subsystems” of the individuals involved:

Motivation , **A**ffect, **C**ognition, **B**ehavior, and surrounding **E**nvironment.

Highly escalated conflicts entail hostile elements in all five components: Motives are to harm or destroy the other; the affect is hostile and raged-filled; cognitions include negative stereotypes, perceptions, and large measure of distrust; behaviors are violent and destructive; and the environment is usually polarized.

Guideline 2: *Initial concern of the intervenors should be to establish or foster an authentic experience of “ripeness” among disputants.*

The MACBE model recommends a sequential method for intervening IC that begins by addressing ripeness. Ripeness is the primary emphasis in the model because the initial step towards conflict resolution must be the development of motivation to escape the conflict. Ripeness can be better defined as a commitment by the parties to change the direction of the normative escalatory and destructive social process towards

de-escalation. Such a commitment can produce a change in the nature of the relations of the parties from a competitive, hopeless, destructive orientation towards a cooperative, constructive coexistence with the potential for mutual gain. It can be beneficial to initially consider the method of removing the resistance forces opposing ripeness, thereby facilitating it while lowering relative tension. Through identify and removing the obstacles (such as distrust, rage, and lack of skills) that act to resist ripeness, it becomes possible to create or enhance a disputant's commitment to peace without increasing the overall level of tension in the system.

Guideline 3: *Initially, orient disputants towards the primary objective of defining a fair, constructive process of conflict engagement, and away from the objective of achieving outcomes that solve the conflict.*

Find a process of confrontation that the disputants find to be both effective (in terms of minimizing the negative costs of the conflict and maximizing the benefits) and fair or just (in terms of broad moral concerns).

Guideline 4: *Elicitive approaches to conflict intervention tend to be more respectful of disputants, more empowering and sustainable, and generally more effective than prescriptive approaches.*

Many scholars suggest that “prescriptive” approaches to intervention, Which view the intervenor as the expert and the participants as passive recipient of a predetermined knowledge, models, and skills, are often inappropriate. They endorse another type of approach, where the local, cultural expertise of the participants is elicited and emphasized and where the intervenor and the participants together design interventions that are specifically suited to the problems, resources, and constraints of the specific cultural context.

Guideline 5: *Short-term (crises-management) interventions need to be coordinated and mindful of long-term objectives and interventions.*

Intervenor typically focus their efforts on containing the immediate crisis and stopping the violence. This form of crisis management is, of course, essential.

Guideline 6: *The general intervention strategy must integrate appropriate approaches for issues rooted in the past, the present, and the future.*

Addressing the present situation:

- 1. Crisis Management:** crisis management aims to stopping the violence and reducing human suffering brought by the conflict.
- 2. Conflict Analysis:** systematic identification of the manifest and latent issues, escalatory dynamics, and other factors helps define the parameters of the conflict.
- 3. Fostering Ripeness:** establishing an authentic commitment to peace among the disputants is a prerequisite to most other interventions.
- 4. Constructive Confrontation:** this is achieved by focusing the intervention on fostering a constructive conflict process, not by identifying or achieving a resolution to the conflict.
- 5. Problem solving work-shops.**

Addressing the past:

In IC it is necessary to attempt to address the past in order for healing to occur in the present.

- 1. Reflexivity:** it is essentially a method for individuals to reflect on their own role and responsibility in the escalation of a conflict. This is done by encouraging the disputants to slow down the reactive process to conflict, and to carefully examine what the conflict means to them, why it is important, and why they have become so deeply invested in a destructive approach.
- 2. Dialogue:** This is a facilitated, interactive process between the disputants or former adversaries that is aimed to establishing contact, allowing pain and suffering to be expressed, and

fostering deep understanding of the human experience in conflict. The dialogue process calls for inquiry, not advocacy: temporary suspension of judgment and positions for purposes of exploration; and public acknowledgment of the value of the other's needs.

3. Forgiveness and reconciliation: Forgiveness is one aspect of reconciliation, but reconciliation as a process moves beyond it. Reconciliation is a rational encounter that emphasizes acknowledging past wrongs.

Working with the future:

1. Focused Social Imaging: This approach is quite simple. The parties begin by identifying some of the shared social concerns regarding the conflict. The participants are then asked to temporarily disregard the current realities of the situation and to step into the future. They are asked to put themselves into a future approximately twenty or thirty years from the present, in which their concerns have been effectively dealt with. Together, the parties begin to create a vision for a community that has the institutions and the relationships that are necessary to effectively address the shared concerns. Then the parties are asked to move slowly backward in time, and to begin identifying the steps that would precede establishment of such institutions and relationships. Ultimately, this process results in both a vision and a plan for making the vision reality.

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SESSION 2: METHODOLOGIES FOR STUDENTS' PROBLEM-SOLVING

INTRODUCTION

This session is designed for cognizance of few methodologies, which could help for students' problem solving. The materials are designed for cognizance of Play Therapy methodology, which is suitable for working with children until 12 years old. The second part of the session is a training material for cognizance and understanding of Peer Counseling methodology, its main idea, planning principals, importance of social partnerships and networks for implementation of peer counseling programmes.

1. PLAY THERAPY

Play therapy is an effective method of consultation, which helps children to adjust their behaviour, improve self –understanding and create healthy interrelationship.

During the play therapy child enters into active relation with therapist and this enables them to express, analyse and understand complicated and painful experiences. Play therapy helps children to find acceptable communication means, to enter into good relations, to regain balance of mind and develop emotional literacy.

Play is a form of children's communication. That is why children who participate in Play therapy very often cannot describe (lack of words) their thoughts, feelings and understanding of surrounding world. Play therapy helps children to understand those mixed feelings and sad events (experiences), they had no chance to understand (arrange) them properly. Instead of explaining what bother them, which is a usual thing in adult therapy, children start to play, in such a way choosing their own level of communication and speed, without feeling of fear and escaping pressing interrogation.

The results of the play, as of any other art expression process, allows to understand the subjectivity of personality, emotions, inner state of conflict and harmony, the feeling of pleasure and suffering, depression, anger. According to the art therapists, the body of the man is an organ of communication and expression and because of that it is important to know how properly to use your own body which could become a mediator between flow of feelings and their expression: anger, aggression could be expressed with the help of body movements. It is important not the fact of the movement, but the way it is used; is it used for breaking, destroying (ex. the breaking of the plates when angry), or for creation, construction (ex. music construction by sounds, picture-by colours).

ACTIVITIES FOR COGNIZANCE OF PLAY THERAPY METHODOLOGY

Activity „ASTRAKHANS“

The *objective* of the activity is to express safely what is inside a personality. This is a relaxation exercise as the body participates in it.

DIRECTIONS:

- Draw an astrakhan in the air
- Draw an astrakhan on the paper
- What concrete insights do you see in your drawing? Highlight it in you drawing!
- Discussion:



Activity “DRAWING THE FEELINGS”

Adults often say that they need to relax their feelings. When children don't have such opportunity, they feel insecurity and fluster.

The *objective* of this activity is to provide an opportunity for better self-assessment and self-analysis of own feelings.

MATERIALS:

- Paper
- Pencils
- Watercolor
- Gouache
- Etc.

INSTRUCTIONS:

1. Think of what you are feeling at the moment.
2. Draw your present feelings on papers. *Possible topics for painting:* my anger; my fear; how do I feel now? my world; my most significant person; the world, what I would like to create...
3. Discuss with you friends/mates on your paintings.
4. What did you learn from your painting?

Activity “GROUP DRAWING”

The *objective* of the activity is to recognize better the children in the group, to discover their present problems at school or in other environments, to find possible solutions to their problems; to improve communication and cooperation skills.

MATERIALS:

- Paper
- Drawing tools (pens, pencils, crayons, etc.)

INSTRUCTIONS FOR TEACHER:

1. Think of any topics, related your pupils' school or home life and ask them to draw a story on a big sheet of paper;
2. Tell you pupils to come one by one by the sheet of paper and

- draw what comes to his/her mind according to the told topic;
3. When pupils finish drawing, discuss with them their impressions and feelings about the whole picture and the topic.

2. PEER COUNSELING

2.1. Concept of Peer Counseling

Peer counseling is the use of active listening and problem-solving skills, along with knowledge about human growth and mental health, to counsel people who are our peers – peers in age, status, and knowledge. Peer counseling, then, is both a method and a philosophy. The basic premise behind it is that people are capable of solving most of their own problems of daily living if given the chance.

The role of the counselor in peer counseling is not to solve people's problems for them but rather to assist them in finding their own solutions. Peer counselors don't tell people what they "should" do, nor do they give advice; peer counselors generally do not interpret or diagnose. As *peer* counselors, we are not professionals and we cannot assume that we know what a person is thinking or feeling any better than that person does. Rather, by using the active listening and counseling skills that will be presented in this book, the peer counselor helps the counselee clarify his or her thoughts and feelings and explore various options and solutions.

Peer counseling is recognized as useful and credible alternative for teaching and view formation of young people. In adolescence support of a peer group is often more important than that of the adults.

Educating young people, the educational activities are carried out in the institutions belonging to health, education and social sphere.

ACTIVITIES FOR COGNIZANCE OF THE PC CONCEPT

Activity „PROBLEM-SOLVING MAN“

Objective of the current activity is to identify problems which are characteristics to children, teenagers and youth.



INSTRUCTIONS:

1. Tear a figure of man from a sheet of paper
2. Name problems, which you man faces with and write them down on it;
3. Divide into groups and identify, which problems named on you man, are typical for children of different age.

Problems that face children of 7-8 years old:

- ✓ _____
- ✓ _____
- ✓ _____

Problems that face children of 9-10 years old:

- ✓ _____
- ✓ _____
- ✓ _____

Problems that face children of 11-12 years old:

- ✓ _____
- ✓ _____
- ✓ _____

Problems that face children of 13-14 years old:

- ✓ _____
- ✓ _____
- ✓ _____

Problems that face children of 15-16 years old:

- ✓ _____
- ✓ _____
- ✓ _____

Problems that face children of 17-18 years old:

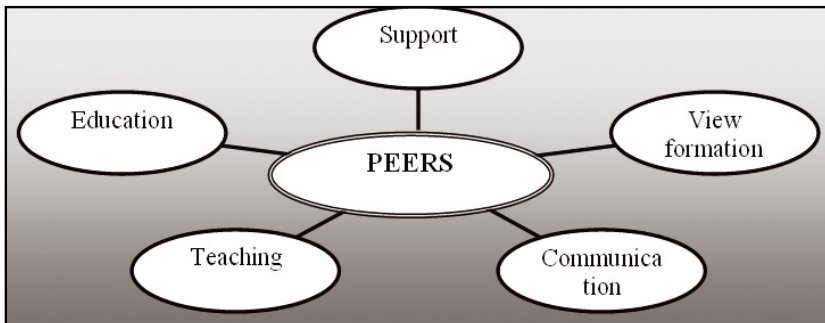
- ✓ _____
- ✓ _____
- ✓ _____

2. Discuss in groups the identified problems

DISCUSSION

Using the results of activity „*PROBLEM-SOLVING MAN*“ and PC in health, education, and social fields scheme, discuss in groups what *identified problems* could be solved with the help of Peer Counseling method:

PEER COUNSELING IN HEALTH, EDUCATION AND SOCIAL FIELDS



DISCUSSION

Give the answers to the following questions:

- What factors can help PC system to be effective ?

- What could be a concrete help for the head of the program?

- What other institutions can cooperate with educational institution? _____

- Why peer counseling is effective? _____

- What makes it effective?

2.2. Planning Peer Counselling

This part of teacher training will introduce you to what you have to keep in mind when planning Peer Counseling. Probably you are familiar with most of it because it is a part your everyday work and you used it in another context.

Your reflection and previous experiences are very important. Training for this part is based on your active participation and depends on your input. However, at the end of this material you will find supporting material for teachers you can look at after the training to check if you've thought about everything.

This part of material refers to actual first steps, deals with reason for PC and needs of target group, the importance of rules, creativity, time management and evaluation.

DESCRIPTION OF TEACHER TRAINING ACTIVITIES FOR PC PLANNING

How to start

After listening to the introduction of PC participants will take part in a brainstorming session contributing ideas for what we have to consider when we would like to introduce the program in schools. They will be asked to form two or more groups and given 5 minutes to reflect and write what they think is essential for planning PC. When they will have finished brainstorming in groups they will present their ideas to all people present.

Leader of activity will write the ideas on flipchart and blackboard. Together we will check if we considered everything.

(SUPPORT MATERIAL A)

MATERIAL:

- paper,
- pens,
- flipchart or blackboard,
- paper,
- pens.

Reflection on reasons for introducing PC in schools and discussion about characteristics of target group

A questionnaire will be distributed among the teachers to help them reflect on the situation in their school and reasons for introducing PC. After completing the questionnaire we will have time for discussion and comparison of situations from all teachers point of view.

MATERIAL:

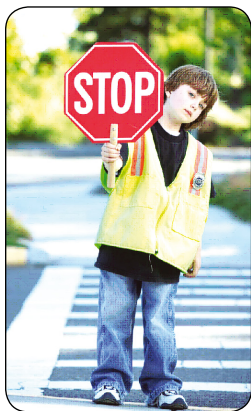
- questionnaire,
- paper,
- pens.



Rules

All participants will take part in discussing:

- Why do we need rules? Do we need them at all?
 - How will we set the rules (method)?
 - What do we want to regulate with rules?
- Leader of the activity will record the results on flipchart/board for each issue.
(SUPPORT MATERIAL C)



The following saying can be used for discussion: Rules are meant to be broken.

MATERIAL:

- flipchart

Creativity

The following statements are presented to the teachers:

- I like giving exact instructions and expecting from students to follow them.
- I like giving students space and possibility to use their ideas and methods for problem solving.

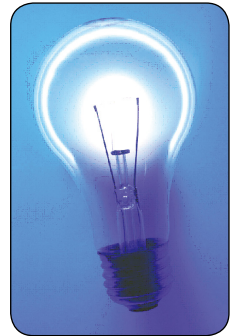
Activity leader divides the teachers into two groups. One group defends the first statements and other group defends the second statement in the style of pro&contra shows. They also have to find reasons why the statement of the opposite group is true.

Each group for every positive defense of their statement receives a plus and is given the minus by the opposite group for their negative statement.

The group with more pluses and les minuses wins.

MATERIAL:

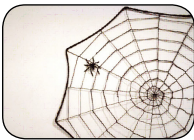
- activity,
- statements printed on big piece of paper,
- pluses and minuses,
- board or a wall.



Time management

Teachers receive working sheet where they have to fill it in with ideas what influences time management or time planning in PC (SUPPORT MATERIAL E).

Upon completion group discussion follows to see if we have taken everything in to consideration.



MATERIAL:

- working sheet – planning spider,
- paper.

Evaluation

With the help of questionnaire teachers establish for themselves what do they want to evaluate and when it is necessary to do so. They are asked to reflect upon whose opinion they need for evaluation purposes and also what kind of instruments and methods they can use. They present their reflection to activity leader and the group. Activity leader records their findings on the board.

Afterwards teachers are asked to prepare a short questionnaire for students which are to be used at the end of PC program.

MATERIAL:

- questionnaire,
- pens,
- board,
- paper.



SUPPORT MATERIALS

Support Material (A)

What do we have to take into consideration when planning PC:

- aims of the implementation of the project,
- personal motivation (why do I, as a teacher, want to do it),
- educational activities (curriculum),
- school personal, educational and technical resources,
- plan of cooperation with external collaborators, external support,
- time schedule of the implementation of the project,
- financial plan, if the financial perspective is included,
- plan of evaluation,
- plan of cooperation with organisations and individuals from the local surroundings,
- plan of presentation of the achievements of the project,
- reflection of experience,
- students' background analysis,
- assessment of students' capabilities.

Support Material (C)

1. Why do we need rules?

Communication, understanding, safe PC environment, to ensure process results, frame structure...

2. How will we set the rules?

Together with students, copy from others who already run PC or from other similar programs, team work, priorities → outcomes → testing the results → changing them

3. What do we want to regulate with rules?

- punctuality,
- discipline,
- communication,
- relationships in the PC group,
- sanctions...

Breaking the rules:

Find reasons for breaking the rules → consequences for those who broke them / change adopt, reject rules...

Rules are best when set together with students following also their ideas. Rules can be put on the paper and stuck on the wall of the classroom or other place so that they are always “close to the eye”. Contracts can be made and signed by students and teachers.

Support Material (E)

Time planning is influenced by:

- Target group and need/problem,
- Availability,
- Place,
- Available external collaborators.

Support Material (F)

EVALUATION

There are many types of evaluations you can do so the team must decide what is important to address. Think about how will you evaluate the program and what do you want to evaluate, do you want to focus on individual outcomes, or do you want to observe improvements within the school? A peer counselling program has many dimensions therefore there are many objectives that can not be evaluated by quantifying.

Smaller projects are evaluated when they are finished, while the major project is evaluated at the end of the school year.

What*:

- number of students who participate
- knowledge and skills that the participates got (communication skills, problem-solving skills, other social skills, self-esteem, desire to change...)
- attitudes throughout school and community about the program
- implementation
- effectiveness of methodology used by peer counsellors
- how the students feel about the program
- improvement of school success
- improvement of school atmosphere
- improvement of relationships
- other:

Who:

- peer counsellors
- students involved into peer counselling
- all students of the school
- teachers

- others involved
- other:

Evaluation instruments/methods:

- questionnaires
- activity sheets
- pre-training questionnaires
- post-training questionnaires
- observation
- student questionnaires
- other:

*** Note: this is a general classification; we may adjust evaluation to different target groups of the evaluation.**

2.3. Social and Professional Partnership (How to Develop Networks)

The idea of networking might make you cringe. It sounds formal and complicated. But it doesn't have to be. Below are some questions and answers to help understand what networking is and how to do it.

What is networking?

Networking is simple. Just keep track of people you know in your personal and work life. Especially people who might be a resource for you later when you think about or make job changes.

Who should be part of my network?

Anyone you meet or know can be part of your network. You never know who will have what you are looking for.

How should I check in with contacts in my network?

How well you know your contacts will influence how often and

in what way you stay connected. Sometimes a casual conversation is OK and sometimes a formal meeting or business letter is appropriate. Stay connected with contacts even when you are not job searching by offering to help with their goals or industry information.

How can I expand my network?

Take advantage of the people your contacts know. Ask people in your network about others who can help you get the information you need. Get in touch with schools and organizations you are or have been a member of; they will refer you to contacts, and other resources.

What should I say when I contact someone in my network?

If you don't know them well, explain who you are and how you know them. Tell everyone you talk to about your current situation and what you want. Be clear and specific so they recognize opportunities that will work for you.

REFERENCES

<http://www.careeronestop.org/>

SESSION 3: HOW IT WORKS IN PRACTICE?

INTRODUCTION

The current session of the teacher training is focused on presentation and testing of different practical models, methods and strategies for skill training, needed for implementation of Peer Counseling programmes in schools. The session introduces different types of model activities, methods and strategies for training of skills necessary for effective work in students' problem-solving.

1. PRESENTATION OF MODEL ACTIVITIES USING GROUP WORK STRATEGIES

Group work strategies can be affectively used in counselling, when teacher, advisor or counsellor wants to find out following:

- Group knowledge, understanding, approaches, values and etc. on certain topic, issue, domain.
- Relationships and communication among group members;
- Individuals attempts, progress, communication within group;

Teachers or trainers decide to form groups (usually of 3-5) according educational purpose. For example, if one wants to observe how child, having behavioural problems acts in different group, he or she will include child into work of unfamiliar group, maybe different by age, class, social background and etc. If the purpose is to find out, what certain pupil thinks about alcohol or drugs, or some other urgent issue, teacher or trainer will think about not directive interactive group activities, where all group members will have possibility to express themselves and he or she will be able to observe group and personal reactions.

Here we will present few techniques that can be used for several purposes.

COLLAGE

Collage is a technique that can be used to fulfil all three purposes mentioned above. Teacher or trainer gives a topic to work on and observes group work and individual work within a group, if needed.

“Collage” is a picture, artwork, and mosaic, done by group members. Different, at hand (paper, journal, markers, glue and etc.) materials can be used for this activity.

For example, class teacher organizes “class hour”, as part of curriculum activity. He or she would like to start a project with class on bias prevention. In order to find out what kind of bias children think important and how they interpret them, teacher decides to use collage as evocation game.

Preparation stage:

Teacher or trainer needs to bring to the classroom:

- Big sheets of white paper;
- Few scissors;
- Glue
- Markers;
- Package of old journals and newspapers;
- Out of use postcards, brochures, leaflets.

Task assignment:

Teacher or trainer divides class into groups of 3-5 and explains the task. A task can be presented as following:

- We all as humans sometimes have bias against something or somebody. Please, think, individually, what bias you think are most explicit in our community or society? (up to 3 minutes to think)
- Share your thoughts with group (up to 10 minutes)
- Decide what bias are most harmful, dangerous according your mind and present it in a collage form (up till half an hour).
- Present your group work. (up to 5 minutes)

Work process

Teacher or trainer, sometimes some outside observe keeps eye on whole process: how groups share responsibilities, how they start working, which takes leadership, how other roles are shared, how work is organized and etc. Depending on task goals, it can be decided to observe only few groups or certain individuals.

Evaluation

Teacher or trainer makes his/her own evaluation based on work observation, discussions among group members and presentations. Groups evaluate and comment upon their own and other presentations.



TOWER

The purpose of this activity is to develop problem-solving skills using investigation, creativity and cooperation.

Preparation stage

Teacher or trainer will need for those activity approximately 60 cocktail straws for each group, box of drawing pins, coffee can filled by sand.

Task assignment

Teacher or trainer will need to divide the whole group in teams by 4-5. Each team has to build a tower as high as possible in 20-30 minutes. A tower has to be built from no more than 60 cocktail straws. Straws can be cut. Two straws can be joined only by one pin. Other materials can't be used.

The top of tower has to keep coffee can filled with sand (approximately 250-300 grams) and be no lower than 30 centimetres. Tower has to keep coffee can no shorter than 10 seconds.

Task can be divided into different stages with specific requirements for each. For example, in first stage after 20 minutes of work all groups have to put coffee can with weight of 250 grams and to keep it for 10 seconds. Groups that failed are not participating in the next stage. For the second stage, requirements are changed: to keep can of 300 grams for 10 seconds and etc.

Work process

Each group has 10-15 minutes to discuss the work process: who will do what, how they act and etc.

Questions that could be discussed in preparation stage: what basis, platform we have to build for our tower? How big it has to be in order to keep our tower? What junctions are the best for it?

Each team has observer who keeps records on what is going on, according instructions of teacher or trainer. Groups have 20-30 minutes for task.



Evaluation

The winner is a team that build tallest and strongest tower. Teacher and trainer evaluates group work also according observers records, that give valuable information of group thinking, cooperation, individual efforts and participation, creative solutions, problem solving.

This is an activity that so called “losers” or “outsiders” of the group can show their initiative, express their possibilities and take on leaders role.

2. GROUP LEADERSHIP: UNDERSTANDING, DEVELOPING AND STRENGTHENING LEADERSHIP SKILLS

The purpose of the group leadership skill training is to help young people understand, develop, and strengthen their leadership skills so that they might serve as more effective leaders in group situations, preventing potential conflict to arise.

Leadership involves a variety of skills. Leaders must have skills in communicating effectively,

listening actively, working with people, and helping others work together in groups. Leaders must have integrity and honesty. Good leaders must first learn to be good followers. Leaders do not dominate a group, but lead by their actions.

Leadership needs change with the situation, thus different people can lead at different times. The best leaders take on many different roles to support the needs of the group. True leaders focus on helping their group achieve its goals rather than on their own personal recognition.

Leadership is not a genetic trait that you are necessarily born with. Leadership can be learned, just like other skills, but it requires practice and determination. At one time or another, everyone is a leader. When a group member contributes an idea, they become the leader. Leadership passes from person to person as each one contributes to the achievement of the group’s goals. Being a good

leader means that you should have a desire to serve, to achieve goals, and to leave things better than they were.

Leadership Skills Can Be Learned!

The best way to learn leadership is to work on leadership-related skills and apply them in situations requiring leadership action. Focusing on the five leadership skills areas below will help you strengthen and improve your leadership abilities.

- ***Understanding Self*** – Understanding and developing a positive attitude about who you are, what is important to you, and setting goals for improvement.

- ***Communicating*** – Effective two-way sharing of information through speaking, listening, writing, and body language.

- ***Getting Along with Others*** – Developing an understanding of how you relate to other people and accepting and appreciating the differences between others and yourself.

- ***Managing*** – Learning steps and approaches to making decisions, setting goals, and choosing resources (time, things, people, or money) to achieve those goals.

- ***Working with Groups*** – Learning how to work together to help groups accomplish goals.

Leadership Skill – Understanding Self

Understanding yourself is important to becoming a good leader. By developing a better

understanding of yourself, you can gain appreciation for the things that make you special and work on areas you'd like to improve. Having confidence in your own abilities and sticking with your convictions will inspire others to follow you. The activities below will help you begin to explore your feelings, values, and personal goals.

ACTIVITY 1: Qualities of an Effective Leader

1. Think of someone in your life that is a good leader, maybe a teacher, club leader, parent, or friend.
2. What qualities does this person have that make you admire he

- or she as a good leader? Write some of them below.
3. Which of these qualities do you possess? Put a star beside those qualities that you think are your strong points.
 4. What traits do you need to improve on? Think about how you can become more like the leaders in your life.

ACTIVITY 2: Build On Your Strengths

In a notebook, keep a record of specific situations where you showed good leadership and situations you feel you didn't handle very well. These events could happen at club meetings, at school, or just with your friends. Keeping a record will increase your awareness of how and when you behave in ways that show good leadership. In cases when you didn't show good leadership, write in the notebook how you would like to handle these situations better.

Think about how some of the situations are similar. What were your feelings when these situations happened? How were you able to decide that there are better ways to handle the situation?

Leadership Skill – Communicating

Good communication skills are among the most important of the leadership skills. Good leaders must be good communicators. Communicators must have skills both in sending good messages and in receiving others' messages. Sending messages involves speaking, writing, and non-verbal communication skills. Receiving messages requires good listening and observing skills.

ACTIVITY 3: Making a Good Impression

In your everyday communication, the impression you make on others is based less on what you say than on how you say it. Specifically, research has shown that the way people perceive you in day to day communication is based on:

- 10% what you say
- 40% how you sound
- 50% how you look

At first this might surprise you. However, think how much we depend

on tone of voice and body language to determine what someone is communicating to us. "Come here" can take on two entirely different meanings: first, when said by a smiling friend waving to you to come join in a group activity; or, secondly, when said by a frowning parent with arms crossed over his or her chest. Very different messages are being communicated with the same words!

As a leader, you may be called upon to communicate with others in many different ways. Perhaps you may be called upon to introduce a guest, thank a speaker, give a committee report, lead a discussion, share some information, or conduct a meeting. What impression will you give?

Here are a few simple **Do's and Don'ts** that can help you in making a good impression when asked to address a group:

<p><u>DO's:</u></p> <ul style="list-style-type: none"> Smile Stand when you speak Use Good Posture Face your Audience Make eye contact Speak clearly Dress appropriately Use positive statements Be enthusiastic Hold your hands naturally at your sides or use slight gestures 	<p><u>DON'Ts:</u></p> <ul style="list-style-type: none"> Chew gum Wear a cap Look at the ground Use slang terms Use negative statements
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Practice is the best way to improve your communication skills. Pretend that you have been asked to introduce a friend or guest at a club meeting. Stand in front of a mirror and practice your introduction. Notice how your body language conveys confidence and leadership when you use the DO's above. Think of some other situations you might be called upon to address a group and practice these as well. The more you practice, the more natural you will appear.

Observing others is another way to improve your communication skills. Add your own DO's and DON'Ts to the list as you observe how effectively others communicate. The more you observe and become aware of others, the better you will become at communicating as well.

ACTIVITY 4: Group Communication Skills

Good leaders must be able to communicate effectively one-on-one and in group settings. Having good communication skills in a group means not only expressing your own ideas clearly, but actively listening to the ideas of others, plus encouraging others to share their ideas. Below is a series of statements and questions aimed at getting you to think honestly about your communication behaviors in a group. These statements should prompt you to think about areas that you might improve on when working with groups or can be used to stimulate small group discussions.

Rate yourself for each of the statements below using the following scale:

Never (N) 1 2 3 4 5 6 7 8
Always (A)

1. If I, as group chairperson, were giving a set of instructions and the other group members sat quietly with blank faces, I would encourage members to ask questions until I was sure all understood what they were supposed to do.
2. If the group chairperson gave a set of instructions to the group and I did not understand, I would keep silent and later ask another group member what the chairperson meant.
3. If the group chairperson gave a set of instructions to the group and I did not understand, I would immediately ask the chairperson to repeat the instructions and answer my question until I was sure I understood.
4. How often do you let other group members know when you like or approve of something they say or do?
5. How often do you let other group members know when you feel upset or disagree with something they say or do?
6. How often do you check out what other group members feel and how they react rather than assume you know?
7. How often do you encourage other group members to let you know how they feel or react to your behavior and actions in the group?
8. How often do you check to make sure you understand what other group members mean before agreeing or disagreeing?
9. How often do you paraphrase or restate what other members have said before responding?
10. How often do you keep your thoughts, ideas, feelings, and reactions to yourself in group discussions?

One of the hardest skills to master in communicating effectively is listening. On the surface listening seems like a simple thing, but in reality, listening is very difficult. Usually people are thinking more about what they want to say next than really listening to the person speaking.

Leadership Skill – Getting Along With Others

From the time you are born, you are interacting with and building relationships with others. Being able to get along with and understand others is essential in all situations in life – within your family, school, church, club, or work environment. People are different – everyone does not react nor behave to a situation in the same manner. The key to getting along with others is developing an understanding and appreciation of the differing gifts of others.

ACTIVITY 5: What's Your Style?

Over the millennia, philosophers, writers, psychologists and scientists from all around the globe have been analyzing and trying to categorize people's personality types. Much has been studied and written about personality, but throughout time most studies have divided people into four distinct groups. Understanding your own behavioral style and that of others can provide useful insight and help you learn how to get along and work more effectively with others.

*On the next page are descriptions of the four basic personality styles, labeled A, B, C, and D, into which most people can be grouped. Read through these descriptions and check off the statements that are most like you. Because parts of each of the four styles can be present in a person, it is likely that you will not find one particular category in which all the statements apply to you. However, you will probably have one style that seems and feels most like you. It is important to realize that **no one style is good or bad and no one style is better or worse than any other style.***

Which behavioral style (A, B, C, or D) is most like you?

Note: Complete Activity 5 before moving on to Activity 6.

ACTIVITY 6: *What's in a Name?*

Many different names have been given to each of the behavioral styles. Listed below are some of the names that have been used to describe each of the 4 styles.

Style A: Inspirational, Expressive, Experiential, Socializer Style

Style B: Feeler, Amiable, Supporter, Steady, People Style

Style C: Duty, Analytical, Thinker, Compliant Style

Style D: Director, Driver, Dominant, Competent Style

Individual Activity: Think of an animal that would best represent each of the four groups.

Why do you think that animal is a good representation of that personality style? Now think of your family and close friends. Do any of them have the same style as you? What styles do you think they are?

Group Activity: Have group members form four smaller groups, based on the 4 different behavioral styles. Have each group decide on an animal that they feel represents them. Then have each group make a poster depicting the traits that they feel they possess and which are represented by this animal. Each group can decide how they want to make the poster. Various writing instruments (pencil, pen, marker, crayons, etc.) should be made available. Each group should then share their poster with the others, explaining what they have created!

Four Behavioral Styles

A	B
<ul style="list-style-type: none"> - I like to do things on the spur of the moment. - I like to perform for others and show what I can do. - I am fun loving and turn work into play. - I get bored with structured jobs, classes or activities. - I sometimes have trouble following rules and respecting authority. - It is hard for me to be neat and organized. - I like physical activities and taking risks. - I can sometimes be off-the-wall. - I trust my impulses and don't usually want to wait to do something. - I like to learn by doing, not by reading or hearing a lecture. 	<ul style="list-style-type: none"> - I love to be around other people. - People would describe me as a good listener. - I like to please people and I don't like arguments or conflicts. - I like to talk, and sometimes get into trouble for talking too much. - I enjoy sending notes, letters, and cards to people. - Friends come to me to talk about their problems. - I am a good and loyal friend. - I really like to make others happy. - I am motivated by compliments and respond well to encouragement. - I may be overly self critical.
C	D
<ul style="list-style-type: none"> - I like to be neat and organized. - I like to get my work done before I play. - I am stable, people can depend on me, and I stick to tasks until they are done. - I enjoy school and respect authority. - I like to be on time and follow rules. - I like structured activities with clear boundaries. - I am loyal, faithful, and true to my word. - I don't like things to change very much. - I know what is right and wrong, and I feel guilty when I do things that are wrong. - I am considered serious about life and get upset with myself if I can't follow through on a commitment. 	<ul style="list-style-type: none"> - I am always curious and have lots of questions. - I try to understand the "whys" of the universe. - I like to study things and play games that interest and challenge me. - Often I see things differently than others. - I question rules and authority until I understand the reasons for them. - I get bored with routine. - Before I can make decisions, I like to analyze all the possibilities. - I like to explore and figure out how everything around me works. - I often like to work alone. - I am straight forward and logical.

ACTIVITY 7: *What it all Means?*

Which behavioral style makes the best leader? The answer is that **there is no right or wrong**

style for leadership. What is important is not which style you are, but understanding and accepting your own strengths and weaknesses as well as appreciating the natural differences in others. Good leaders learn how to work with, motivate, and inspire others by understanding how others view and respond differently to the same situations. Good leaders understand that in order to get along with others, you cannot try to change their style, but you must adjust your own behavior in response to them.

Everyone has people in their lives with whom they sometimes have difficulty getting along, maybe a friend, fellow club member, leader, or even a parent. **First**, think of someone that you sometimes find challenging to get along with and would like to do a better job.

Second, if you know this person well enough, use the behavioral styles chart to try and determine which of the four basic styles is most like him or her. Sometimes people with whom you have trouble getting along have the same style as you! Often it is said that two people don't get along because "they are just like each other!" This may cause unhealthy competition between two people. For instance, someone who is style D likes to organize and direct the activities of a group. If two people in a group are both style D, conflict can often result.

Or, two people may not get along because they have very different personalities and just can't understand each other. For instance, someone with style A who is very spontaneous and not detail oriented may be viewed by a person of style C as irresponsible. Yet the style A person may see the style C person as too serious and rigid. Someone of style B, who is very concerned about how decision affect others, might find a person of style D to be cold or uncaring. While a style D person may not understand why a style B doesn't see the logic in the decision that is being made.

Third, think of some situations that have occurred in which you and the other person have not gotten along. Considering your

behavioral style and that of the other person, can you think now of better ways that you might have handled the situation? How could you have adjusted your behavior?

Fourth, in future interactions try and see situations from the other person's point of view. Try to be aware of the natural differences in how people react and adjust your behavior accordingly. You just may be surprised — for when you respect other's point of view, they begin to respect yours!

Leadership Skill – Managing

Management skills are part of many everyday situations — whether in your club, at your farm, or in your home, things run more smoothly when managed properly. Management involves making sound decisions about what you or your group want to accomplish, determining the resources available, and developing a plan of action to achieve your objectives. While there's more to leadership than just managing, good leaders need good management skills.

ACTIVITY 8: Decision Making

Making decisions can be hard. People usually want to do more than they can with the time and resources they have. Choices have to be made as to how you will use your time, talents, and possessions to achieve what is most important to you. Your decisions guide what you do and how successful you will be in getting the things you want and need.

Whether making an individual or group decision, you can improve your skills in making decisions when you think about and follow these Decision Making Steps:

1. Identify or define the problem. Recognize or know when a decision is needed and that you must make it. Describe it in writing.
2. Gather information
3. List alternatives.
4. Weigh alternatives. Think through different choices and how each would likely turn out.

5. Decide on action.
6. Take action.
7. Evaluate the results.

Think about a decision you need to make and write it on a sheet of paper. Using these steps as a guide, work through the decision making process. Are some steps harder than others? What happens if you skip steps? Were you more confident in your final decision after using these steps?

If working in a group, have the members of the group choose a problem that the group needs to solve and write it down. Go through the decision making steps, being sure to have all members of the group contribute to the discussion. Have one person act as a scribe, recording the ideas that are generated on a large poster or chalkboard so that everyone can see as you go along. What are the advantages to making decisions as a group? the disadvantages?

ACTIVITY 9: Goal Action Plan

Goal setting, either for yourself or for your group, is very important for effective leadership. People want to follow a leader who has a clear sense of the direction he or she is going. Without clearly stated goals, you are not likely to realize your full potential. Yet most people don't have clearly stated goals. Many young people don't have definite goals because they are afraid that if they set a goal, they may not reach it. Too often people think that failure is a bad thing, when in fact most goal-oriented people see failures for what they are — steps along the path of success. Think of some of the great discoveries and inventions of the last two centuries — electricity, telephones, light bulbs, automobiles, computers, satellites — suppose their inventors gave up after the first try?

Steps to Achieving Goals:

Below are explanations for use with the steps found on the Goal Setting Worksheet. This worksheet can be used for individual or group goal setting.

1. Goal

- **Decide what YOU want!**

The goal must be something you want to achieve and it must align with what is important and meaningful to you. If you are doing something just to satisfy someone else, chances are you may not complete the goal.

- **Be Specific and WRITE it Down!**

Writing down your specific goal helps you concentrate on what you want to achieve, makes you more likely to commit the time and resources to accomplishing the goal, and helps build confidence in your ability to achieve the goal.

2. Benefits

- **What is the PAYOFF?**

Write down the things you can expect to gain by accomplishing this goal. Keep visualizing these benefits in your mind — this will help motivate you when things don't always go as planned.

3. Obstacles

- **What stands in your way?**

Almost always there will be some obstacles to overcome before a goal can be achieved. Recognizing and writing these down from the start can help you develop a plan for achieving your goal. Of course, new obstacles will undoubtedly arise as you are working on your goal — learn to see these as stepping stones rather than stumbling blocks.

4. Action Plan

- **What resources do you HAVE?**

List the time, talents, and resources you already have that will help you accomplish your goal.

- **What resources do you NEED?**

List what new skills you might need to learn or additional resources you might need in order to accomplish your goal.

- **What ACTION can you take?**

List the ways or people that can help you learn the skills or obtain the resources needed. Taking action and seeking help from others makes you fully committed to the goal.

5. Completion Date

• When will you accomplish your goal?

Setting a date to complete your goal is important in order to keep you motivated. While the date should challenge you, it should be realistic and be adjusted as unexpected events occur.

GOAL SETTING WORKSHEET

Short Term _____ Intermediate Term _____
Long Term _____

1. Goal:

2. Benefits:

3. Obstacles:

4. Actions:

5. Date of Completion:

Leadership Skill – Working With Groups

Groups are an important part of everyday life. Almost all of your time is spent in groups – going to school or church, working, playing, being with friends or with family. Your whole life is spent in a variety of different group memberships. Hence, developing skills to work effectively within groups is essential not only to becoming a more effective leader, but to leading a more productive life. Groups offer you a way to pool talents and resources to accomplish common goals more easily and quickly than can often be done alone. Yet for a group to achieve its goals, the members must develop the skills to work cooperatively and selfishly.

ACTIVITY 10: How are Groups Organized?

Some groups are informal. They have no regular meetings, no officers and little advance planning of activities. They do interact with each other and can be identified as a group though. Your group of friends at school is an example of an **informal group**.

More **formal groups** are organized with officers, specific items of business, and meeting times. This kind of group generally has established goals and guidelines.

Think about all the groups to which you belong. Make a list of the informal and formal groups of which you are a part.

Groups That I Belong To:

Informal:

Formal:

Now think about, or discuss, the skills necessary to work effectively in these groups. Many of the skills discussed so far in this workbook are important for getting along in both types of groups.

Formal Leaders vs. Informal Leaders

Just as there are formal and informal groups, there are formal and informal leaders. The **formal leader's** role is to manage and conduct the meeting. These roles are generally carried out by specific group members who have been appointed or elected as officers or committee chairs. In contrast, **informal leadership** functions of a group can and should be shared by all members. As group members contribute to the accomplishment of the group's goals, leadership is passed "around the table." Hence all members of a group have a responsibility to learn leadership skills, not just the formal or elected leaders.

ACTIVITY 11: Conducting an Effective Meeting

If you are the **formal leader** of a group, such as the president of a club or chairperson of a

committee, one of your main responsibilities is to conduct the meeting. Listed below are some

suggestions for leading effective meetings. To help you improve your skills at leading meetings, you can rate yourself (or have another member of your group rate you) on how well you display each of the suggested behaviors. Then you can focus on those areas that need improving.

Use the following scale to describe how often you exhibit each of the suggested behaviors:.

Never (N)	1	2	3	4	5	6	7	8
Always (A)								

Open the Meeting on Time: Reward those who are on time, not those that are late. Waiting on late comers will not change their behavior.

Set the Proper Tone: Make participants feel welcome and comfortable, if members aren't acquainted with each other take time for introductions, be aware of physical comforts of the room like temperature, lighting, seating.

Be Prepared and Organized: Never start a meeting without an agenda. At the beginning state the purpose of the meeting and briefly review the agenda. Don't ever make excuses for not being prepared like, "I didn't have enough time to get ready."

Stay with the Agenda: Keep the discussion moving and focused on the agenda items, occasionally summarize and refocus discussion, avoid interruptions, call for votes and assign individuals to carry out actions when necessary.

Encourage Participation: Ask for possible solutions to a problem, encourage questions and discussion, don't dominate the discussion, express your own ideas only after all others have expressed theirs.

Maintain Control: Do not allow any one person to dominate the discussion, never get in a one-on-one battle with group members, do not argue with a speaker, never allow personal attacks, ignore wisecracks.

End on a Positive Note: Summarize accomplishments, outline future action, set time and date for next meeting, and end on time. When you stay on task and finish on time, members are happier and more willing to attend the next meeting.

ACTIVITY 12: Team Building Skills

Groups that function well and accomplish goals usually do so because all group members exercise good leadership skills — whether or not they are the formal leaders of the group. When group members work cooperatively and selfishly toward accomplishing a group goal a spirit of teamwork evolves. By developing certain team building behaviors, group members can improve their leadership abilities working with groups.

Some of the most common and helpful of these skills are supporting, gatekeeping, compromising, summarizing, and listening. Following the description of each skill is space for you to record your personal reflections on how you may have carried out these roles in your own experiences, or how you may have seen others carry out these roles.

1. Supporting: Being friendly, responsive to others, accepting other's contributions and supporting discussion of their contributions, particularly when it is a differing view. "I know your idea is something you take seriously, and I understand that even though I don't see it the same way as you do."

Personal Reflection:

2. Gatekeeping: Attempting to keep communication channels open, facilitating communication of all members, inviting (or opening the gate for) quiet members to share and quieting (or closing the gate on) dominating members in a friendly but firm way. "Hey, Sue has been trying to make a point for the past ten minutes. I'd like for the rest of us to stop talking long enough to hear what she has to say."

Personal Reflection:

3. Compromising: Offering a compromise, being willing to admit error, or yielding one's own status for the cohesion of the group. "I admit that I may have too many personal feelings about this, and that the group's decision may be more reasonable and objective than mine."

Personal Reflection:

4. Summarizing: Summing up the discussion so far, clarifying points of confusion, showing that the group has made progress, allowing summarizing of concrete points and allowing productive continuation of the discussion. "We've talked about so many things that maybe this is a good time to look at all of the ideas that have been offered. It would help me to organize things in my mind."

Personal Reflection:

5. Listening: Actively listening, really hearing what others are saying without becoming absorbed in your own agendas and viewpoints, remaining open-minded and objective when your opinions are challenged, making sure that what you think you heard is actually what the speaker meant. Perhaps the most crucial role to success of a team, yet often the most difficult and overlooked. "What I heard you say is Am I correct?"

Personal Reflection:

Identifying Team-Building Behaviors:

Read the following statements made by participants in a group discussion, and identify each as one of the following team-building behaviors:

a: Supporting d: Summarizing

b: Gatekeeping e: Listening

c: Compromising

1. "We've tossed around so many ideas. May I review what I've written down so far, and the rest of you can tell me whether I have the gist of things?"
2. "Bobby, I can see that you feel strongly about this, but I think it is important to hear what the others have to say now."
3. "That's an interesting approach, Josh. I hadn't thought of it, but I'm glad you brought it up and I think we ought to look at it."
4. "Ashley, I think Tommy is trying to say that he thinks we should wait for more information before we make a decision. Is that right, Tommy?"
5. "I guess maybe I'm being too stubborn. If Kenny is willing, I'm willing to work out a solution we can both agree on."

ACTIVITY 13: Trouble Shooting Group Behavior

When working with and leading groups, there are a number of common behaviors that may be exhibited by group members that can be disruptive or harmful to the group's functioning. Not all of these behaviors will be present at any given time in your group. However, good leaders are prepared to handle difficult situations if they occur. Below are some examples of such behaviors, suggested ways of dealing with them, and space for you to record effective solutions that you may have used or seen used by others.

1. Can't Get Group Started: There is a lot of fooling around and people are wandering around.

Remind the group that the time they are wasting is theirs and ask, "Can we get started?" Then start — talk in normal tones, do not try and talk over the background noise. Group members will quiet down in order to hear you.

Personal Reflection:

2. Group is Quiet or Unresponsive: A quiet period in the group is not always something negative, however, if it lasts for an extensive period of time and becomes uncomfortable, then it may be a good idea to try and bring some of the quieter members into the discussion by saying something like: "Sue, you haven't said anything so far, what do you think?"

Personal Reflection:

3. Lack of Seriousness: This can be a problem if it occurs at the wrong time. Try pointing the problem out and getting feedback from the group by saying, "I feel like some members of this group are not taking this seriously. That makes me feel bad because some members have put a lot of time and effort into this idea. Can you give it a chance?"

Personal Reflection:

4. Chaos! Everyone is Talking at Once: It is best to simply remind the group of the ground rules by saying something like, “Let’s remember our ground rules and listen while others are talking. We all have something important to say, but if we’re all talking at once we may miss something.” You can also try a visual signal, like an arm raised in the air to draw people’s attention and get them to stop talking.

Personal Reflection:

5. Side Conversations: This one is very common and can be a real problem as it not only disrupts the group, but can also cause it to lose focus. To handle this situation, you could say, “There are some side conversations going on and we’re losing focus. Let’s stay on target.” Or you might ask, “Josh and Brett, you two seem to be discussing something, is it something you’d like to share with the group?”

Personal Reflection:

6. Group is Off the Subject: If the discussion has veered off the subject, but is serving a purpose, you may want to let it go or go with the flow, so to speak. However, if the group is totally off track and the discussion is not serving a worthwhile purpose you could try saying, “This is an interesting discussion, but we’ve gotten off track. We need to get back on track. Perhaps we can discuss this later after the meeting.”

Personal Reflection:

7. Cliques Forming Within the Group: You can try doing more activities that will help the group members to mingle more and get to know others better. You might talk to the members involved individually outside of the group. Let them know that it’s great that they are getting to know others, but to make sure they aren’t being exclusive to some members.

Personal Reflection:

8. Conflict Within the Group: If there are group members who disagree and are attacking one another, you should handle this right away. Say something like, “We aren’t communicating very effectively right now. This is a subject that a lot of people feel strongly about, and have important

comments to make. You don't have to agree, but you need to respect each other's opinions and listen."

Personal Reflection:

9. You are Nervous: As the group leader, you are nervous and worried about leading the group. Guess what? You are normal! Look around. Make eye contact with everyone and smile. That will break the ice. Do a structured activity first to give yourself a chance to loosen up.

Personal Reflection:

Leadership Skills Assessment Guide

This self-survey can help you determine in which leadership skills areas you have strengths and in what areas you may need to develop more skills. The survey can either be taken before beginning the workbook exercises, at the conclusion of the workbook exercises, or both. Rate the level at which you have developed your leadership skills. If you do it very well, circle a "3"; circle a "2" if you do it moderately well or okay; and circle a "1" if you need improvement or do it poorly.

	Very Well	OK	Need to Improve
1. I am positive about my abilities.	3	2	1
2. I am enthusiastic.	3	2	1
3. I know what is important to me.	3	2	1
4. I can admit and deal with mistakes.	3	2	1
5. I can express myself clearly in writing.	3	2	1
6. I can speak before a group.	3	2	1
7. I am a good listener.	3	2	1
8. I can get my ideas across to others.	3	2	1
9. I understand and accept differences in others.	3	2	1
10. I care about and encourage others.	3	2	1
11. I can meet and get along with others.	3	2	1
12. I am willing to adjust my behavior.	3	2	1
13. I follow a process to make decisions.	3	2	1
14. I can identify and use resources.	3	2	1
15. I can set and carry out goals.	3	2	1
16. I can plan and conduct programs.	3	2	1
17. I can cooperate with others.	3	2	1
18. I can work as a team member.	3	2	1
19. I can organize a group activity.	3	2	1
20. I can involve people.	3	2	1

Scoring

Each statement represents one of the leadership skills areas. To obtain an average score for each area, add together the numbers you circled for groups of questions as instructed below and divide by 4 for each leadership skills area.

Understanding Self: Add statements 1 - 5, divide by 4 = ____
 Communicating: Add statements 5 - 8, divide by 4 = ____
 Getting Along with Others: Add statements 9 -12, divide by 4 = ____
 Managing: Add statements 13 -16 divide by 4 = ____
 Working with Groups: Add statements 17 - 20, divide by 4 = ____

How did you do? Using these averages as guides, you can determine in which areas you may need to improve.

Conclusion

By working through the exercises in this workbook you will be able to grow in your leadership abilities and be better prepared to serve the groups to which you belong. Whether you are just beginning or already on your way, leadership can be an exciting life long journey!

3. CREATING AND USING INTERACTIVE EXERCISES

Interactive exercises are effective tool for learning and collaborative work. They are much more interesting to work with then exercises on paper. Below you will find how to create a “Polling-station” type of exercise @ <http://assistschool.org/> website.

How to make one Polling-station exercise

1. Among the **exercise types** you must choose **Polling-station**.
2. You will see themes. Click on your chosen theme.
3. You will see a page headlined **Exercises**. Under the headline is a **list of exercises**.

Under the list you will see **Add exercise**. You must fill in:

- **Name** of your exercise - your username will go automatically after the exercise name, if you want to add your own name as well, you can add it after the headline to the round brackets.
- **Short description** of your exercise
- **Choose random groups: yes/no** A yes shows the groups to the players randomly. A no shows the groups in an ordered way.
- **Public:** You have 3 choices:
 - **not public** - put here “yes” if you don` t want your exercise be public.
 - **locally public** - if you put “yes” here, then it means that

your exercise is public to you and to all those users, who are registered users from your school.

- **globally public candidate** - it means that if you want your exercise to be public to all the site users, then click here and put here "yes". After that administrator will check your exercise and he/she will put it public as well. If there are some problems or something missing in your exercise, then administrator will contact you.

- **Time limit:** This defines the length of the game, in seconds.
- **Closed: yes/no** You may close the exercise from here.
- **Hidden: yes/no** Other users cannot view a hidden exercise in the exercise list. If an exercise is hidden but open; the users cannot see it in the exercise list; the person who generates the exercise may send the link to the exercise on to the players so they may do the exercise.
- Finally press the button "**Add exercise**"!

4. When the exercise is added, it can be viewed in the exercise list. Now you must click on the name of your exercise and you can start to input all the groups in your exercise. You will see the page with the headline **Question group**. Under this headline is the name of your exercise and below the exercise name is **Add group**.

How to add the group?

- **The name of your group** Write the name you have chosen for your group. You may only use letters and numbers.
- **Groups order** If you wish your groups to appear in order place a 1 against the first, a 2 against the second and so on.
- **Shuffle group questions:** yes/no Choose yes if you wish the questions to be presented randomly. Choosing no will cause the questions to appear in the same order each time.
- **Ask that much questions** Choose the number of questions you want in each group.
- For example, if you input 10 questions and you choose to input

5 in the Number of questions then 5 questions will be chosen, at random, from the 10 questions.

- When you are finished click on Add group. Now you will see your first group. If you wish you can repeat the process to add more groups.

How to add questions to the group?

- Click on the **first group** and you will see the page with the headline **Add questions**.
 - **Question** you have to write your question here.
 - **Answer** you have to write the answer to your question here.
 - **Questions order** You may control the presentation order of your questions by placing a 1 for first, 2 for second and so on.
 - **Wrong answer** 1/2/3 you can place up to 3 wrong answers here.
 - Do not place the same wrong answer in different questions in a group. If you place the same wrong answer in two or more questions, in the same group, the user may see a question with two identical wrong answers to the question, but only one of these wrong answers can be dragged by the mouse. You can miss out the wrong answers or you can put only 1 or 2 or 3, your choice...
 - To finish with the question, you have to click on **Add question**. You will see the question appear in the list. You may now continue to add further questions to the group.
 - You can continue to add further groups. You can move between the **Exercises** and **Question groups** by clicking on the links in the top left corner.
 - If you have entered questions wrongly, you can click on the **Change** button that follows the question.
 - There is a **Delete** button, but it is not a good idea to use it a lot.
- If you want to see your exercise before you put it public**, then you have to put your exercise locally public and hidden, save your changes and after that click again to the "Change" button and click to the exercise link, what is in the end of that page.

4. CASE STUDIES AS A TOOL FOR SKILL DEVELOPMENT AND TRAINING

4.1. *The handling of diversity*

As developed via the ASSIST project methodology, a program of prevention at school depends on the development of the dexterity of empathy, given its focus on intervention (peer group education method).

Questions of diversity are influential and important in the school setting. The handling of diversity in the school setting focuses on how members of the school community will be able to better understand and accept persons that are considered to be “different”.

Consequently, better communication is achieved, because no winners or losers come out of the effort to solve a crisis or a conflict, while at the same time basic values are strengthened.

Targets

- Recognition of similarities or differences among people.
- Understanding of personal views, clichés, stereotypes, etc.
- Strengthening of the will to understand everyday problems of persons with different cultural and socio-economic background/status.

Such a workshop is based on a very careful planning since it does not refer to the starting phase of team development but rather to a more advanced phase of team building, after the team has been formed.

There is a series of subjects, themes and objectives that are dealt through specific methods and tools (for further information see chapter on diversity in PC manual).

The objectives will be set by the workshop leader (coordinator) and they will be subject to:

- The targeted audiences (educationalists, students/pupils/ or parents),
- The size of the team

- The themes the team will be working on
- The team's needs (often following a needs analysis via the means of a questionnaire)

In this course on diversity, we shall use a more complicated process.

The Process

Materials needed:

- Case study
- Role cards – labels
- A4 sheets of paper
- Big sheets of paper
- Pen - markers
- Board
- An imaginary point of start
- Maslow's hierarchy needs

Planned activities for the set up phase

- a) A workshop that deal with the issue of diversity after the workshop participants have dealt with : introducing each other, building trust, acceptance of and commitment to certain rules(contract). After the team has built an atmosphere for collective experience, the team can concentrate on the subject they have agreed to work on.

At the beginning of the workshop “the warming up” is very important since it helps the participants relax, to help themselves to focus on themselves and their personal needs, to let themselves free and to engage emotionally.

Indicative exercises

- The “name story” (for a small group up to 12 participants who are sat in a circle) (parents, students, teachers)

A large piece of paper is placed on the floor. A volunteer takes a

colored pen and writes his/her name and then tells a story about it. (E.g. how they got this name, whether they like it, whether they think it represents them, what the name is linked to, e.t.c.)

Once all members have done the exercise, participants can express something they felt or understood through the exercise. This exercise often reveals similarities and differences in people and this process allows a smooth introduction to the selected theme. (15 to 20 minutes).

■ Introductions (for a larger team) (parents, students, teachers)

Participants are asked to stand up and walk around randomly. Whoever they meet, they shake hands with making eye contact and introduce themselves by their first name. (5 minutes).

They then continue to meet the others shaking hands only, no introductions. (5 minutes)

Finally, they meet each other with any other way except for shaking hands or introductions. (5 minutes)

(This exercise reveals the different ways of communication)

b) We ask the participants to work by themselves giving them the following direction: define up to 4 basic needs, which you feel you should satisfy at all events. (They write the answers on a piece of paper (2 minutes).

After that, we ask them to form small groups of 4 persons and hand out the results among them. Are there common needs? What do they think of the differences? Then they write down a short result as a group.

This exercise shows the basic human needs regardless of color, sex or nationality (15 minutes).

c) During the plenary session, the results are read as well as a short account of all the results by the coordinator.

Towards a better understanding (one step further!)

A. All the participants are given a case study (*SUPPORT MATERIAL A*), which the coordinator reads.



We choose this tool because, as said before, it helps the participants to take part in the simulation process without exposing themselves. In this way, they get involved sentimentally in the experiences of the others, playing the role they have undertaken, but they don't identify themselves with the role.

B. The participants choose their roles (they are in the case study) or take them by chance. Each participant pins on him/her a label of his/her role. (5 minutes)



They form the groups according to the roles. The roles are the same for each group but the participants are different. They talk about the case study according to their roles and write down in a

diary as a group: how they feel, what they think about, what they are planning to do. (20 minutes)

C. Feelings



Each group reads the diary while the rest of the groups are listening. At the end of each group's reading, the coordinator may ask each of the other groups-roles what they felt while listening to the reading. (20 minutes)

D. Next, new small groups are formed. The participants are different with mixed roles. They write down the final result, what they felt or realized. (10 minutes)



E. Finally, in the plenary session/reframing, the results are read as well as a short account of the results by the coordinator and the following are pointed out:



Pointed out by the advisor (given translated to the participants):

- Intercultural education and work on diversity mean survival in modern social reality (globalization, global problems)
- School is a provocative place for such applications: cultural and intercultural education for the preparation of younger generation cultivates peace, cooperation, respect, and acceptance.
- In the process of interaction among people the positive elements of each one must be developed. (e.g. in a cooperation group)
- Each one should think one's role in relation to one's responsibility. One's position should be absolutely clear, as there is no neutrality.
- Equipment: flexibility – negotiation – understanding that there is a cultural filter in the communication between sender and receiver.
- Correlation of one's necessities and rights with those of the others, in order to avoid violence, racism, xenophobia/ dislike of foreigners (Maslow's hierarchy of needs). Think about your own problems. Try to imagine the additional problems people face because of social rejection, or of their minority status.
- The basic way not only to extinguish clichés and prejudices but also

to support acceptance is experienced procedure. In this way, one can have personal experience (through interaction – communication with the others), resulting in revoking existing convictions.



Some other indicative exercises could be:

The exclusion game (parents, students, teachers)

2. We divide participants into three groups. Each participant's face is marked by a colour (red, green, blue).

1st round:

The green team has all the power and they are given chairs so that they can sit comfortably. They may also have water or candy. They give orders to the red team to stand up, all together and lean against a wall. They can neither look around nor talk. They are excluded from participation in the activity.

In the meantime, the green team gives orders to the blue team, for instance: 'hop on one leg', 'bend yourselves 10 times', 'count backwards from 100 to 1'. The blue team does what they are told by the green team.

2nd round:

Few minutes later, participants stop and change roles giving the power to the red team, the blue team leaning against the wall and the green team doing what the red team dictates.

3rd round:

Few minutes later the roles change again, making sure that all teams have taken all roles.

3. Plenary

Give the opportunity to all participants to talk about what happened during the game, what they felt at each stage of the game and how they would like to react (did they feel for instance neglected, angry, full of power?...)

4. Conclusions: real life and exclusion (methods and means that dictates exclusion, how people imagine and feel being socially excluded, etc) 30 minutes



Stereotype game ‘the lie’ (parents, students, teachers)

Participants are asked to find a partner and form a couple and then discuss their hobbies, favourite dish, travelling, etc. They then present to each other what they have heard but they also tell a lie and the rest of the group would need to identify the lie.

The game ends with discussion focusing on how stereotypes that we have in our minds prevent us from accepting each other and embrace diversity. The game also proves that people are not always what they seem and they often hide a lot of information, which can be surprising. 20 minutes

Presentation of a film or part of a film (parents, students, teachers)

That could contribute to questioning (see films as examples in PC manual chapter 6 or use any other you may know of). We then ask participants to express their feelings and thoughts following a specific part of the film or an image (the exercise can be followed individually or as part of a group).

The exercise is followed by discussion based on participants' assumptions and conclusions based on the film.

Evaluation

For the evaluation, we can use methods as follows:

Evaluation instruments/methods:

- questionnaires
- activity sheets
- pre-training questionnaires
- post-training questionnaires
- observation
- other: for instance these could include the following interactive exercise: in the middle of an imaginary circle we place a stick. Workshop participants stand up and place themselves either close or further away from the stick depending on their satisfaction with the workshop process. The closer to the stick the stronger their satisfaction.

Moreover, the workshop evaluation can also be based on an account of the coordinator's/workshop's leader's observations on: participant collaboration, level of participants, potential conflicts and solutions found to resolve them, the emotional state of the team and its overall dynamics

SUPPORT MATERIALS

SMA

CASE STUDY

Soraya is a 16 year-old Muslim girl. She is covering her hair with a veil and has a very pretty face. She has often a smile over her face but sometimes there is a sudden sorrow over it. She sits giggling a lot with her girlfriends.

She was twelve when she came to Greece with her family as a refugee. She faced great difficulties in greek language and maths.

As her learning difficulties remain and she starts telling us about her problems, complaining about her father who tells her she is stupid, we arrange a meeting. At this meeting her father asks us why his daughter doesn't make any progress and says that his son is so clever and why not she. Then he starts to tell us all about Sadam Hussein and gives us details about torture. He talks and talks...

At last I have to stop him asking him if he thinks it is good for his daughter to hear about this, but he doesn't seem to understand my question.

Soraya doesn't say much during this meeting and we all know that her father doesn't allow her to live a life like other teenagers. We also know that she is secretly having a boy-frind. She has also told us that when her family goes to the beach she and her mother sit with their clothes on in the heat. She is very sad about this but at the same time she would not like to be seen in a swimsuit. A male cousin of hers is acting as a "spy" at school controlling her behaviour and probably reporting to her father.

4.2. Cases of Study: Violence, Bullism And Aggression In The Schools

Where ever people (teachers, students, children, adults) gather and interact there will be differences of opinion, conflict, disagreements, disputes and arguments. It's a normal part of human functioning. We all have a tendency to shy away from conflict or view it as a negative process. What's easy to forget is that conflict can be a negative thing, or it can be positive depending on the characteristics of the conflict, and how we manage and handle disputes and disagreements.

This part session built to help teacher and students improve their ability to manage aggressive conflict effectively once it starts, and to prevent unnecessary conflict and misguided aggressive escalation. The topics include the different risk factors that cause the violence behaviour in the schools and the new phenomenal: "bullyng". Bullying is a combination of elements that involve not only the bully and the victim, but all the girls and the boys who around them. Bullying is characterised by the fact that there is a social interaction between child and a group of children who intentionally cause hurt to another child or a group of children. This unbalanced relationship can happen in different contexts and in different situations. It's important to know bullying by every single aspect to do something to help all the girls and the boys who are involved in. The following cases of study were taken from the experiences and testimonies of families, students, teachers and non teaching staff that work in kindergartens, middle and secondary school from the North and the South of Italy. Work on school violence will have to aim at its prevention, and at facing the violent situations when they occur, requires a number of aims on many levels and the integration of activities held within each specific local context.

Location

We have chosen different schools placed in different cities and areas: one is in the north and other in the south. In that way they represent different kinds of people and different ways of living.

The School in the **North of Italy**, was built during the nineties (public houses) and it has been a subject for a large programme of regeneration during the last years, though it is still presenting critical aspects and social disease. In these area the first problem, that involved the students, is alcohol and drogue abuse. A part of its inhabitants belong to middle classes but there are also a lot of immigrants from poor countries. Other experiences were born in the Schools located in the Province of Cosenza.

Cosenza: is a city with strong social, cultural and economical differences. The town is divided into a old and a modern side. In the historical centre a part of its inhabitants belong to middle classes but there are also a lot of immigrants from the poorest countries. The modern city has relevance as an administrative, economic, cultural and artistic centre. The greater part of the Schools is localized in one of the zones to high criminal risk. Many students come from other towns and travel every day.

Campora S.G.: is a small sea place, a poor town with cultural backwardness and a very low social equality level. A part of its inhabitants belong to middle classes.

Significant impact:

- Analysis of contrast actions.
- To propose some activities to control and prevent the bullying.
- Agreement with schools and teachers.
- The importance of the investigations, to know the children's relationships
- Identified as subjects in the issue (teachers, non teaching staff, families and students);
- Integration of programs on violence within the positive actions to improve school climate, fight absenteeism and early school leaving and to welcome children and youths facing integration difficulties to increase synergy between schools, services and associations active locally.

**1° Case of Study: Investigate Emotional Intelligence,
Probleming solving**

Methodology: case of study, exercises, discussion, evaluation

Time: 1,5 – 2,5 hour

Number of groups: 6 - 10

Group's size: Teacher , Students



Materials needed: photocopies, slides

Objectives of the session:

- to create a harmony climate between participants,
- to speed up the discussion and the reflection on episode of discrimination and rebellion confused in action of bullying and violence.
- to analyse of contrast actions
- to discover the importance of investigations, to know relationships between children.

Targets of the activity:

The session includes 7 activities, each one has the objective to dip the participant in the situation and to inquire on the own emotions, interests, proposals and resolutions. All exercitations can be used in the teacher training and students training.

Suggestions for training activities:

Have a good management of time and prepare the time schedule before the session start.

When you introduce the activity it is necessary to be synthetic and clear. We recommend using the slides for the activities introduction: it help the participant to understand and recognise the topics and the thematic. The methodology used is interrogative and “partecipativa”, for that encourage the participation and give the possibility to all for speak and express own opinions.

Key words: social equality level, integration, multicultural life, cultural and social status

Activity 1.1	Time:	Materials:
To present the case of study	10 minutes	Projector, Slides

Introduction

Bullying is a combination of elements that involve not only the bully and the victim, but all the girls and the boys who around them.

Bullying is characterised by the fact that there is a social interaction between child and a group of children who intentionally cause hurt to another child or a group of children. This unbalanced relationship can happen in different contexts and in different situations. It's important to know bullying by every single aspect to do something to help all the girls and the boys who are involved in.

Location

Private Kindergarten located in Cosenza, a city with strong social, cultural and economical differences.

A Story

Marco, a Rom child, lives in the historical centre and he goes to a private school, located in the centre of city, with the aid of some people who have his custody. Marco is not sociable nor well-integrated and he is a violent child. The private kindergarten organizes a school trip and the child is not invited. The school trip day Marco is brought to school and notices that there aren't any children, so he asks the teacher where the other children are. The teacher tells him that they have gone to play in another place and the child starts to break the toys and to throw them out.

Activity 1.2	Time:	Activity	Materials:
Analysis questions	5 minutes	Group	Projector, Slides

These Analysis Questions will help the group to understand why school problems are particularly troublesome and surprisingly persistent.

1. What is the situation?
2. How do they perceive it?
3. Why does it concern them?
4. What changes do they propose?

Activity 1.3	Time:	Activity	Materials:
Analysis Problems	5 minutes	Group	Projector, Slides
Test	20 minutes	Individual	Photocopies

Analyzing Problems

When people see that a situation conflicts with their interests, they often declare, "There is a problem here". This impersonal, "objective" manner of statement obscures their own involvement in the situation. But lacking their specific interests, and their perception that a certain conflict faced them, they would not talk of a "problem." "Problem" is a sloganistic term. People talk of problems in order to enlist our sympathies and particularly our resources. Wisdom requires we examine their claims before committing ourselves. The intelligent use of limited resources requires us to carefully assess expectations before undertaking action. Recall the questions we will use to examine possible problems. These are given again in Table 1:

(TEST N° 1)

ANALYSIS QUESTIONS	
1. What is the situation?	Describe the situation in practical terms. Avoid or replace slogans Reduce or replace judgmental language
2. How do they perceive it?	Determine to what extent focus is shared
3. Why does it concern them?	a) So what? b) Why does that concern you? c) Can you explain what that has to do with you?
4. What changes do they propose?	Examine the positions

Table 1.

Activity 1.4	Time:	Activity	Materials:
Analyze the situation	5 minutes	Group	Projector, Slides
Test n. 2	20 minutes	Individual	Photocopies
Test n. 3	10 minutes	Group	Photocopies
Discussion, Evaluation	10 minutes	Group	Test results

The Situation

Let's begin with a basically "distant", impersonal attitude: there are no problems. There are only situations; and, some people find those situations problematic. Let's look at our first analysis question. Each analysis question is simple enough, but to use it effectively we have to follow certain directions. These will be presented in each section and explained with examples.

Q1: What is the situation?

To describe the situation in "practical terms" means to describe it in such a way that we can determine if that situation has changed

independently of the mood or judgment of the complainant. It is very important to separate the “problem” from the person so we can make out to what extent the “problem” is a very personal concern. If all a person needs is cheering up, or a placebo of some sort, we needn’t get ourselves too worked up about “the problem.” Also, we will try to “tone down” as much as possible whatever judgmental language we have to use: there may be another side to the story.

There are two broad kinds of problems we normally encounter in schooling: concrete and abstract. Concrete problems are easiest to understand.

(TEST N. 2)

Concrete Problems

Gives some more examples of concrete problems that have been changed into the situation, person form. In every case we must have (or imagine) a specific person claiming to have a problem.

Concrete Problems (Test 2)	Problem	Situation, Person

Table 2.

(TEST N. 3)

Abstract Problems

Problems are abstract when it is not clear who is concerned or whether they’re all concerned to the same degree or for the same reason. Abstract problem statements are slogans.

Please, define the list of abstract school problems:

Note: we find it difficult to deny they are problems, but it is far from clear who is concerned and to what the depth or breadth of that concern is

Abstract Problems (Test 3)	Problem	Situation, Person
	<i>Example:</i> There is an alcohol problem.	That x % of schoolchildren drink y oz. of alcohol daily concerns some people.

Table 3.

Activity 1.5	Time:	Activity	Materials:
Exploring the situation	5 minutes	Group	Projector, Slides
Test n. 4	20 minutes	Individual	Photocopies
Discussion, Evaluation	10 minutes	Group	Test results

Perceptions

Q2: How do they perceive it?

For a given situation, each person will have his or her own perception of it. We should not be surprised if for each, a given situation is perceived differently. For concrete problems, we can easily identify the perceptions.

(TEST N. 4)

Perceptions (Test 4)	Situation	My Perception
	1.	
	2.	
	3.	

Table 4.

Note: It is ... important to define vague terms in discussing discipline. The difficulty with defining a general set of rules for a school system is that every person has a different idea of what constitutes appropriate behavior. Individual values and levels of

tolerance come into play. ... differences of opinion extend to what constitutes serious misbehavior. ... the vagueness of ... terms makes them subject to abuse or to culturally biased interpretations.

Activity 1.6	Time:	Activity	Materials:
Discovering interests	5 minutes	Group	Projector, Slides
Test n. 5	10 minutes	Individual	Photocopies
Discussion, Evaluation	10 minutes	Group	Test results

Sorting out Interests

The third analysis question is :

Q3: Why does it concern them?

Uncover the underlying interests: Are they instrumental values?
Are they intrinsic values?

The most direct, and tactless, way to uncover interests is to ask any of the following questions when someone expresses a concern:

- a) So what?
- b) Why does that concern you?
- c) Can you explain what that has to do with you?

A general rule of thumb is this: When people believe their concerns to involve intrinsic interests, i.e. ends, they will forego further justification by some statement beginning with, "Because...". They also often get angry or upset if they believe you should recognize such interests as intrinsic. On the other hand, if people understand their concerns as involving instrumental interests, i.e. means, they will be able to justify them with an explanation involving a further goal.

(TEST N. 5)

We have a procedure now, for getting at interests.

To Identify Underlying Interests:

Persist in asking, "So what?" of stated interests.

The final answer is an intrinsic interest.

All the preceding ones are instrumental.

Sorting Out Interests (Test 5)	Rejection of Interest	Recognition of Interest	Write your personal connection between Rejection / Recognition
	lazy	cautious	
	irrational	insufficiently motivated	
	insolent	having reasons different from mine	
	obsequious	single-minded	
	infantile	self-assertive	
	pig-headed	focussed on the here-and-now	
	gutless	insistent	
	fanatic	very concerned about tact	

Table 5

VERSION COMPLETE

Sorting Out Interests (Test 5)	Rejection of Interest	Recognition of Interest
	lazy	insufficiently motivated
	irrational	having reasons different from mine
	insolent	self-assertive
	obsequious	very concerned about tact
	infantile	focussed on the here-and-now
	pig-headed	insistent
	gutless	cautious
	fanatic	single-minded

Activity 1.6	Time:	Activity	Materials:
Proposal: solution and position	5 minutes	Group	Projector, Slides
Test n. 6	20 minutes	Individual	Photocopies
Discussion, Evaluation	10 minutes	Group	Test results

Proposals for change: “Solutions” and Positions

Normally when people declare a situation to be a problem, they have a ready proposal to change it. It is easy to claim that a solution is at hand. But it is rare to have one. Let’s develop a critical technique for examining proposals.

The next analysis question is: *Q4: What changes, if any, do they propose?*

(TEST N. 6)

Formal (or *semantic*) solutions are not identified independently of the problem situation. Technical solutions are. Consider the following pairs of problems and solutions in Scheda 6.

The odd-numbered ones will be formal solutions. The even-numbered ones will be technical solutions. Can you see why?

	PROBLEM	SOLUTION	WHY?
Proposals for change: “Solutions” and Positions (Test 5)	1. Marco is noisy.	1. Quiet them down.	
	2. Marco is noisy.	2. Get them to work.	
	3. Marco does not participate in the group activities	3. Motivate Marco sufficiently.	
	4. Marco does not participate in the group activities	4. Threaten lunch detentions.	
	5. Marco does not learn.	5. Hire really competent teacher.	
	6. Marco does not learn	6. Feed his Wheatie.	
	7. Marco use violence	7. Really educate them not to	
	8. Marco use violence	8. Give them support and counsel.	

Table 6

Activity 1.7	Time:	Activity	Materials:
Final Test	15 minutes	Individual	Photocopies
Discussion, Evaluation	10 minutes	Group	Questions results

QUESTIONS

1. In this case of study the problem is the Bullism? Explain your answer.

2. What kind of evidence would it take to decide the merits of the “degeneracy-hypothesis”?

3. Write down a problem you have. Identify the situation which affects you

4. Is the situation the problem or the fact that it affects you?

5. Bullism problem, drug problem and the smoking problem? How many of them are in school?

6. Find terms which express of a real problem in the Marco behaviour:

- | | | |
|-----------------|----------------|-------------------|
| a. immature | e. incoherentf | l. comprehensible |
| b. cold-blooded | g. defenseless | m. justifiable |
| c. aggressive | h. capricious | n. intolerable |
| d. sneaky | i. likeable | o. violent |

7. List five school problems:

Conclusions

At the end of this session, participants should be able to apply to a case situation various concepts pertaining to management the situation, and understand them better. Bullysm is a phenomenal and currently we confused or indicate as Bulling other type of actions.

2° Case of Study: Form of aggressive that involve a girl

Methodology: case of study, exercises, discussion, evaluation

Time: 1,0 – 2,5 hour

Number of groups: 10 - 20

Group's size: Teacher , Students

Materials needed: photocopies, slides, Blackboard, Role cards – labels



Objectives of the session:

- to create a harmony climate between participants,
- to speed up the discussion and the reflection,
- to analyse the significant impact,
- to identify as subjects in the issue,
- to recognize the positive actions to improve school climate.

Targets of the activity:

The session includes 3 activities, each one has the objective to reflect on the behaviors that can generate, stimulate or reorganize the relational confrontations and the modalities of management interpersonal conflicts.

All exercitations can be used in the teacher training and students training.

Suggestions for training activities:

Have a good management of plenary session, encourage the participation and discussion the personal opinion of each person.

Key words: social equality level, violence , cultural backwardness, mediation, victim.

Activity 2.1	Time:	Materials:
To present the case of study	10 minutes	Projector, Slides

Location

Middle school located in Campora S.G., a small town situated on the seashore, a town with poor cultural backwardness and a very low social equality level.

A Story

Monica is a female student repeating the second grade in a middle school. In her classroom there are just other three girls. It is almost all-male class composed by people of different ages and different social, cultural and familiar situations. It is the worst class in the school. Monica has an argument with one of her classmates who is laughing at her and she reacts violently, she beats him and she makes him fall on the ground. The teacher, in the beginner of conflict, tries to mediate but he is pushed away by the girl. Monica continues to beat her classmate with violence.

Activity 2.2	Time:	Activity	Materials:
Analysis questions	15 minutes	Group	Projector, Slides

Analysis Questions

These Analysis Questions will help the group to understand why school problems are particularly troublesome and surprisingly persistent.

1. What is the situation?
2. How do they perceive it?
3. Which are the reasons that Monica to push the teacher?
4. In this case, which is the role of teacher and Monica?
5. Who is the victim?

Discussion:

Identified as subjects in the issue (teachers, non teaching staff, families and students);

Activity 2.3	Time:	Activity	Materials:
Exercise A	15 minutes	Individual	For every participant: a copy of the items list, sheets white in which indicating the actions that “favour” and “not favour

EXERCISE A:***Facilitations and obstacles in the regulation of a conflict*****Instructions:**

A) to examine, individually, the actions and the behaviours in the list; to characterize which actions favour and which do not favour one pacific and non -violent regulation of the conflict.

<p style="text-align: center;">Facilitations and obstacles in the regulation of a conflict (Exercise A)</p>	<p style="text-align: center;">Favour</p>	<p style="text-align: center;">Not Favour</p>
<ol style="list-style-type: none"> 1. To recognize the potential value of conflict 2. To recognize when the conflict is inevitable 3. To learn thought the little conflict 4. To try an agreement that encounter to the various points of view 5. To give the guilt of the conflicts to the character of the persons 6. To try confirmations that you have reason and your adversary has twisted 7. To refuse to face the conflict for fear to lose 8. To make the first steps in order to discuss openly on the possibility to resolve the conflict 9. To leave that the conflict is resolved from the time and the change of the situation 10. Before facing a conflict I reflect in order to understand what I want 11. Is the other that must change! 12. To change the own opinions, only, when is in front of the evidence 13. To give the guilt of the conflict to your bad character 14. To demonstrate that the perspective of the other is being comprised 15. To believe that the conflict means: the other must remain defeated 16. To give the guilt of the conflicts to the others 17. To use the sarcasm for maintain the power and the control 18. Is a weakness to renounce, in a conflict situation, to own reasons 19. To derider the other people's weaknesses 		

Activity 2.4	Time:	Activity	Materials:
Exercise B	(B) 30 - 40 Minutes	Group	Blackboard, Role cards – labels

EXERCISE B :

Facilitations and obstacles in the regulation of a conflict

B) to confront the results of every participant and to discuss in group. Always examined in group because sure actions and convictions predispose to one positive solution of the conflict and others to one negative solution. To transcribe results and the useful observations on the blackboard

Conclusions

“REFLECTION.....”



3° Case of Study: Verbal aggression provoked by a student towards the teacher

Methodology: case of study, exercises, discussion, play role, evaluation.

Time: 1,5 hour

Number of groups: 10 - 20

Group's size: Teacher , Students, Director

Materials needed: photocopies, slides, Blackboard, Role cards – labels

Objectives of the session:

- to create a harmony climate between participants,
- to speed up the discussion and the reflection,
- to analyse the significant impact,
- to identify as subjects in the issue,
- to recognize the positive actions to improve school climate.

Targets of the activity:

The session includes 3 activities, each one has the objective to reflect on the behaviours that can generate, stimulate or reorganize the relational confrontations and the modalities of management interpersonal conflicts.

All exercitations can be used in the teacher training and students training.

Suggestions for training activities:

Have a good management of play role session, encourage the participation and discussion the personal opinion of each person.

Key words : Abuse of authority, protection of teaching 's role, bullying and authority.

Activity 3.1	Time:	Materials:
To present the case of study	10 minutes	Projector, Slides

Location

Vocational secondary School located in Cosenza.

History

During the Italian lesson, Davide is asked to close the magazine he is reading and he verbally attacks the teacher in a very violent form. The teacher asks for his parents' intervention but the principal stops the action and mediate this situation reprimanding the teacher in front of the student.



Activity 3.2	Time:	Activity	Materials:
Analysis questions	15 minutes	Group	Projector, Slides

Analysis Questions

These Analysis Questions will help the group to understand why school problems are particularly troublesome and surprisingly persistent.

1. What is the situation?
2. How do they perceive it?
3. In this case, which is the role of Davide, teacher, , director and family?
4. Who is the victim?

Discussion:

Identified as subjects in the issue (teachers, non teaching staff, families and students);

Activity 3.3	Time:	Activity	Materials:
Role Play	25 minutes	Group	Role cards – labels markers

Role Play

Instruction

To subdivide the participants in 4 groups. Every group will support the role of:

1. Davide
2. Teacher
3. Headmaster
4. Parents
















The participants will simulate the same situation in the history and changing the behaviours and attitudes of personages. The objective is create a comparison on the climate scholastic atmosphere and evaluate the factors as aggressiveness, temper, frustrations and other types of uneasiness can “contaminate” the internal school system.

Activity 3.3	Time:	Activity	Materials:
Exercise A	15 minutes	Individual	For every participant: a copy of the exercise

EXERCISE C

Instructions:

To examine, individually, the emotional symbols in the list; to characterize which personages /feelings they can be connects. Each participant gives the motivation of the choice...

Connects the following emotional symbols to the personages of the history and their feelings		
		
		
		
		
		

4° Case of Study: Verbal aggression provoked by a student towards the teacher

Methodology: case of study, exercises, discussion, evaluation

Time: 1,5 – 2, 00 hours (subdividing the times between the phase of answer to the questionnaire, phase of data collection phase of comparison and discussion)

Number of groups: 10 - 20

Group's size: Teacher , Students and others school operators.

Materials needed: photocopies, slides, Blackboard, Role cards – labels

Objectives of the session:

To stimulate the knowledge about the quality of the interpersonal relations in the scholastic climate. To offer occasions for the reflections, communication, general confrontation about the way of living and to face the conflict in the scholastic context.

Targets of the activity:

The session includes 3 activities, each one has the objective to open a comparison between the participants, about the emotional climate, living badly, the conflict resolution, the relationship with the others. The third activity, photographing the emotional and relational emergencies of the persons who “inhabit” the school.

All exercitations can be used in the teacher, students and others training .

Suggestions for training activities:

Have a good management of discussion session, encourage the participation and discussion the personal opinion of each person.

Key words : Rules and discipline, loss of power, youth and social problems.

Activity 4.1	Time:	Materials:
To present the case of study	10 minutes	Projector, Slides

Location

All-male technical secondary school located in a little mountain town near the city of Brescia, Northern Italy. The town appears statistically as one of the most endangered for alcohol and drug abuse among the young people.

History

Alex is a 18 years old boy, he's a student repeating the third grade in a technical secondary school. His behaviour causes the fear for other students and teachers: he smokes in the corridors, goes out of the class every time and he can't follow the theory lessons. During lessons he is playing with a ball mocking the teacher and distracting his school mates. Alex is reprimanded and he throws violently the ball against the teacher. Alex verbally attacks the teacher and he tells his school mates not to follow this new teacher, who comes from the South and who changed their habits imposing study and discipline.



Activity 4.2	Time:	Activity	Materials:
Analysis questions	15 minutes	Group	Projector, Slides

Analysis Questions

These Analysis Questions will help the group to understand why school problems are particularly troublesome and surprisingly persistent.

1. What is the situation?
2. How do they perceive it?
3. In this case, which is the role of Alex, teacher, others students?
4. Who is the victim?
5. Do you think is present a form of racism?

Discussion:

Identified as subjects in the issue (teachers, non teaching staff, families and students);

Activity 4.3	Time:	Activity	Materials:
Questionnaire	25 minutes	Individual/Group	Blackboard - Role cards – labels markers –markers For each participants: a copy of questionnaire

Instructions:

To deliver the questionnaire to every participant of the group.

Questionnaire: Scholastic climate

I am (teacher, student, other)			
I am in this school since _____			
During this month a (indicate if colleague or school friend)			
	once	never	often
1) He has said me a beautiful thing			
2) He has criticized me			
3) He has spoken badly about my family			
4) He has been much kind with me			
5) He has been discourteous			
6) He has insulted me			
7) He has tried to scare me			
8) He has asked me the stupid questions			
9) He has spoken badly with me about other persons			
10) He has said me the lies			
11) Ha parlato male con me di altri/e			
12) He has smile me			
13) Voleva che facessi del male ad altri/e			
14) He has tried "to put me in the troubles"			
15) He has not maintained my secret			
16) He has avoided excluding me in the conversations with other persons			
17) He has forced me in badly behaviour			
18) He has made me to lose time			

Observations:

Once compiled it, collect the data obtained and writing on a Blackboard, maintaining the same temporal subdivision (once, never, often). To indicate the questions and answers in two groups: positive dimension and negative dimension. The participants' discussion about the results and personal opinion.

Conclusion

Trough these results of this session, they can also be crossed; can open a comparison between the participants, about the emotional climate, living badly, the conflict resolution, the relationship with the others. The questionnaire, photographing the emotional and

relational emergencies of the persons who “inhabit” the school. Represents, for all, the instrument for deepen and confronted the relational climate in the school and also for articulating and developing the mediation and prevention strategies. The participant can you repeat the session during the time.

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EVALUATION OF THE TRAINING

TRAINING PARTICIPANTS' FEEDBACK AND EVALUATION

(That can be used after the training)

At the close of the training all participants are invited to complete a short evaluation form:

Questionnaire of the participants' evaluation and feedback	Average score (1-5 ratings) 1-poor, 3-average, 5-excellent				
	1	2	3	4	5
1. Overall, how would you evaluate the training?					
2. Following are the objectives of the training. Please rate to what extent did the training fulfill these objectives?					
• To practice training materials					
• To practice international training course as future possibility					
• To improve training materials					
• To share knowledge and skills					
• To strengthen partners network					
• To prepare for the final stage of the project (final versions of materials)					
3. To what extent did the training meet your expectations?					
4. Did the training present ideas that will be useful to your work in your home country?	1 – not at all, 3 – somewhat, 5 – to a large extent				
5. What was especially relevant for you and your country?					
6. What was not relevant for you and your country?					
7. Please rate the following:					
• Concept and Design of the training					
• Presentations and Discussion					

Questionnaire of the participants' evaluation and feedback	Average score (1-5 ratings) 1-poor, 3-average, 5-excellent				
	1	2	3	4	5
• Materials, handouts					
• Possibilities of sharing, reflection, self-reflection					
• Organizational Arrangements <u>prior to</u> the training					
• Organizational Arrangements <u>at the</u> training					
• Training Facilities					
• Accommodation and Meals					
8. Other Comments					

Thank you!

EVALUATION FORM

(That can be used after each session or the whole training)

Name (optional):					
1. Is this your first training involvement with this organisation? (select Yes or No)	Yes	No			
If "yes," describe the training :					
<i>Rate your satisfaction on a scale from Excellent to Unacceptable with an "X".</i>					
	Excellent	Good	Satisfactory	Poor	Unacceptable
4. Training					
a. Accomplished announced purpose;					
b. Applicability to my job;					
c. Was the right length;					
d. Was at the right technical level;					
e. Was worth recommending to others;					
5. Instructors					
a. Covered subjects adequately;					
b. Communications skills were adequate;					
c. Class participation was encouraged;					
6. TrainingText					
a. Provided quality instruction;					

b. Was well organized;					
c. Was readable (printed well);					
7. Audio-Visual Material					
a. Related well to instruction;					
b. Was good quality;					
c. Was sufficient in number;					
8. Overall Satisfaction with Training					
9. Would you add or emphasize any subject matter areas in subsequent course sessions? (select Yes or No)				Yes	No
If "yes," list these areas and give your reasons:					
10. Would you delete or de-emphasize any subject-matter areas? (select Yes or No)				Yes	No
If "yes," list these areas and give your reasons:					
11. As a result of your participation in this course, what additional related training should be made available?					
12. Please make any course specific comments here.					
13. Please make comments specific to the web cast format here.					

Thank you!

