

ASSIST – Mobilization of the Community Towards Secure School



PEER COUNSELING MANUAL

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PEER COUNSELING MANUAL

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Education and Culture

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European Cultural Interactions



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HOW TO USE THE MANUAL

Daiva Penkauskienė, Lithuania

Peer Counselling Manual is for the educators, school specialists and anyone who helps or wants to help children, pupils, youngsters to solve different problems and difficulties that they face at school or in close environment. Aim of this publication is to present well structured, thought and practiced materials as a result of international team work.

This material is developed by EU Comenius 2.1.project “ASSIST” partners from Estonia, Greece, Italy, Lithuania and Slovenia, that in one or another way deal with such problems as non-school attendance, bullying, failure in academic achievements, social ignorance, violence, drug abuse and etc. Those problems are familiar for project partners as all of them have long and rich experience working with teenagers, youth, adult educators, who in the daily lives and work try to overcome difficulties and seek for situation improvement. Project partners believe in value of pair support and want to share their knowledge, experience and together discovered achievements in the field during the run of the project..

This Manual is based on counselling theory and practice and presents wide range of materials: from concept description till concrete examples. Manual has 7 chapters. All of them are interdependent as explains each other, following logics from more general, abstract to more concrete and demonstrative. Some pieces are developed as authentic reviews of well known theories and research, some as authentic examples from professional life.

Chapter 1 presents some history of the concept, general understanding of peer counselling, its main principles and rules. *Chapter 2* explains step by step how to plan and start peer counselling programme, what to keep in mind and what to consider. This

chapter is followed by already developed programme H.O.M.E as illustrative example. *Chapter 3* describes school conflict background, helps to recognize conflict by certain characteristics, explains its causes and shows consequences. Authors explain how choose the appropriate communication method to deal with undesirable behaviour. *Chapter 4* talks about conflict prevention strategies, presents examples, teaches to choose right conflict managements methods. *Chapter 5* presents very concrete case studies of conflicts, written by practitioners and therefore helping readers better understand the background of ASSIST programme and manual. *Chapter 6* pays attention to the importance of understanding and embracing diversity in the classroom. The chapter discusses basic scientific principles and methodological approaches to the diversity in the broad sense. *Chapter 7* presents different educational strategies, methods and techniques used by project partners in their pair counselling activities with different age groups in different educational, national, cultural and social contexts.

Manual presents more resources, references, examples in enclosed annexes. They lead for more explicit and comprehensive information, materials that can be interesting for readers and potential users of this publication.

For those who want to go further and take step into the practise, project partners suggest to follow another publication, Training Manual.

CHAPTER 1. INTRODUCTION TO THE CONCEPT OF PEER COUNSELING

PEER EDUCATION & COUNSELING METHODOLOGY

Youth Career & Advising Centre, Lithuania

Introduction

For all of you who will be using the manual, please remember that you are a vital, essential, necessary and wonderful part of the creation of something entirely new. Peer Counseling in schools is still a baby, with much growing and changing to do. Use your intuition, love, sensitivity, creativity and most of all your energy. This is not a “program” as such, there are no guidelines which you are required to follow, it is simply a wonderful chance to reach young people in a new way, impart knowledge, watch new bonds form, and hope that the result of the experience will be something we all remember for a long time.

While it can feel intimidating beginning your start, remember your strengths, your humor, and your heart... and it'll be just fine. Although we use the words “teacher” and “trainer” when describing the activities below, I believe that the most important thing you can be is a role model. We have found that if your energy is initially well concentrated on building the group, the result will be powerful enough that you will glide through the rest of the days. That glide may occasionally contain some bumps and bruises, and I think nothing could be more natural. But remember the essential goodness for what you're doing, and that knowledge will touch all that you do.

I think it appropriate to include some words from Richard Bach's Jonathan Livingston Seagull, for those of you not already familiar.

“Don't believe what your eyes are telling you.

All they show is limitation.

*Look with your understanding, find out what you already know,
and you'll see **the way to fly.**”*

Objectives of the Chapter

The main aim of the current chapter is to introduce the concept of Peer Education and Counselling, to present main peer led approaches, possible models and basic commandments needed for implementation of the methodology.

Key words/concepts

Mentor – a teacher who helps at school, leads the whole process. We call him the key person in peer education process. He's not a peer leader, he helps leaders to participate in the programme. Mentors will need a group of outside experts to consult.

Peer counselors – children, who will be chosen by mentors or peer leadership managers. They can be called in different ways: peer advisors, peer tutors, etc. They will help their peers to solve problems.

Tutoring – process of peer counseling for problem solving in academic field.

Peers – children, whom peer counselors work with.

Topic 1. What is peer education?

Definitions of peer education vary, reflecting differing practical and theoretical approaches. Generally they encapsulate the idea that it is interaction between people who are similar in some way which can be a positive force for spreading ideas and altering attitudes and behaviors

What can peer education contribute?

Peer education approaches can be particularly good at ensuring messages are meaningful because they involve young people who belong to these groups and understand the needs and issues themselves. As well as imparting knowledge peer education approaches usually focus on raising young people's self-esteem and social competence as well as developing their skills so that

can make informed choices about their behavior, and feel able to act on these choices.

Peer education approaches value the views and experiences of young people making them the experts and recognizing that they can positively influence and support each other. Involvement can enhance peer educators confidence and their sense of engagement with their school and common ties. They can benefit all young people, but may have particular value as a way of including young people who are often excluded from the mainstream for example, young parents, young people from black and minority ethnic groups, disaffected young people and those with special educational needs.

Peer education programmes are now widespread. Some have been established for a number of years and others are currently being rolled out into different areas. Despite increasing experience of instigating peer education programmes and expanding evidence base for this work, many are still developing peer education programmes from scratch.

Where did the idea come from?

An early form of peer education was the 'monitor' system developed in Victorian schools where older school pupils taught literacy and numeracy skills to groups of younger pupils. The scheme was a way to enable teachers to cope with teaching large groups of young people and children of varied age and ability. The similarity between 'monitors' and students might not have been great as monitors acted like teachers in their own right, dispensing punishment and reward for good work.

Peer tutoring experienced a renaissance during the 1960's particularly in North America. Again older students were involved in providing learning support to younger pupils, but on this occasion such schemes were based on educational psychology theory. This theory suggested that interaction between peers was related to successful learning because children develop

their abilities through sharing their thoughts, discussing ideas and learning to compromise with other young people who are similar to themselves. Peer-to-peer interaction also seemed to lack the intimidating overtones which children felt existed in their interactions with adult teachers.

Peer counseling approaches were derived from this earlier work. They focus on helping young people deal with personal problems by putting them in contact with peers who have had the same experiences. Both peer tutoring and peer counseling have continued to develop.

Topic 2: Peer led approaches

A recent review of approaches, involving young people as peers, identified five models. Each of these is different in purpose and the type of work being done.

5 models of peer approaches:

- **Tutoring** - focus on academic learning, usually in schools e.g. paired reading
- **Befriending** - supporting and encouraging the formation of friendships between young people in order to help those who feel isolated and lonely
- **Listening/Counseling** - provision of one-to-one support by peers to young people under stress, with problems or needing to talk
- **Mentoring** - one-to-one relationship between young people providing support before someone is troubled or in difficulty e.g. pairing children coming from primary into secondary school with older pupils
- **Mediation** - aims to resolve disagreements and arguments between other young people and reduce conflict and victimization
- **Peer education** is something different to each of the above. It tends to be about developing a group's basic skills to bring

about better understanding, academic progress or to teach about healthy lifestyles and choices, for example around sex and relationships or drugs.

Topic 3. Models of peer education

Within peer education four main types of approach can be seen.

1. Educational approach. This is the form of peer education and the one that is used most commonly in schools. It usually involves the presentation of information in a formal setting, usually a school or a youth club, to complement and enhance school based problems. A typical project involves peer educators giving presentations using didactic and interactive techniques.

2. Outreach approach. In this approach, the peer educators share characteristics with, but rarely belong to, the same social group as those receiving the peer education. They maybe the same age, from the same ethnic group, speak a common language, or share the same sexual orientation. It is important that the peer educators are identifiable with, and are seen as having credibility among, the target group. The intervention is tailored closely to the characteristics of the target group and takes place in settings where they congregate e.g. shopping centers and bars. While there may be formal 'instructive' elements, outreach programmes are more likely to involve discussion and information sharing

3. Diffusional approach. This approach focuses on influencing opinions and beliefs through informal interactions that take place within young people's social networks, such as Student Advisors Groups, Peer Link/Counseling Clubs. Peer educators utilize spontaneous discussions in informal settings. The involvement of natural opinion leaders, who are regarded as credible and trustworthy sources of information, is important. Their status can increase their influence, and their popularity gives them access to wide social networks. Young people normally have a great deal of involvement in running these programmes and this prevents them becoming too pedagogical.

4. Community based approach. This approach has much in common with community development approaches to school problems (e.g. health promotion). Peer educators are typically involved in the development and implementation of projects that aim to develop a coalition of organizations and representatives within a community to address an issue. Communities can be geographical, for example a school or housing estate, or be a community of people such as those from a minority ethnic group or young gay men. Examples of this approach include HIV/AIDS, crime, violence, teenage pregnancy and other prevention projects involving communities and schools for promotion of individuals (parents including), public and private sector organizations come together to organize and support interventions.

Topic 4: How does peer education work?

Theories of problem behavior, learning and social influence can help explain how peer education approaches can work to effect change in young people's knowledge, attitudes, skills and behavior. These theories continue to develop, as our understanding of the determinants of young people's behavior becomes more refined. Wherever possible there should be a theoretical rationale for the design of an intervention.

Theory tells us that peer education could work through the following three mechanisms:

Changing social norms

Perceptions of what an individual sees as normal among the people whose opinions and views they respect (*social norms*) have influence on their behavior. Peer education provides young people with realistic information about the behavior of their peers and maybe effective by modifying any inaccurate perceptions they held.

Diffusion of new ideas

Theories of diffusion suggest that change is initiated by a few key people in a group who are trusted, liked and whose views are valued by others. Others copy their actions. Peer educators are often selected because they have this potential for influence. By communicating healthy messages regarding their behavior, peer educators may be effective.

Increasing self efficacy

Where training in new skills is accompanied by building an individual's confidence in their ability to apply them it is likely to be more effective. Social Learning Theory explains this by stating that when people become more confident (increasing *self efficacy*) they can take control of what happens to them and what they do. Peer education tries to increase both young people's behavioral skills and their confidence to put these into practice.

The factors that influence young people's attitudes and behavior are very complex and no one theory can completely explain or predict them. But these theories provide good grounds for thinking that peer education approaches to school problems should help effect changes in knowledge, attitudes, and behavior.

Topic 5: What Is 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 actively practiced in many settings. Most colleges and universities have drop-in peer counseling and crisis intervention centers; many cities have telephone crisis and suicide hotlines run by nonprofessional counselors; self-help group activities may include large amounts of peer counseling among participants; and in the business world many companies are training supervisors in peer-counseling skills to increase their ability to understand and help solve the work-related problems of their colleagues. Since the late 1960s, peer counseling (as opposed to professional counseling) has been used with increasing acceptance and success in various situations. In fact, in a recent review by J. A. Durlak (1979), nonprofessional (peer) counselors were seen as effective as professionals in helping people cope with many of the hassles of daily living. Thus, as listeners, clarifiers, and information providers, counselors can play an important role in assisting others with significant problems.

THE EIGHT COMMANDMENTS

Whether you are simply listening to other person's problems, actively helping someone make a critical decision, or counseling someone during a crisis, there are eight important rules that should be kept in mind. We call these rules 'commandments' not because they cannot be broken, but because they apply so consistently across so many of the counseling situations in which you will find yourself. We will first list all eight commandments and then discuss each:

- 1. Be Nonjudgmental**
- 2. Be Empathetic (Not a Brick Wall)**

3. Don't Give Personal Advice
4. Don't Ask Questions that Begin with "Why"
5. Don't Take Responsibility for the Other Person's Problem
6. Don't Interpret (When a Paraphrase Will Do)
7. Stick with the Here and Now
8. Deal with Feelings First

Be Nonjudgmental

Being nonjudgmental is basic to effective peer counseling. As a peer counselor, you will undoubtedly be exposed to problems and situations quite foreign to your own experience and style of life. You may even find yourself thinking, "This person is really strange" or "If I were this person, I would do X." It is important, however, to remember that you are *not* that person, and that what you would do if you *were* the person is not particularly relevant. Stick with the listening and counseling skills, helping the counselee to clarify and perhaps solve his or her problem, don't try to "size the person up," diagnose him or her, or compare the person's problem or background to your own.

Let's look at some examples:

- *Counselee:* I have this problem. Every time I'm on a date, I get very nervous and say stupid things.
- *Judgmental response:* It sounds to me like you are not particularly experienced in sexual matters.
- *Non judgmental response:* How does it feel to be nervous? (*or*) So you tend to feel nervous in dating situations.

Here's another example:

- *Mail client:* I find that I'm attracted to other men.
- *Judgmental response:* So, you have latent homosexual tendencies. That's really strange, although I'd imagine it's quite common.

- *Nonjudgmental response:* Tell me more about your feelings toward other men.

(**Note:** Don't use words such as "gay" or "homosexual" unless the other person uses them first').

If you are uncomfortable as a counselor in this situation, an alternative is:

- *Nonjudgmental response:* This is a situation that I'm not entirely comfortable talking about. Could I find a different counselor for you?

The last response brings up an important question: Are there any situations that you would feel uncomfortable talking about? That is, are there any topics about which you would find it very difficult to remain nonjudgmental? If so, these situations should be identified and you should decide what you want to do when they come up. Most likely, you'll want to refer such counsees to another peer counselor. But perhaps—through role playing, discussion, etc—you could learn to be nonjudgmental in that situation. Just because you are personally opposed to abortion, for example, does not mean you couldn't nonjudgmentally counsel someone who is considering having one. The counselee is *not* you, and it is important not to let your own values and experiences interfere with your effectiveness as a peer counselor. If you think that they will, however, you should help the counselee find a different counselor.

Be Empathetic (Not a Brick Wall)

Empathetic counselors, no matter what their training, orientation, or level of experience, are much more effective than counselors who are not empathetic. By empathy, we mean the ability to see a problem from the counselee's point of view and, accordingly, to be warm and supportive. Or, as Barbara Okun (1976) puts it, empathy is the understanding of another person from that person's frame of reference. Empathy, she says, underlies the entire counseling relationship.

Just what do we mean by being empathetic? In the counseling situation you need to do more than see the world through your client's eyes. You need to show the counselee that you are doing this. Empathy is demonstrated every time you accurately paraphrase something the counselee has said, every time you use a minimal encourager (smile, nod, uh-huh, etc.), and every time you maintain eye contact.

Being empathetic also means adopting a counseling style that suits the counselee. Animated clients should be counseled in an "upbeat" way; depressed, quiet, or shy people should be treated in a softer, gentler manner. An effective peer counselor must learn to adjust his or her behavior so that it accurately reflects the mood and style of the counselee.

The worst approach to peer counseling is to be a brick wall—to let your client express all kinds of feelings and thoughts without your showing any kind of response at all. Unfortunately, old Hollywood films depicting therapists as ancient, bearded Viennese men who do little more than sit behind their clients' heads and grunt once in a while have perpetuated the brick-wall-is-good-therapeutic-style myth. Unless you're a highly skilled traditional psychoanalyst (and even if you are), providing little empathy is not a productive way to deal with the thoughts and feelings that people bring to a peer counseling session.

Don't Give Personal Advice

When speaking with a friend about a problem he or she might be experiencing, we often offer our opinion—in the form of advice—about what he or she could do to solve the problem. Likewise, we are often tempted to give advice to a counselee; but in this case it is important to refrain from doing so. No matter how empathetic we may feel, we do not have the same thoughts, feelings, and experiences as our counsees. As a result, advice coming from our own experience with situations similar to those of our counselee is generally inappropriate.

Trying to give advice during a counseling session usually leads to the unproductive exchange that Eric Berne (1964) called the “Yes-But Game.”

For example:

- *Counselee:* My roommate disturbs my studying by having his stereo too loud.
- *Counselor:* Well, have you tried talking to him?
- *Counselee:* Yeah, but it doesn’t seem to work.
- *Counselor:* How about telling his girlfriend?
- *Counselee:* Yeah, but she would be on his side.
- *Counselor:* Hey, have you tried putting a sign on the stereo that says “No loud music after 10 P.M.”?
- *Counselee:* Yeah, but...

As you can see, advice is not all that easy to give. We have found that when the counseling session is structured so that the counselee generates alternative solutions on his or her own, the counselee is much more likely to act on any decision made during the session. The counselee feels that he or she has the ability to solve his/her own problems. On the other hand, recommendations made by the counselor are frequently not followed, and when they are it is often with a sense of resignation or helplessness.

Giving advice should not be confused with providing information. Often peer counselors have access to vast stores of information about community resources, mental health services and agencies, support groups, classes, and the like, and one of the important functions of the peer counselor is to dispense such information. Information should be passed along in a tentative but straightforward way, not cloaked in advice.

For example:

Good: We’ve received some information about self-help groups for weight control. Would you like me to send you a brochure?

Bad: Have you thought about joining Weight-Watchers? I could send you their brochure.

Sometimes counselors feel that if their advice is taken by a counselee and it “works” then they were justified in giving it. Such Machiavellian thinking about ends and means, however, does not lead to effective counseling in the long term. When counsees receive advice, they are deprived of the opportunity to develop their own brain-storming and decision-making skills. Furthermore, giving advice extends the unproductive dependent relationships that clients so often have with professional counselors to a new domain—peer counseling. When such a dependent relationship exists, we can really no longer say that we are helping a *peer* to solve his or her own problems.

Don't Ask Questions that Begin with “Why”

Why shouldn't peer counselors ask questions that begin with “why”? Generally, we have found that “why” questions put counsees on the defense, making them feel as if they are being interrogated. “Why” implies that an explanation is being demanded rather than simply that more elaboration is desired. It is easy to rephrase “why” questions into less threatening language, and we encourage counselors to do so whenever possible.

For example, compare the tones of the two dialogues that follow.

DIALOGUE 1:

- *Counselor:* How are you feeling?
- *Counselee:* Sort of depressed.
- *Counselor:* Why are you feeling depressed?
- *Counselee:* Well, my father left us six months ago, and I just left my school.
- *Counselor:* Why did your father leave you?
- *Counselee:* How the hell should I know? He's a bastard I guess.
- *Counselor:* Why do you think your father is a bastard?
- *Counselee:* Look, stop playing with me . . . You're the counselor, why don't you answer the questions?

DIALOGUE 2:

- *Counselor*: How are you feeling?
- *Counselee*: Sort of depressed.
- *Counselor*: What do you mean by ‘depressed’?
- *Counselee*: Well, ever since my father left us, I feel down in the dumps; I can’t eat . . . can’t sleep
- *Counselor*: Tell me more about that.
- *Counselee*: Well, six months ago my father left us and I had a big fight about.

In the first example, the counselee seems unsettled and angry, put off by the barrage of “why” questions. On the other hand, in the second dialogue the counselee appears relaxed, and is having little difficulty responding to the counselor’s questions. ‘Why’ questions are not particularly productive in counseling; it would serve us well to drop the word from our vocabulary when a counselee comes to talk. Why not?

Don’t Take Responsibility for the Other Person’s Problem

As peer counselors we must ask ourselves frequently, “How can I be most helpful in this situation?” Unfortunately, counselors often make the mistake of equating helpfulness with assuming personal responsibility for the welfare of the counselee. It is important to remember that the client comes to you with his or her problem, looking for help in solving that problem. By using the skills presented above, you can try very hard to help the counselee. But ultimately, the problem is not yours, it is his or hers, and (s)he must come to the final decision about what to do.

Your responsibility as a peer counselor is to provide as empathetic and supportive a counseling environment as possible and to help the other person deal with the thoughts and feelings he or she might be having regarding the problem at hand. Your responsibility is *not* to solve the other person’s problem(s). If problems get solved—fine. But if not, you will have been very helpful simply by allowing the counselee to express his or her thoughts and feelings. In fact, often counselees simply want someone with whom they can talk; they are

not expecting to get their problems *solved* at all! If you are using these examples as part of a counselor training course *for* your counseling center, we encourage you to discuss as part of your course exactly how much responsibility you are expected to take as a peer counselor. Are there any situations in which you might make a decision for your counselee's "own well" without consulting him or her? What do you tell counsees who insist on your solving their problem for them?

Don't Interpret (When a Paraphrase Will Do)

Interpretation occurs when you go beyond the information given and infer something about the counselee—his or her unconscious motivations, personality characteristics, or social situations, for example. Although the section on interpretation in chapter 3 discusses some of the legitimate uses of carefully worded, tentative, no accusative interpretations, we will also stress in the next chapter that interpretations usually do not need to be made. Paraphrasing the information provided by the counselee is generally sufficient to encourage him or her to continue speaking. Interpretation in peer counseling is similar to advice giving: both tend to be gratuitous and counterproductive. Generally, the counselee is interested in getting his or her thoughts and feelings clarified rather than in listening to your explanations about the motives for his/her behavior.

Compare the two dialogues that follow:

DIALOGUE 1:

- *Counselee:* I have this problem with my mother; I feel guilty every time I ask her to do me a favor.
- *Counselor:* Sounds like you have some unresolved feelings toward your mother.
- *Counselee:* Well, I don't know.
- *Counselor:* It seems that your guilt might be a projection of some kind. Are you jealous of your father?
- *Counselee:* No. What are you driving at anyway?
- *Counselor:* Just a hunch . . . What kinds of dreams did you have as a boy?

DIALOGUE 2:

- **Counselee:** I have this problem with my mother; I feel guilty every time I ask her to do me a favor.
- **Counselor:** You have guilt feelings when dealing with your mother?
- **Counselee:** Yes; I can't seem to ask her for anything without feeling terrible.
- **Counselor:** Tell me more about these feelings.
- **Counselee:** Well, I feel ashamed . . . and anxious. I get nervous and flustered. I can't even ask her to pick up a newspaper for me on her way home from work.
- **Counselor:** So you're feeling guilt but also anxiety. Is that right?

Notice that in Dialogue 1, the counselor is attempting to interpret the counselee's behavior in terms of some kind of underlying motive, whereas the counselor in Dialogue 2 is merely paraphrasing information that's "on the table." We believe the second approach is much more likely to help the counselee express and clarify his or her thoughts and feelings regarding the problem. There is less chance of distracting the counselee with inaccurate interpretations. Even if interpretations are correct (and this determination is typically impossible to make), they can still be distracting and counterproductive. Behavioral and humanistic therapists agree: work toward clarification and change rather than "insight" during initial counseling sessions.

Stick with the Here and Now

Since the goal of peer counseling is to help clients solve their own problems by encouraging them to express and clarify their thoughts and feelings about them, it is not particularly useful (especially at first) to spend large amounts of time mulling over the person's early childhood experiences or discussing individuals who are not in the room. Instead, it is most productive if the counseling situation is kept in the present and if the counselee (rather than anyone else) is the focus of attention.

There may be times when you wish to leave the here and now. For example, it is often useful during problem solving to have the counselee

fantasize about the consequences of particular alternatives. Or, when dealing with feelings, you may want to find out the “history” of these feelings: how long they’ve persisted, what has caused them in the past, etc. Both of these situations—and we’re sure you can think of others—are perfectly legitimate times to leave the here and now temporarily. *But* (and this is important) in these examples and in similar situations, significant amounts of time would be spent counseling on here-and-now thoughts and feelings before past feelings or future alternatives are discussed. Perhaps our rule could be more accurately stated as follows: Stick with the here and now, but if you decide to deviate, make sure to deal with the here and now thoroughly and first!

Deal with Feelings First

Since some kind of emotional reaction is associated with virtually every situation discussed in counseling, it is probably most useful to elicit, clarify and discuss feelings before moving to more cognitive (i.e., problem-solving) matters. One of the first questions we find ourselves asking, after the counselee has explained his or her problem, is “And how does that make you feel?” or “How do you feel about that?” or, as Bob Dylan put it, “How does it *feel* (to be on your own, with no direction home, like a complete unknown, just like a rolling stone)?”

Often a counseling session will involve little more than the expression and clarification of feelings. Since problems don’t always need to be solved, peer counselors play a most important role in creating a safe context for the free expression of emotions. People may simply need someone with whom they can share their successes, commiserate about their failures, or cry over their losses.

Problem solving which is attempted before feelings are clarified is generally not successful. The unresolved feelings often get in the way of discussing alternatives and options, and the counseling session can degenerate into a gripe session or a “yes-but” situation. So, deal with feelings. Ask feeling questions paraphrase and reflect verbal and non-verbal emotions, place the feelings in context, ask *more* feeling questions—and then problem solve.

SETTING UP A PEER SERVICE

PHASE 1:

- SCHOOL authorities
- Local groups
(student/parent/teacher)
- Specialist agencies
- Legal organizations

SET UP A
SCHOOL PEER
GROUP

APPLY FOR FUNDS

FROM: (name sources)

1. ...
2. ...
3. ...

START
ASSEMBLING
INFORMATION

PHASE 2:

TRAIN
TRAINERS

SET UP
SUPPORT
OFFICE
/ROOM

HELP
EXISTING
ADVICE
OFFICES TO
IMPROVE

PRODUCE
INFORMATION
SYSTEM

PHASE 3:

SELECT PEERS - SELECT ADVISERS



ESTABLISH
PERMANENT
TEAM/GROUP/CLUB

KEEP
INFORMATION
UP TO DATE

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CHAPTER 2: PLANNING THE STEPS OF PC

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Andragoški zavod Maribor - Ljudska univerza

Introduction

After having familiarized yourselves with PC in theory we hope you feel ready to take the first steps ... and then all remaining ones. Planning PC carefully is crucial for the final success and for preventing things to go astray. It involves taking into consideration needs of the target groups i.e. also the aims you want to achieve, setting up the rules, managing time, taking care of evaluation, making arrangements with external experts and other helpers. And let us not forget about the finances.

Objectives of the chapter:

This objective of this chapter is to guide you through the first steps of planning the PC programme and help you reflect on all the issues necessary for a successful start.

Keywords

Target group, need assessment, rules, creativity, time management, evaluation

Topic 1: Ready for the first step?

The starting point of the organisation of the direct work is a project plan, which includes the following specifications:

- aims of the implementation of the project, divided into programme parts,
- educational activities for all the aims of the project implementation,
- plan of cooperation with **external collaborators**,

- 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.

The mentors are in charge of the direct organisation of individual parts of the programme as well as the organisation of the schedule of daily activities, where work on two different projects (if there are more) intertwines. Before the beginning of the implementation the mentors make a project plan together with the participants, which includes also the time schedule of the activities for every project. Thus the daily work and the daily division of individual tasks are put into a time frame and the duration of individual operative tasks of the project is determined, from the initial planning to the presentation. On the basis of the temporal organisation the mentors decide, together with the participants on the time limits for all the planned activities. This enables the planning of the cooperation with the external collaborators and the time adjustments with the eventual collaborators in the implementation of the project (e.g. agreement on the implementation of educational workshops with the external professional workers, agreement on the visit of institutions etc.). A clear time frame is for young people an additional motivational element for an active participation in the programme.

The organisation of work and education calls for individual operative project tasks, for this reason the organisational forms are left to the choice of mentors who decide on the most appropriate form on the basis of the characteristics of the group and the nature of project work.

The planning of activities consists of the following elements or steps:

Choice of the contents, common project tasks, articulation of individual and common interests, project planning, division

of tasks, evaluation, presentation, further group project tasks, elaboration of the project.

Model of work plan, adjusted to the school year:

Students' activities	Teachers'/mentors' activities	Comments
Getting to know peer counselling.	Formation of professional theoretical and practical foundations for the work with target groups.	September
Search for motivation elements.	Organisation of peer groups, activities and voluntary work.	October
Establishment of a network of participants in the programme. Establishment of horizontal connections : providers of activities/ receivers of activities.	Organisation of the network of participants in the programme. Organisation of a horizontal network of providers/receivers of activities. Realisation of professional foundations – vertical transmission of knowledge and skills. Mentorship.	November
Realisation and development of the network of participants in the programme.	Realisation and development of the vertical network of participants and mentorship to the horizontal network of participants/groups.	December Recording the results.
Realisation and development of the network of participants in the programme. Establishment of a stable horizontal network of the programme.	Realisation and development of the vertical network of participants and mentorship to the horizontal network of participants/groups.	January Recording the results.
Formation of a multi-level horizontal network.	Transmission of knowledge and skills to the higher levels of the horizontal network. Re-formation of mentorship into indirect mentorship.	February Recording the results.
Youth counsellors. Inclusion of new receivers of knowledge and skills.	Formation of youth counsellors. Indirect mentorship.	March Recording the results.

Students' activities	Teachers'/mentors' activities	Comments
Independent youth counsellors.	Indirect mentorship. Enlargement of the network of mentors, inclusion of new mentors.	April Evaluation of results.
Certified independent youth counsellors.	Evaluation of work. New professional findings.	May End, starting points for further professional peer counselling work.

Topic 2: Is it for me and is it for you?

The **target group** consists of young people, secondary school students with different learning and educational (socialisation) difficulties, as well as young people with a special interest for cooperation, helping others and creative work. Both represent a horizontal network of peer counselling and are not dependent on the school, economic or social status. What is important is their interest and their position in the social-psychological scheme of their everyday life. The **vertical network** of peer counselling consists of the students' parents, counsellors, friends and teachers in high schools and elsewhere. Their interest and their role in the scheme is also important and there is no role which would be determined in advance and binding for the existence of the active peer counselling network.

In working with young people we have to consider the following principles:

- principle of discretion,
- working with a child or a young person until the end of the school year,
- every child decides for himself to participate in the programme,
- the class teacher informs the parents about their child's participation in the programme,

- ethics, flexibility, concrete aims, spontaneity,
- professional education management,
- supervision.

Young people carry with them patterns and models of growth and creative work, they may only need help in establishing relations between their everyday work and the needs of the broader society.

The participation of young people is important for the second and the crucial aim of the project. It takes place within optional school activities, extra-curriculum activities, the counselling work done by counsellors and teachers, and last but not least also within regular classes. Beside the announcement of the project, the motivational and the personal elements of the mentors are also important in their relation with the students. A group is formed in this way, which enters the project and expands and upgrades during the duration of the project in the direction of the project's aim.

Of great importance is also the participation of those young people, especially in the initial phase, who are capable of introducing other young people, their peers, beside realising their own interests within the project.

The motivational element that is important for both generation groups is the reason why an individual decides to participate in the project.

Topic 3: We need to know what we need

PC programme is successful only when it is need-oriented. There are some general questions that can help you understand the needs of a school and students that result from issues and concerns they are facing. Ask yourself about the social composition of the school, where it is located, how many students attend it, what type of educational programmes does it offer, what are the issues, problem and concerns of students, staff, parents and administrative personnel.

After establishing the issues mentioned above and defining the main reasons for using PC you can decide for the appropriate type or types of PC. The description of all types is available in this manual.

Topic 4: Rules and why we need them

It is very important for the “rules of the game” set for the participants to remain fixed without modifications during the programme implementation. They should be clear, simple and concise. Make sure that all understand them.

Framework of the programme or the rule that lead and direct it are needed mostly in the cases of great discrepancies between the aim of the programme and the implementation of the programme. Rules can be divided into two groups. The first group contains a lower number of rules, which are perfectly clear and refer to schedule and respect of basic agreements regarding the implementation of the programme (such as “respect the equality of all involved). In the second group there are rules referring to individual work and work in smaller groups. They are also clearly set and short. The difference is that the rules from the second group can change during the programme in accordance with individual agreements between the involved. However, basic aims of the programme must remain clear. This is the advantage of PC over the usual educational programme (the change of rules may refer to the concrete product, its implementation and time framework within the programme, etc.). This fluidity of rules within the programme creates additional value to the programme and helps achieve additional personal qualities of all involved, makes the programme more “alive”, takes into consideration psychological and social diversity of participants and requires higher level of involvement.

It is very important to include your students in constructing and setting the rules. Always discuss the reasons why the rules are broken and do not blame “rule breaker”. Reasons behind breaking the rules can help you improve the rules and the programme itself.

Topic 5: Creativity beats passivity

Creativity in PC is the responsibility of mentor to follow, enable and encourage a young person to develop the strategies for resolving his or her everyday school or peer life. Creativity of the mentor-peer and peer-peer relationship in PC is the encouragement of integral and individual development when looking for answers or complex solutions. Also in this case, this calls for highly qualified mentors and openness of mind for artistic, creative, formal and informal approaches and methods when working with youth.

Reflect your opinion on the following statements:

- 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.

There are reasons supporting and disagreeing with both statements. The best approach would be to find an approach, which would enable students' creativity in PC but would still be within the frameworks you as a teacher have to set to still be in control of ensuring that PC is beneficial to all participants.

Topic 6: How can we master time

Time of programme implementation needs to be adjusted to the time of school year in every country. Because PC is an addition to the existent and more complex educational systems, it should enable time framework that corresponds to the needs and possibilities of the participants. According to the allocation of rules into two groups, also implementation schedule should be divided into two parts.

The programme work usually takes place during the school year, but it can also take place throughout the year, depending on the needs and the interests of the group of peers. The participants choose the free days together with the mentor. What is important is the continuance of the activities within a particular project. As a rule, several projects are chosen together with a major one-year

project, which is implemented within other projects, connecting them as a red thread. The one-year project usually concerns the problems which are the reason why the group has come together in the first place and is oriented in the direction of institutions. The smaller projects are more individually directed, the stress is on creativity, and they are based on a free choice of the participants. They are directed towards the individual and the group.

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

The projects take place on a weekly basis, usually 2-4 hours three times a week. This time frame includes the training of peer counsellors and the collaboration with professional services and parents.

Topic 7: Mirror, mirror on the wall

The evaluation of the Peer Counselling programme is a permanent task of the chosen professional organisation (the programme mentors) and intertwines sensibly with its developmental, counselling and research work within the Peer Counselling programme as well as within the broader context. The evaluation method derives from the professional evaluation of the nature of the evaluation goals and is oriented towards the qualitative analyses, which are widely used, in the contemporary humanistic studies.

We need to stress here that an integral part of the Peer Counselling programme is the evaluation of achievements in school, which is done by the participants with the help of the group of mentors as a permanent element of the programme.

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.

This may help you when planning evaluation in PC:

What do we evaluate?

- 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 evaluates:

- 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.

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Glossary

It will incorporate some of bold words and will be summarized later in the Glossary section of the manual)

external collaborators – people who are not employed by school but can be efficient collaborators due to their skills and competences

horizontal connections – consists among persons directly involved in PC, i.e. person who offers counselling and person who receives counselling

target group – person/s for whom the programme is intended and whose needs are considered when planning PC

vertical network – consist of all persons and institutions involved with PC: not only students and teacher but also parents, local authorities, health institutions....

H.O.M.E. Helping Others Made Easy

Peer Counseling Program

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Purpose Of The Program

H.O.M.E (Helping Others Made Easy) is a peer counselling program to promote the health, well-being and safety of young people through peer education and referral.

The aim of this program is to teach teachers and other school professionals to train a select cross-section of students to act as helpers and active listeners for their fellow students.

The core of **H.O.M.E.** is a strong academic curriculum which addresses skill building in communication, problem solving and decision making. It also addresses a multitude of social, individual, school and family concerns. Through careful selection and training, peer counsellors increase the likelihood that appropriate help can be received by requesting persons. The focus of the curriculum is preventative. A variety of intervention strategies are employed, however, to educate and motivate students or to involve trained professionals, when needed. The results can be a more positive and safer school climate, healthier students and staff with lower stress levels, and a better utilization of school and community resources.

Peer Counselling Program Operation

H.O.M.E. uses classroom instruction, role-playing and skill building activities, to train peer counsellors to help their fellow students. Requests for program services from administrators, teachers, students, school resource officers, counsellors, parents and others are made to the program coordinator who assigns skilled and knowledgeable peer counsellors to offer their assistance. In addition to working with students individually and in groups, the peer counsellors provide a variety of other services. They act as conflict mediators and peer tutors, assist special groups or classes within the school and the zone, provide classroom presentations, welcome new students and promote special projects.

Program Coordinator

The Program Coordinator represents a significant and important component of the peer counselling program.

The Program Coordinator collaborates with parents, teachers, administrators, and other school and community members to foster, promote, and improve student success and achievement in schools. The Coordinator's role is to provide the leadership necessary to manage the school counselling program and ensure effective strategies to implement counselling standards.

Knowledge and skill requirements for Program Coordinators

1. Program Development, Implementation, and Evaluation

- a. use, management, analysis, and presentation of data from school-based information;
- b. design, implementation, monitoring, and evaluation of comprehensive developmental school counselling programs including an awareness of various systems that affect students, school, and home;
- c. implementation and evaluation of specific strategies that meet program goals and objectives;
- d. identification of student personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
- e. preparation of an action plan and school counselling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counselling program;
- f. for seeking and securing alternative funding for program expansion; and
- g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counselling program.

2. Counselling and Guidance

- a. individual and small-group counselling approaches that promote school success through personal/social development for all;
- b. individual, group, and classroom guidance approaches systematically designed to assist all students with personal/social development;
- c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
- d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);
- e. developmental approaches to assist all students and parents at points of educational transition (e.g., middle to high school, high school to postsecondary education and career options);
- f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's personal/social success;
- g. systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and
- h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

- a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;

- b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;
- c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and
- d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional and other developmental needs.

4. Program Objective and Curriculum

Core Areas (Framework)

The H.O.M.E. program is structured around the following common core areas:

1. **PROFESSIONAL IDENTITY** - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counselling profession, including significant factors and events;
- b. professional roles, functions, and relationships with other human service providers;
- c. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- d. applications of ethical and legal considerations in professional counselling.

2. **SOCIAL AND CULTURAL DIVERSITY** - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation,

mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, group, and community strategies for working with diverse populations and ethnic groups;
- d. counsellors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body;
- e. theories of multicultural counselling, theories of identity development, and multicultural competencies; and
- f. ethical and legal considerations.

3. **HUMAN GROWTH AND DEVELOPMENT** - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a. theories of individual and family development and transitions across the life-span;
- b. theories of personality development;
- c. human behaviour including an understanding of developmental crises, disability, exceptional behaviour, addictive behaviour, psychopathology, and situational and environmental factors that affect both normal and abnormal behaviour;
- d. ethical and legal considerations.

4. **GROUP WORK** - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counselling theories, group counselling methods and skills, and other group approaches, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, groups members' roles and behaviours, and therapeutic factors of group work;
- b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counselling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counselling methods, including group counsellor orientations and behaviours, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups;
- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

5. **ASSESSMENT** - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- a. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioural observations, and computer-managed and computer-assisted methods;

- b. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- c. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counselling;
- d. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- e. ethical and legal considerations.

Goals and Learning Objectives

- f. Understand the consequences of decisions and choices,
- g. Recognize the effect of peer pressure on decision making,
- h. Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights,
- i. Understand the emotional and physical dangers of substance use and abuse,
- j. Use appropriate decision making and problem solving skills,
- k. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships,
- l. Use appropriate communication and conflict resolution skills with peers and adults,
- m. Understand when and how to utilize family, peer, school, and/or community resources,
- n. Apply problem solving and decision making skills to make safe and healthy choices.

The H.O.M.E. Training Program

Training Content

The content of the H.O.M.E. training includes the following:

- a. Leadership skills**
- b. Behaviour as a response and its impact on self and others**
- c. Interpersonal skills**
- d. Facilitative communication skills and strategies**
- e. Conflict resolution**
- f. School and community resources**
- g. Needs assessment**
- h. Mediation**
- i. Prevention and intervention strategies**
- j. Program planning and implementation**
- k. Community intervention**
- l. Program analysis and evaluation**

Training Description

The training is delivered through 8 classes and 2 seminars. The duration of the training classes is of 40 hours. . The duration of the seminars is of 4 hours each. The total duration of the H.O.M.E. training program is 48 hours.

The methodology used includes lectures, discussions, role-play, workshops, and exercises.

The following is the list of the classes and seminars included in the H.O.M.E. training program. The detail of the training is shown in Appendix A.

Classes

1. Effective Leadership and Interpersonal Skills
2. Group Dynamics
3. Need Assessment
4. Behavioural Analysis
5. Interactive Mediation
6. Conflict Prevention and Management
7. Program Planning and Implementation
8. Program Monitoring and Evaluation

Seminars

1. Peer Counselling: Ethics and legal aspects.
2. Community Resources

APPENDIX A

H.O.M.E. (Helping Others Made Easy)				
COURSE TITLE	COURSE MAIN TOPICS	COURSE LEARNING OUTCOMES	Methodology	Hours
(LDS-01) EFFECTIVE LEADERSHIP AND INTERPERSONAL SKILLS	Principled Centred Leadership	<ul style="list-style-type: none"> - Knowledge of techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence). - Knowledge of positive ways to influence others to make positive choices. - Ability to handle crisis and complexity. 	Lecture Discussion Role-play	4
(GRP-01) GROUP DYNAMIC	Understanding how informal groups are formed, recognizing the mechanisms through which they work and function.	<ul style="list-style-type: none"> - Understanding of principles of group dynamics, including group process components, developmental stage theories, groups members' roles and behaviours, and therapeutic factors of group work. - Understanding of group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles. - Understanding of group counselling methods, including group counsellor orientations and behaviours, appropriate selection criteria and methods, and methods of evaluation of effectiveness. 	Lecture Discussion Role-play	4

H.O.M.E. (Helping Others Made Easy)			
COURSE TITLE	COURSE MAIN TOPICS	COURSE LEARNING OUTCOMES	Methodology
(ASS-01) NEED ASSESSMENT	Analyzing feedback and previous assessments to identify current needs and issues within the school	<ul style="list-style-type: none"> - Understanding the potential impact of common risk behaviours on the quality of life. - Understanding the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and know methods for reducing that conflict (e.g., conflict-resolution skills and peer mediation). 	Lecture Exercises
(BEH-01) BEHAVIORAL ANALYSIS	Understanding of varied behavioural responses to situational, and environmental elements; and the impact of subsequent decision-making on self and others.	<ul style="list-style-type: none"> - Understanding of the impact of personal health behaviours on body systems. - Understanding of the relationships among physical, mental, emotional, and social health throughout adulthood. - Knowledge of how the social environment influences the health of the community. 	Lecture Discussion Role-play
			Hours
			4
			4

H.O.M.E. (Helping Others Made Easy)				
COURSE TITLE	COURSE MAIN TOPICS	COURSE LEARNING OUTCOMES	Methodology	Hours
(MED-01) INTERACTIVE MEDIATION	Methods to facilitate conflict resolution through the help of an impartial third party.	<ul style="list-style-type: none"> - Knowledge of how to analyze conflict that could be resolved through mediation. - Understanding communication dynamic. - Knowledge of positive strategies for expressing needs, wants, and feelings. - Options generation and assessment. - Knowledge of strategies for solving interpersonal conflicts without harming self or others (e.g., peer mediation skills) 	<ul style="list-style-type: none"> • Lecture • Discussion • Role-play 	4
(CFT-01) CONFLICT PREVENTION AND MANAGEMENT	Methods for preventing and dealing with conflict, and strategies specific to varied types of conflict to facilitate resolution.	<ul style="list-style-type: none"> - Knowledge strategies for managing stress. - Knowledge of methods and techniques for dealing with aggression, overly-assertive behaviour, avoidance, etc.). - Knowledge of various strategies to use when applying the decision-making process regarding healthy habits. - Knowledge of methods for working cooperatively with others to advocate for healthy communities. 	<ul style="list-style-type: none"> • Lecture • Discussion • Role-play 	4

H.O.M.E. (Helping Others Made Easy)				
COURSE TITLE	COURSE MAIN TOPICS	COURSE LEARNING OUTCOMES	Methodology	Hours
(PLN-01) PROGRAM PLANNING AND IMPLEMENTATION	Planning and implementation of effective student programs designed to address needs and issues identified through assessment.	<ul style="list-style-type: none"> - Knowledge of how to implement an effective plan for providing peer counselling services for the school year and know methods for evaluating progress. - Knowledge of oral, written, audio, and visual communication methods to accurately express messages. 	<ul style="list-style-type: none"> • Lecture • Exercises 	4
(EVL-01) PROGRAM MONITORING AND EVALUATION	Designing questionnaires. Data collection and analysis. Observational techniques.	<ul style="list-style-type: none"> - Knowledge of how to use tools and techniques to assess results and evaluating progress. 	<ul style="list-style-type: none"> • Lecture • Exercises 	4

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Chapter 3: School conflict background: **Intractable Conflicts**

EUROFORM RFS - Italy

Introduction.

We define conflict as a disagreement through which the parties involved perceive a threat to their needs, interests or concerns. Within this simple definition there are several important understandings that emerge:

Disagreement - Generally, we are aware there is some level of difference in the positions of the two (or more) parties involved in the conflict. But the true disagreement versus the perceived disagreement may be quite different from one another. In fact, conflict tends to be accompanied by significant levels of misunderstanding that exaggerate the perceived disagreement considerably. If we can understand the true areas of disagreement, this will help us solve the right problems and manage the true needs of the parties.

Parties involved - There are often disparities in our sense of who is involved in the conflict. Sometimes, people are surprised to learn they are a party to the conflict, while other times we are shocked to learn we are not included in the disagreement. On many occasions, people who are seen as part of the social system (e.g., work team, family, company) are influenced to participate in the dispute, whether they would personally define the situation in that way or not. In the above example, people very readily “take sides” based upon current perceptions of the issues, past issues and relationships, roles within the organization, and other factors. The parties involved can become an elusive concept to define.

Perceived threat - People respond to the perceived threat, rather than the true threat, facing them. Thus, while perception doesn't become reality per se, people's behaviors, feelings and ongoing responses become modified by that evolving sense of the threat they confront. If we can work to understand the true threat (issues) and develop strategies (solutions) that manage it (agreement), we

are acting constructively to manage the conflict.

Needs, interests or concerns - There is a tendency to narrowly define “the problem” as one of substance, task, and near-term viability. However, workplace conflicts tend to be far more complex than that, for they involve ongoing relationships with complex, emotional components. Simply stated, there are always procedural needs and psychological needs to be addressed within the conflict, in addition to the substantive needs that are generally presented. And the durability of the interests and concerns of the parties transcends the immediate presenting situation. Any efforts to resolve conflicts effectively must take these points into account.

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. Conflicts are considered intractable when there is 1) poor or nonexistent communication between parties, 2) extreme rigidity in positions, 3) a high level of hostility and attempts by at least one party to harm the other, and 4) conflict that is accepted as inevitable and glorified. The current conflict shows the potential for becoming intractable, and some might argue it already is. (Northrup, 1989).

Objectives of the chapter:

- In this part of PC manual, we analyze the **Intractable Conflicts (IC)**:
- recognize the characteristics, causes, and consequences in intervention in intractable conflict;
 - choose the appropriate communication method to deal with the behaviour;
 - define the intervention in intractable conflict;
 - apply these concepts in your practice or in your job.

Keywords:

Conflict, Affect, Motivation, Resolution, Confrontation, Cognition, Behavior, and surrounding Environment.

Topic 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 associated 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 aspects of a person's social life.

Hopelessness. Typically, the disputants in a IC reach a point where they feel hopeless about the potential for constructive resolution. The conflict is usually experienced 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 than 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 situations 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.

Topic 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.*

Intervenors 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.

Glossary:

Intractable Conflicts: intractable conflict is conflict that occurs over time and becomes increasingly resistant to resolution attempts.

Conflict Pervasiveness: in the context of intractable conflicts refers to the range of psychological elements (thoughts, beliefs, attitudes, etc.) and social processes that become organized into the structure of a conflict.

Misperception: negative and simplified stereotypes;

Selective perception: selective evaluation of behavior, discovery of confirming evidence, and attributional distortion;

Self-fulfilling prophecies: when negative attitudes and perceptions have an impact on the other's behavior;

Over-commitment: escalation of commitment;

Entrapment: a special form of escalation where the parties expend more resources in the conflict than seems appropriate by external standards.

Tendency toward cognitive rigidity: inability to envision alternatives;

Autistic hostility: the tendency to stop interacting and communicating with those whom we are in conflict;

Crisis Management: crisis management aims to stopping the violence and reducing human suffering brought by the conflict;

Conflict Analysis: systematic identification of the manifest and latent issues, escalatory dynamics, and other factors helps define the parameters of the conflict;

Fostering Ripeness: establishing an authentic commitment to peace among the disputants is a prerequisite to most other interventions;

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;

Reconciliation: is a rational encounter that emphasizes acknowledging past wrongs.

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CHAPTER 4: CONFLICT PREVENTION

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Introduction

Where ever people 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 of Manual was built to help people improve their ability to manage conflict effectively once it starts and to prevent unnecessary conflict and misguided conflict escalation. In the first part of session, in collaboration with our schools partner, we have recognized the causes of conflict, behavioral and emotional problems in school. The topics include the different risk factors and the prevention programs implemented in high schools. In the second part, we have proposed the model of Mediation as a strategy for the conflict resolution and the last part we have focused the topics of personality needs during negotiation.

Objectives of the chapter:

- to analyze the School Problems;
- to define the cause of behavioral and emotional problems in school;
- to discovering new future directions for conflict management;
- to implement the effective conflict resolution strategies;
- to discovering the advantages of Mediation conflict resolution;
- to recognize the personal needs during negotiation.

Keywords:

mediation, negotiation, behavioral and emotional problems, confidential, communication, impartiality, empathy, feelings, experience, interaction.

Topic 1: School Problems: Challenges and Opportunities Ahead

BEHAVIORAL AND EMOTIONAL PROBLEMS IN SCHOOL

- Disruptive & Antisocial behaviors (conduct disorders, delinquency, etc.)
- Alcohol consumption
- Drug abuse (i.e. smoking illicit substances : marijuana)
- Deviant behaviors (sexual, eating)
- Smoking cigarettes

CAUSES OF BEHAVIORAL AND EMOTIONAL PROBLEMS IN SCHOOL

SCHOOL-BASED RISK FACTORS:

- Poor basic academic education
- Poor orientation towards secondary school
- Lack of believe in the validity of school rules
- Peer rejection and social alienation
- Low student/teacher morale
- School disorganization
- Ineffective monitoring and management of students

CAUSES OF BEHAVIORAL AND EMOTIONAL PROBLEMS IN SCHOOL

FAMILY RISK FACTORS:

- Low parent involvement in school activities
- Family history of deviant behavior
- Inconsistent discipline
- Poor economic condition of family
- Low parental education
- Family conflict

CAUSES OF BEHAVIORAL AND EMOTIONAL PROBLEMS IN SCHOOL

INDIVIDUAL RISK FACTORS:

- Lack of motivation and commitment to school
- Low individual inspiration and goals
- Inability to self-regulate emotions
- Need for stimulation and excitement
- Association with deviant peers
- Predisposition to aggressive behavior
- Multicultural intolerance

POLICIES AND PRACTICES

Legislative Framework: National Level

NATIONAL CENTER FOR THE ANALYSIS OF THE INFANTS AND THE ADOLESCENTS'

ISSUES (*State Law 451/1997*)

- Promoting knowledge and support to the interventions in favor of the young people
- Designing and implementation of educational activities

NATIONAL OPERATIVE PROGRAMS (PON)

Teachers' Education

- Training and Continuing Education
- Assessment of the risk factors
- Managing conflict/crisis
- Adopting adequate and long-lasting solutions

POLICIES AND PRACTICES

Example of Local Level Intervention: PROJECT YOUTHS 2000

Industrial and Technical Institute "A. Monaco" - I.T.I.S. (Cosenza, ITALY)

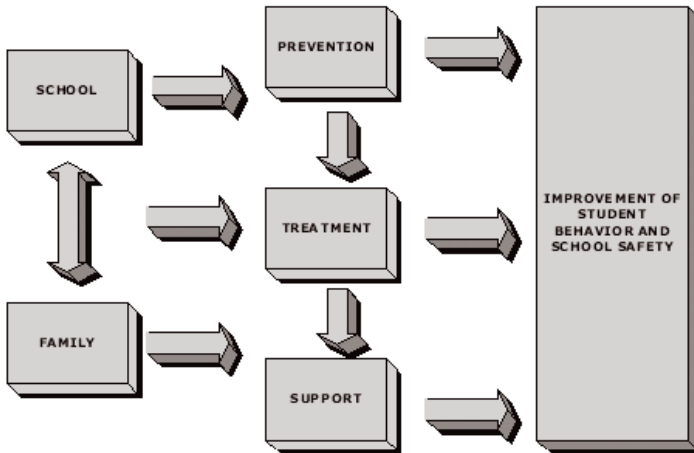
- Subjects covered (sample):
- Prevention of social exclusion

- Peace, legality, and solidarity
- Multicultural tolerance
- Environment protection

POLICIES AND PRACTICES

Systematic Approach

- Emphasis is placed on prevention and the sustained use of effective practices
- Multi-systems are considered (School, Family, Individual Student)
- The implementation of practices and decisions are policy-driven



POLICIES AND PRACTICES Prevention

AREAS OF INTERVENTION		
SOCIAL - EDUCATIONAL	INDIVIDUAL - GROUP	LIFESTYLE CAHANGE
Improvement of school educational activities	Extra-scholastic supporting activities	Promoting initiatives to increase the awareness of alcoholism
Improvement of family educational activities	Promoting orientation activities	Increasing the number and presence of counseling centers for light drug users
Promoting cultural, educational, and sportive association	Assisting families with educational activities	
	Development of counseling centers for young people	

POLICIES AND PRACTICES Treatment & Support

INFORMATION AND CONSULTING CENTERS (C.I.C.)		
INDIVIDUALS	FAMILY	SCHOOL
Listening and providing help to troubled students	Providing help to families coping with a problematic child	Designing and implementing early intervention activities
Assessing causes and providing adequate treatment	Providing families with counseling on adopting effective strategies to limit risk factors	Providing help to teachers and school staff in applying conflict resolution techniques
Providing access to specialized treatments (outside the school system)		Developing and incrementing school's formative offer

SCHOOL / FAMILY RELATIONSHIP GENERAL AND INDIRECT

- Scheduled and mandatory teachers/parent meeting
- Participation of the representatives of the families to the school board meetings

SPECIFIC AND DIRECT

- Information and Consulting Centers (C.I.C.)

NEW FUTURE DIRECTIONS

PEER MEDIATION

- **WHAT IS?** : Is a voluntary process through which students of same age-groups facilitate resolving disputes between two people or small groups
- **WHAT DOES IT DO?:** Helps students resolving conflict by adopting a long-lasting solution (its their solution, not a forced solution from an external authority)

POSITIVE BEHAVIORAL SUPPORT

- **WHAT IS?:** It is a system of positive behavioral interventions (behaviorally-based system approach) to achieve socially important behavioral change
- **WHAT DOES IT DO?:** Enhances the capability of the schools, families, and communities, to design effective environment where the risks factor are minimized

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Topic 2: What is Mediation?

Is a conflict resolution process which is ideally suited to conflict between those with a continuing relationship because:

1. Minimizes intrusions;
2. Emphasizes cooperation;
3. Involves self-determined criteria of resolutions;
4. Provides a model of interactions for future disputes.

Since conflict is a normal part of life, learning constructive ways to handle conflict can contribute to prevention of aggressive behavior. Teaching conflict resolution skills offers students opportunities to learn effective communication skills in solving disputes. Peer mediation is a method of conflict resolution that enables people involved in a conflict to reach mutually acceptable agreements with the help of a neutral mediator

Advantages of Mediation

Free: Mediation is available at no cost to the parties.

Fair and Neutral: Parties have an equal say in the process and decide settlement terms, not the mediator. There is no determination of guilt or innocence in the process.

Saves Time and Money

Mediation usually occurs early in the charge process, and many mediations are completed in one meeting. Legal or other representation is optional but not required.

Confidential: All parties sign a confidentiality agreement. Information disclosed during mediation will not be revealed to anyone.

Improves Communication: Mediation provides a neutral and confidential setting where both parties can openly discuss their views on the underlying dispute. Enhanced communication can lead to mutually satisfactory resolutions. Discover the Real Issues in your Workplace

Parties share information, which can lead to a better understanding of issues affecting the workplace.

Design your own Solution

A neutral third party assists the parties in reaching a voluntary, mutually beneficial resolution. Mediation can resolve all issues important to the parties, not just the underlying legal dispute.

Everyone Wins: An independent survey showed 96% of all respondents and 91% of all charging parties who used mediation would use it again if offered.

Roadblocks to Effective Mediation: Mediation is not a “magic bullet” for resolving any and all conflict.

2.1 The 4 Main Roadblocks to Mediation:

1. High Level of Conflict;
2. Low Motivation to Reach Agreement;
3. Low Commitment to Mediation;
4. Parties of Unequal Power.

2.2 Conditions for Effective Mediation:

Mediation is useful in any conflict in which is present the basic framework for **negotiation**:

- The parties can be identified;
- They are Interdependent;
- They have the basic cognitive, interpersonal, and emotional capabilities to represent themselves;
- They have interests that are not entirely incompatible;
- They face alternatives to consensual agreement that are undesirable.

2.3 The Mediation Process:

Formal Mediation has three blocks:

1. SEPARATE SESSIONS

Talking separately and confidentially to the parties in dispute;

2. ASSESSMENT

Considering whether the situation is suitable for mediation;

3. JOINT MEETING

Meeting with all the parties together.

2.4 The Stages of the Mediation Process:

Block 1. SEPARATE SESSIONS

Stage 1: First contact with the first party.

Stage 2: First contact with the second party.

The purpose of stages 1 and 2 is to provide a safe, confidential place to reflect individually and privately on:

- What has happened.
- How they are feeling.
- How to move forward.
- Can Mediation help?

Block 2. ASSESSMENT

Stage 3: Assessing the best way forward/preparation for setting up a joint meeting.

- Set up the joint meeting at a mutually convenient time and place.
- Continue checking and assessing the situation.
- Build commitment to the process.
- If the parties decide not to continue, help them explore alternatives.
- If the mediator decides not to continue, explain the parties the reasons why.

Block 3. JOINT MEETING

Stage 4: Setting the scene and hearing the issues.

The parties are asked to reflect, one at time, in their different ways, on:

- What has happened;
- How they are feeling;
- Their key concerns and issues;
- How to move forward.

Stage 5: Exploring and working on the issues.

In this Stage, the parties are invited to have a limited exchange of:

- Ideas;
- Feelings;

- Information;
- Understanding.

Stage 6: Building agreements.

In this Stage, the parties are helped to participate in a frank, open, and honest full exchange, without damaging one another. They are asked to exchange:

- Ideas;
- Feelings;
- Information;
- Understanding;
- Ways of moving forward.

Stage 7: Closure.

In this Stage, the parties are encouraged to move on to:

- Planning mutually acceptable outcomes;
- Building agreements that are comprehensive, workable, and fully understood;
- Closing as constructively as possible on the issues, the interaction, and the process.

2.5 Skills competences

The Dynamic Interaction Mediation asks the parties to:

- Reflect
- Exchange
- Move on.

STAGE 1 & 2 – Separate Sessions

WORKING WITH THE PARTIES SEPARATELY

AIMS	CORE SKILLS
Encouraging people to reflect individually and privately on: <ul style="list-style-type: none"> • What has happened • How they are feeling • How to move forward • Whether or not a mediation-style approach can help 	<ol style="list-style-type: none"> 1. Setting the scene and building rapport 2. Reflective listening 3. Getting people outside their conflict zone 4. Encouraging people to mediate 5. Impartiality

Core Skill 1: Setting the scene and building rapport

Mediator Behavior:

- Welcoming and confident
- Clear about his role
- Able to listen to concerns about the process and deal with any questions or challenges constructively
- Demonstrating interest & attention
- Active listening
- Establishing and maintaining empathy
- Use of space, silence, and pacing
- Tailoring communication to different people's needs
- Remaining calm under pressure
- Establishing a safe environment
- Staying positive in the face of adversity

KEY LEARNING POINTS – SKILL 1	
Getting the Students to agree to meet a mediator	Building rapport in the early stages
<ul style="list-style-type: none"> • It's never a good idea to get someone to mediation on false pretenses • Keeping attendance at mediation on a voluntary basis is crucial • Avoid getting into detailed discussion of the issues • Build rapport without losing impartiality 	<ul style="list-style-type: none"> • Use a checklist, but be prepared to be flexible. • Work with people's concerns early on • Use the following behaviors: <ol style="list-style-type: none"> 1. Be positive 2. Check people comfort and needs 3. Adopt open, positive body language 4. Explain about note taking

Core Skill 2: Reflective Listening

Reflective listening involves:

- Paying attention and being open to a wide range of experiences
- Listening as though you are a clean sheet
- Using accurate and appropriate summaries of information and feelings
- Use appropriate questioning

KEY LEARNING POINTS – SKILL 2
<p>Plan questions before mediating</p> <p>Test your questions out on others. Check how they feel if asked such a question</p> <p>In the separate sessions you are in reflective mode. Getting the situation clear from all perspectives is your primary goal, not working the material, assessing the credibility of the parties, or judging what they bring.</p>

Core Skill 3: Getting students outside their conflict zone

The skill of getting people outside their conflict zone involves:

- Clarifying and acknowledging position
- Extracting needs statements from blaming comments
- Exploring the interests behind positions

Core Skill 3: Getting students outside their conflict zone

The mediator should convince the parties that it would be beneficial for the parties to:

- Express their concerns directly to one another clearly and in a way that the other person can hear and understand
- Identify and sort out issues between them
- Move beyond positions to interests
- Recognize and respect differences
- Respond to one another's concerns
- Work out ways in which they can both get their interests met

Core Skill 4: Encouraging students to mediate

The mediator should:

- Describe what happens in mediation, what mediators do, and what the parties can get out of it.
- Emphasize the benefits of mediation and be realistic about its limitations
- Use clear, easy to understand language
- Give information in manageable chunks when the party is ready to hear you.
- Target the message to that person's needs. explain how mediation can benefit to them

Core Skill 5: Impartiality

The mediator should:

- Demonstrate interest and attention
- Allow people to give their own version of events, even when you have an idea of what is going on
- Acknowledge feelings
- Resist getting drawn into arguments or pleas for sympathy
- Encourage maximum participation
- Be balanced and fair in the way that the structure of the mediation process is applied

The 10 principles that help maintain impartiality:

1. Get to know your own buttons
2. Pay attention to your own body
3. Be aware of any patterns of behavior that might lead you into familiarly difficult territory
4. Pay attention to the person in front of you
5. Develop neutral language
6. Check out assumption early on
7. Come to each situation as a stranger who needs to know everything
8. Ensure that you understand fully where someone is coming from
9. Monitor the amount and type of attention you give people
10. Take a break if you feel yourself getting drawn in or pushed out

STAGE 3 - Assessment

JOINT MEDIATION SESSION

AIMS	CORE SKILLS
<ul style="list-style-type: none"> • To get the parties to the joint meeting at a mutually convenient time and place • To help parties prepare appropriately • To hold the meeting and build commitment to the process if necessary • To get yourself ready for the task ahead 	<ol style="list-style-type: none"> 1. Preparing the parties 2. Preparing the venue

Core Skill 1: Preparing the parties

The mediator should:

- Keep listening to people’s concerns
- Encourage the parties to think about what issues they will raise and how they will do so

- Encourage the parties to consider priorities, and to think about possible settlements options in advance

Core Skill 2: Preparing the venue

The mediator should:

- Chose venues that are neutral, accessible, and as comfortable as possible
- Organize seating in a non-confrontational layout

STAGE 4 – Joint Meeting

SETTING THE SCENE

AIMS	CORE SKILLS
<ul style="list-style-type: none"> • To establish a safe, constructive environment • To encourage participation • To get the parties to reflect one at a time in their different ways on what happened, how they are feeling, and how to move forward 	<ol style="list-style-type: none"> 1. Conversation management 2. Setting the scene and building rapport 3. Structuring the interaction 4. Controlling the interaction

Core Skill 1: Conversation Management

Important aspects of conversational behavior:

- Turn taking
- Topic control
- Type of listening required

Core Skill 2: Setting the scene and building rapport

In order to model fairness and encourage participation, the mediator should:

- Maintain good eye contact and open body language with both parties
- Avoid any behavior that may demonstrate bias

- Explain to both the overall purpose of the meeting
- When seeking to check that people understand the process, direct questions to both parties
- Invite question about the process from both parties
- Avoid being abrupt or judgmental if one party interrupts a great deal or is upset

Core Skill 2: Setting the scene and building rapport

Sample introductory statement:

“First, each of you will get a chance to put across a summary of your issues, feelings, and concerns without interruption. I will check that I have understood, then help clarify what you wish to focus on. We will then take the issues one by one and encourage more detailed discussion, with a view to identifying ways forward. Let me know if you start to find the process difficult or need a break. I will help you keep track of time and do my best to help you get the maximum out of the session. Any question?”

Core Skill 3: Structuring the interaction

Standard sequence:

1. Welcome and words of encouragement
2. Personal introduction
3. Brief explanation of the purpose of the mediation and the role of the mediator
4. Introduce groundrules
5. Explain how the session will be run
6. Invite one party to speak while the other listen and does not interrupt
7. The mediator summarizes this version
8. Invites the other party to speak while the other listen and does not interrupt
9. The mediator summarizes this version

Core Skill 4: Controlling the interaction

The control should be exercised in a way that is:

1. Balanced: fair, even-handed, and consistent
2. Step by step: structured, moving from less directive to directive, as appropriate
3. Empathetic: showing understanding and acknowledging people's right to their feelings
4. Motivational: encouraging and non-blaming

STAGE 5 – Joint Meeting

EXPLORING AND WORKING ON THE ISSUES

Core Skill 5: Facilitation

The parties are invited to have a *limited exchange of:*

1. Ideas
2. Feelings
3. Information
4. Understanding

Core Skill 5: Facilitation

Basic facilitation skills:

1. Framing issues constructively
2. Highlighting common grounds
3. Encouraging low-risk exchange of information
4. Agreeing the agenda

STAGE 6 – Moving On

BUILDING AGREEMENTS AND RELATIONSHIPS

AIMS	CORE SKILLS
<ul style="list-style-type: none"> • To create opportunities for forward movement • To support the parties through a number of transitions in the process • To achieve constructive exchange of ideas, feelings, information, understanding. 	<ol style="list-style-type: none"> 1. Creating a safe space for exchange of information, feelings, and perceptions. 2. Keeping it safe, keeping things moving 3. Generating and assessing options

Core Skill 1: Creating a safe space for exchange of information, feelings, and perceptions

To create a safe space to help the parties feel confident enough to say what they need to, without destructive or defensive behavior:

1. Remind them briefly the aims of mediation
2. Maintain positive, open body language
3. Assess the parties’ comfort levels and sense of progress
4. Reinforce positive behavior

Core Skill 1: Creating a safe space for exchange of information, feelings, and perceptions

The role of the mediator in this stage is to:

1. Offer space and pay attention
2. Listen and note down key pieces of information that emerge
3. Stay calm and avoid the temptation to do or say something

Core Skill 1: Creating a safe space for exchange of information, feelings, and perceptions

When a phase of the conversation seems to be drawing to a close or running out of steam:

- Be positive and affirm the parties’ efforts
- Help them pull together information

- If necessary recycle information to get them restarted
- Summarize what has been said and where people seem to be in the process

Core Skill 2: Keeping it safe, keeping things moving

Mediation behaviors that will help people to move forward:

- Maintain a non-judgmental, positive attitude
- Continued structuring of the interaction
- Highlighting movement through the process
- Highlighting what is not in dispute
- Clarifying perceptions and agreeing to differ

Core Skill 3: Generating and assessing options

In this stage, the mediator should:

1. Engage the parties in a systematic way to generate options
2. Encouraging creative thinking about options
3. Assessing options

Core Skill 3: Generating and assessing options

Options generation technique:

1. To party A: What would you ask to party B on your first issue?
2. To party A: What can you offer to do for party B on your first issue, to help him give you what you want on this issue?
3. To party A: What can you trade for B, in return for him giving you the solution you want on your first issue?

Core Skill 3: Generating and assessing options

Options generation technique:

1. To party B: What can you offer on party A's first issue?
2. To party B: What can party A do for you, to help you give this on his first issue?
3. To party B: What do you ask in exchange on another issue, if you give in on party A's first issue?

Core Skill 3: Generating and assessing options

Encouraging Creative thinking:

1. Summarize existing options and ask for one more idea
2. Idea storming
3. Take an incremental approach
4. Break larger problems down into smaller bits
5. Circular questions
6. Narrowing extreme positions
7. "What if"

Core Skill 3: Generating and assessing options

Assessing options:

1. Do they satisfy real, substantive interests, goals and objectives?
2. Do they work in the long and/or short term?
3. Has the process of arriving at a solution been fair and have all parties participated fully?
4. Are options fair and just?
5. Do they promote a better relationship?
6. Have all the solutions that provide a win/win solutions been explored?

STAGE 7 – Moving On

CLOSURE

AIMS	CORE SKILLS
<ul style="list-style-type: none"> • To capture the positive aspects that emerge from the discussion • To close as constructively as possible on the issues and the process • When is not possible to move on, consider what will happen next • Create some groundrules for future interactions 	<ol style="list-style-type: none"> 1. Closing on the issues 2. Closing on the interaction and the process

Core Skill 4: Closing on the issues

Constructive closure:

1. Summarize issues where agreements have been made
2. Clarify what has been agreed
3. Where issues are partially resolved, check what has already been agreed and what other work might need to be done
4. Clarify the status of all issues and check that the parties agree and are clear about that.

Core Skill 5: Closing on the interaction and the process

In this final stage, the mediator should:

1. Highlight useful information
2. Clarify the degree of confidentiality
3. Recognize the energy put into the mediation
4. Check what the parties plan to do if the dispute resurfaces
5. Encourage them to take the most constructive route forward
6. Help them to establish some groundrules or guidelines for future communication
7. Get feedback on how they have experienced the mediation process

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www.psychostore.net

www.polemos.it

www.fondazionefalcone.it

www.aadp.it

Glossary

Active Listening: Using nonverbal behaviors such as tone of voice, eye contact, and gestures to indicate understanding.

Adaptive and alternative communication strategies

Adaptive and alternative communication strategies are those strategies that aid in effective communication. This may involve using a range of different communication mediums including technology, mechanical equipment, body signals, visuals, concrete examples and signing.

Conflict resolution: an act of action taken to solve a conflict

Discourse

A framework of values and ideas and ways of seeing the world which is embedded in the language we all use, and which marks the exchange of ideas within a community; an extended communication (often interactive) dealing with a particular topic.

Disputant: a person in conflict

Exemplar

A model worthy of imitation.

Formative research/formative study

Research done to help create or improve a process or product.

Full service school

Full service schools establish a 'one-stop shop' where government and non-government support agencies are available at the school to meet the educational and social support needs of students and their families.

IDEAS (Innovative Designs for Enhancing Achievements in Schools)

IDEAS is a process that allows a school community to achieve outcomes by focusing on a shared vision and statement of beliefs, developing a strong and cohesive community and establishing accepted school-wide educational practices. IDEAS encourages the school community to reach these outcomes by coordinating resources. The skills, knowledge and understandings of participants in the school community are engaged in the process and used to work toward changes in their practices.

Mediation: a process by which a 3rd person facilitates communication between or among disputants.

Mediator: a third party neutral who helps individuals in conflict to communicate and work toward their own resolution.

Masculinities/representations of masculinity

Speaking of “masculinities” in the plural is a way of drawing attention to the fact that there are many different ways of being masculine.

Moderated

This website is moderated. This means that posts to the forums, Schools in action and other areas are checked to make sure they are fair and respectful to everyone, and in keeping with the goals of the website. The moderator can edit or delete work before uploading it.

Pedagogy

The principles and methods of teaching and learning.

Peer mediation

To ensure student safety, peer mediation must be supported by a wide range of conflict resolution strategies across the school community. Because the strategy is designed for the resolution of disputes where both parties are keen for a ‘win/win’ solution, it is not recommended for situations involving the repeated misuse of power.

Positive youth development

An approach toward all youth that builds on their assets and their potential and helps to counter problems that may affect them. Examples of key elements include providing youth with safe and supportive environments, providing opportunities for youth to pursue their interests, and providing opportunities for youth to show they care about others and their society.

Primary prevention

To prevent the development of problems (risk factors) that place people at risk

Problematise

To propose/identify problems.

Process Evaluation

An investigation of the all the processes that occurred when delivering a program or service. It includes documentation and assessment of what actually occurred compared to a plan

Productive pedagogies

A multidimensional model of classroom practice that focuses on intellectual quality, connectedness, supportive environments and recognition of difference.

Restorative practice

To repair harm and rebuild relationships; an approach to restoring a school's safe and caring environment.

Whole school approach

Engaging all key learning areas, all year levels and the wider community; includes many aspects of school life, such as curriculum, culture, teaching practices, policies and procedures.

TOPIC 3

Understanding “Personality Needs” During Negotiation.

Awareness of how personal characteristics predispose an individual to respond within the negotiation setting gives an edge on how to more effectively understand the psychological interest underlying the negotiation and how more effectively understand the substantive interest, in particular those that would normally remain unrecognized if personality of the other party is not taken in consideration. By being aware of the other party’s personality characteristic and by not underestimating the importance that psychological needs play at the bargaining table, the skilled negotiator will have better chances of avoiding escalation and deadlock, and reaching a satisfactory and lasting agreement.

When negotiating, frequently you find yourself facing two type of challenges: recognizing conscious, substantive needs underlying the position being taken (that is, what the other party wants to get out of the negotiation), and recognizing psychological needs (such as the other party’s personal identity, the subjective sense of who he thinks he is and how he wants you to see himself). The available literature on negotiation is full of material about uncovering and understanding substantive needs, but little is said about the role that underlying personality needs play in negotiation. The major theoretical approaches to personality (Social-learning theory, Need theory, Psychodynamic theory) are useful to understanding and predicting the likely reaction and behavior in a conflict situation, but their (main) concepts and theories are often left out of negotiation training, underestimating the importance of the role that psychological needs have in negotiation.

While recognizing the validity of the major “personality models” and the contribution they may offer to the negotiation discipline, it is believed that models that are based on multi-trait measures of personality can offer concepts and tools very useful to the modern negotiator. A reliable multidimensional model that can help negotiators to understand psychological needs and predict

likely behaviors during the negotiation process, is the Five Factor Model (FFM) of personality developed by Costa and McCrae. The FFM comprises five independent dimensions: neuroticism, extroversion, openness, conscientiousness, and agreeableness.

People on the high end of the *neuroticism* dimension tend to experience unpleasant emotions, and are likely to show anxiety, hostility, and impulsiveness during the negotiation. They will likely have difficulty accepting new ideas (creative approaches to negotiation), and will likely withhold important and critical information.

On the other end, *extroverts* display positive emotions and personality traits such as warmth, gregariousness, and assertiveness. An extrovert will likely assume a self-centered behavior, trying to take control of the negotiation process in the quest for getting the (needed) attention. In extreme cases, the extrovert will try to coerce the other party.

The negotiator that shows *openness*, will likely be prone to accept new approaches and ideas, appreciating the value of fantasy, aesthetics, feelings, and actions. One of the possible approaches when negotiating with individuals that show this personality trait, is to engage in perspective-taking.

High *conscientious* negotiators are very well organized and prepared, but they are concerned with perfection and often caught in too much detail, jeopardizing the constructive dynamic of the negotiation process. On the other end, low *conscientious* negotiators are often disorganized and negligent and often quit the negotiation rather than look for alternatives and persevering.

High *agreeable* negotiators show concern for others, they are trusting and generous individuals, and they lack assertiveness. When negotiating with them a skilled negotiator should always keep in mind that in situation of high pressure they may agree in

order to avoid eventual conflict, often failing to meet their own substantial interest. On the low end, they are suspicious, irritable and antagonistic. They prefer a competitive style of negotiation, and they are likely to express anger during the negotiation process.

Pre-negotiation dialogue will likely foster sensitivity to the other party's psychological needs, increasing the chances to avoid challenges to the other party's self-identity and, consequently, increasing the chances of reaching a long-lasting agreement. The FFM offers insights and tools to overcome one of the most common mistakes in negotiation, that of not recognizing the importance of the psychological interests underlying the negotiation, and helping the skilled negotiator reach his goals.

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Glossary:

Adversarial Approach

The adversarial approach to a conflict sees the other party or parties as an enemy to be defeated. It can be compared to the problem-solving approach which views the other party or parties as people who have a common problem that needs to be jointly solved. The adversarial approach typically leads to competitive confrontation strategies, while the problem-solving approach leads to cooperative or integrative strategies for approaching the conflict situation.

Adversary/Adversaries

Adversaries are people who oppose each other in a conflict. They are also called opponents, parties, or disputants.

Analytical Problem Solving

This is an approach to deep-rooted or intractable conflicts that brings disputants together to analyze the underlying human needs that cause their conflict, and then helping them work together to develop ways to provide the necessary needs to resolve the problem.

Arbitration

Arbitration is a method of resolving a dispute in which the disputants present their case to an impartial third party, who then makes a decision for them which resolves the conflict. This decision is usually binding. Arbitration differs from mediation in which third party simply helps the disputants develop a solution on their own.

Compromise

A solution to a mutual problem that meets some, but not all, of each of the parties' interests.

Concessions

Concessions are things one side gives up to try to de-escalate or resolve a conflict. They may simply be points in an argument, a reduction in demands, or a softening of one side's position.

Conciliation

Conciliation involves efforts by a third party to improve the relationship between two or more disputants. It may be done as a part of mediation, or independently. Generally, the third party will work with the disputants to correct misunderstandings, reduce fear and distrust, and generally improve communication between the parties in conflict. Sometimes this alone will result in dispute settlement; at other times, it paves the way for a later mediation process.

Conflict Management

This term refers to the long-term management of intractable conflicts and the people involved in them so that they do not escalate out of control and become violent.

Conflict Resolution

This term (along with dispute resolution) usually refers to the process of resolving a dispute or a conflict permanently, by providing each sides' needs, and adequately addressing their interests so that they are satisfied with the outcome.

Conflict Transformation

This term is being used more and more to refer to a change (usually an improvement) in the nature of a conflict—a de-escalation or a reconciliation between people or groups. Unlike conflict resolution, which denies the long-term nature of conflict, or conflict management, which assumes that people and relationships can be managed as though they were physical objects, the concept of conflict transformation reflects the notion that conflicts go on for long periods of time, changing the nature of the relationships between the people involved, and themselves changing as people's response to the situation develops over time.

Conflicts of Interest

This term refers to the situation in which a person has a vested interest in the outcome of a decision, but tries to influence the decision making process as if they did not. In other words, they stand to benefit from a decision if it goes a particular way, but they participate in the decision making process as if they were neutral. An example would be an expert from the tobacco industry testifying that tobacco is safe and does not cause cancer. If he argued this on the basis of scientific merits, rather than his connection to the tobacco industry, he could be charged with having a conflict of interest which altered his position on tobacco research.

Core Issues

We distinguish between core issues in a conflict, which are the fundamental interests, values, and needs which are in conflict with each other, and complicating factors, which are dynamics such as communication problems or escalation which, while common, are usually extraneous parts of the conflict which confuse the core issues and make them more difficult to understand and deal with.

Decision making process

The decision making process is the process that is used to make a decision. It can be an expert process, where the decision is made by one or more “experts” who look at the “facts” and make the decision based on those facts; it can be a political process through which a political representative or body makes the decision based on political considerations, or it might be a judicial process where a judge or a jury makes a decision based on an examination of legal evidence and the law.

Diplomacy

Generally, diplomacy refers to the interaction between two or more nation-states. Traditionally carried out by government officials, who negotiate treaties, trade policies, and other international agreements, the term has been extended to include

unofficial exchanges of private citizens (such as cultural, scientific, and religious exchanges) as well as unofficial (sometimes called “citizen” or “track-two”) diplomacy in which private citizens actually try to develop solutions to international diplomatic problems.

Disarming Strategies

Disarming strategies are actions that are designed to break down or challenge negative stereotypes. If one person or group is seen by another as extremely threatening and hostile, a gesture of friendship and goodwill is a disarming move, which will alter perceptions of the other and can significantly de-escalate the conflict.

Emotions

Emotions are psychological feelings that people have that usually result from--and contribute to--a conflict. Examples are anger, shame, fear, distrust, and a sense of powerlessness. If emotions are effectively managed, they can become a resource for effective conflict resolution. If they are not effectively managed, however, they can intensify a conflict, heightening tensions and making the situation more difficult to resolve.

Facilitation

Facilitation is done by a third party who assists in running consensus-building meetings. The facilitator typically helps the parties set ground rules and agendas, enforces both, and helps the participants keep on track and working toward their mutual goals. While similar to a mediator, a facilitator usually plays a less active role in the deliberations, and often does not see “resolution” as a goal of his or her work, as mediators usually do.

Identity

Identity refers to the way people see themselves--the groups they feel a part of, the significant aspects of themselves that they use to

describe themselves to others. Some theorists distinguish between collective identity, social identity, and personal identity. However, all related in one way or another to a description of who one is, and how one fits into his social groups and society over all.

Identity Conflicts

Identity conflicts are conflicts that develop when a person or group feels that their sense of self--who one is--is threatened or denied legitimacy or respect. Religious, ethnic, and racial conflicts are examples of identity conflicts.

Impartiality

This refers to the attitude of the third party. An impartial third party will not prefer one side or one side's position to another side's position, but will approach them both as equally valid. In principle, this objective can be hard to achieve, although a third party can make an active effort to treat each side the same, even if he or she tends to prefer one party or one party's argument over the other.

Incompatible interests

Incompatible interests are things that people want that cannot be simultaneously achieved. If a community has a limited budget to spend on public services, for example, and each of four agencies (the police, the schools, the hospital, and the roads department, for instance) all need a budget increase to even maintain current services, these departments have incompatible interests--not all of their funding requests can be met simultaneously.

Interests

Interests are the underlying desires and concerns that motivate people to take a position. While their position is what they say they want, such as "I want to build my house here!", their interests are the reasons why they take that position (because I want a quiet lot with a good view of the city). Often parties' interests are

compatible, and hence negotiable, even when their positions seem to be in complete opposition.

Intolerance

Intolerance is the unwillingness to accept the legitimacy of another person, group, or idea that differs from one's own. It may result in an effort to get rid of the "objectionable" person or idea, or it may simply result in treating them in a subservient way, as occurs when people of certain racial or ethnic groups are discriminated against by the dominant group in a society.

Negotiation

Negotiation is bargaining--it is the process of discussion and give-and-take between two or more disputants who seek to find a solution to a common problem. Negotiation occurs between people all the time--between parents and children, between husbands and wives, between workers and employers, between nations. It can be relatively cooperative, as it is when both sides seek a solution that is mutually beneficial (commonly called win-win or cooperative bargaining), or it can be confrontational (commonly called win-lose or adversarial) bargaining, when each side seeks to prevail over the other.

Neutrality

This term means that a third party is not connected to or had a prior relationship with any of the disputants.

Persuasion

Persuasion involves convincing another party to change their attitude and/or their behavior. Although this can be done through coercion, we generally use the term "persuasion" in a more positive sense--to refer to emotional or rational appeals based on common values and understandings.

Principled Negotiation

This approach to negotiation was developed by Fisher and Ury

and first presented in their best-selling book, *Getting to Yes*, in 1981. Basically an integrative negotiation strategy calls for “separating the people from the problem,” negotiating on the basis of interests rather than positions, identifying options for mutual gain, and using objective criteria to judge fairness of any proposed settlement.

Reconciliation

Reconciliation is the normalization of relationships between people or groups. According to John Paul Lederach, it involves four simultaneous processes--the search for truth, justice, peace, and mercy. When all four of these factors are brought together, reconciliation, Lederach says, is achieved.

Relationship Problems

Relationship problems are problems between two or more people that involve, most importantly, the relationship between those two people. For example, conflicts can be caused because two people don't trust each other, or because they are in constant, hostile competition with each other.

Resolution-Resistant Conflict

We use this term to refer to conflicts that are highly difficult, but not impossible, to resolve. The term “intractable conflict” means the same thing, but often we use “resolution-resistant” instead because some people interpret “intractable” to mean “impossible.”

Stereotyping

Stereotyping is the process of assuming a person or group has one or more characteristics because most members of that group have (or are thought to have) the same characteristics. It is a simplification and generalization process that helps people categorize and understand their world, but at the same time it often leads to errors. Examples of stereotypes that are often wrong are that women are weak and submissive, while men are powerful

and domineering. This may be true for some women and some men, but it is not true for all. When stereotypes are inaccurate and negative (as they often are between groups in conflict) they lead to misunderstandings which make resolving the conflict more difficult.

Values

Values are the ideas we have about what is good and what is bad, and how things should be. We have values about family relationships (regarding, for instance, the role of the husband with respect to the wife), about work relationships (regarding, for instance, how employers should treat employees) and about other personal and relationships issues (regarding, for example, how children should behave towards adults, or how people should follow particular religious beliefs).

Chapter 5: Conflict Case Studies

Miksike Learning Folders, Estonia

Introduction

This chapter gives readers real cases from schools in partner countries. Cases below are described in hope they enable readers better to understand which situations and problems ASSIST course and manual addresses. Some cases may be more relevant, then others. It depends on readers' location and school types. Readers are invited to communicate with authors who have described case studies and ask for more information and discuss. Contact details can be found in the end of the chapter.

Objectives of the chapter:

Give readers examples written by practitioners and therefore help users better understand the background of ASSIST course and manual.

Conflict Cases from Slovenia

Submitted by: Helena Matavž

Case 1

A 15-year old boy becomes introverted when he starts to attend secondary school. He's lost contact with friends from primary school and his relationship with new schoolmates is only casual. He lives in his own world, parents and school advisors don't understand him. He wants to be noticed badly by getting low grades.

Case 2

An 18-year old girls drops all commitments to school and parents when becoming off age. After gathering attention with low grades she begins to experiment with drugs, uncontrolled sex life and self-destructiveness. She refuses help from expert services, experts

and psychologists. She still attends school on regular basis and has friends in her class.

Case 3

A 15-year old girl has the same good grades in secondary school as she had them in primary school. She's created a quality network of peers for herself. She comes to school and leaves school happy. She's got a strong need to help others. She'd like to help her peers, she's a volunteer in many activities and consequently her grades and knowledge drop to a lower level from time to time.

Case 4

A 16-year old boy comes across a teacher with whom he doesn't get along. He is doing ok with his subjects and his grades are satisfactory. He's unable to improve his one, extremely problematic, grade. His parents and expert workers are beginning to notice that this is not good for the boy's self-image and wonder what to do about it. The teacher has formally not made any mistakes. The boy keeps complaining about him.

Case 5

A 17-year old boy studies hard but his grades are hardly satisfactory. He wants to complete a demanding secondary school programme but his knowledge has not reached a desired level. He seeks help with expert workers, his class teacher and with peers.

Case 6

A 17-year old girl responds extremely aggressively to reactions and tests at school. Her behaviour towards authorities and peers is destructive and physically as well as verbally abusive. However, she's desperate to complete her studies. She doesn't communicate with anyone but her physical education teacher. Parents do not come to school and she's got no contacts with the class teacher.

Conflict Cases from Italy

Submitted by: Katia Bruno

Case 1

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

Marco, a Rom child, lives in the historical centre and he goes to a private school, located in the centre of the 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. During 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.

Case 2

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.

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 tries to mediate but he is pushed away by the girl. Monica continues to beat her classmate with violence.

Case 3

Vocational secondary School located in Cosenza.

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.

Case 4

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.

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.

Case 5

All-male technical secondary school located in a little mountain town near the city of Brescia, Northern Italy.

Ali is a Pakistan student. He's 22 years old and he lives since two years with his sister's family, that has a restaurant. He goes to a technical school for electricians in order to satisfy the will of his sister, who wants to integrate him in the Italian society. His desk is close to one of the boys who suffer from a mental handicap. Ali is discovered mocking his schoolmate and trying to propose him to use the drug he has sold to him.

Conflict Case Studies from Estonia

Submitted by: Anzhelika Zaderej, Valentina Ivanova, Ljudmilla Jemeljant enko, Inna Mällo

Case Study 1

The conflict situation between the teacher and pupils arose because of an incorrect attitude from the teacher towards pupils.

The teacher of Mathematics has worked at this school for more than 40 years and is very exacting and strict. He was teaching the 6th form for a second school year. During these years the teacher abused pupils in lessons, used words and phrases, which affected pupils' self-esteem and their family honor. Sometimes he used physical force.

Pupils were silent and suffered for a year and a half, but in the 6th form during the second term they decided to complain to the director and form master. School administration reacted to the complaints and conducted a talk with the teacher. From the discussion it appeared that the children had dreamed up everything. During the second discussion, the pupils from the 6th form repeated their accusations once more and repeated teacher's offensive words.

As a result of the discussion with the administration the situation only deteriorated and the teacher became even more ruthless with pupils of the mentioned form.

Pupils often complained of stomach-ache, headache, nausea; they started to be absent from school, when there were two lessons of mathematics in the timetable. Parents started to take action, because children spoke about the existing situation at school. When parents talked with the teacher, he denied everything and accused pupils of little preparation for lessons, although 40% of pupils received marks of "4" and "5". During the third term a parents meeting took place, where it was decided to write a petition to replace the teacher and 100% of parents signed it. The class was about to dissolve, because the pupils wanted to learn at other schools. During the entire school year the form master

subdued pupils, supported them morally and tried to give the pupils a rational explanation for the teacher's behavior.

The school's administration had a positive response to the parents' declaration and promised to change the teacher of mathematics for the next school year.

A negative aspect of this example was the actual situation itself. This teacher was a respected person with long-term teaching experience. Neither the discussion with the administration, with the psychologist nor the form master resulted in any solution. Other negative aspects were the threat of dispersing of the class and the psycho-somatic symptoms of the pupils.

A positive aspect was that administration and other teachers were interested in their pupils. The solution was in favor of pupils and their parents; the 7th form began in full composition and the pupils were very glad to have a new teacher. This situation was solved.

Case Study 2

The conflict occurred between two girls from the 7th form parallel classes. From the early days of the school year, Katja and Sasha were not indifferent to each other. They never considered a possibility to bump the shoulder or hand, to insult and mock. Katja often said that she will kick Sasha if she continues to behave in the same way. Observing the developing conflict, the form masters of both girls conducted a talk with the girls.

After a week forms 7a and 7b with their form masters went on an excursion to a Sillamäe museum. In one room of the museum Katja approached Sasha and hit her in the face. The girl began to cry and told the form master and went out of the museum. The form master (a psychologist) immediately began to speak with Katja to clarify the reason for her behavior. Katja said that Sasha took photos about her during the excursion and she did not like

it because they were not friends. Katja asked Sasha not to take photos and said that if Sasha continues to do this then Katja will kick her. Katja was afraid that Sasha will upload these photos to the internet and will caption them in an evil way. But Sasha ignored Katja's request and continued to take photos. Katja found a moment when the form master didn't see her and kicked Sasha.

When they returned, Katja's form master made a phone call to Katja's mother and told her what happened, in case that Sasha's parents would want to go to the school to find out more about this situation. Natalia, Katja's mother, protected her daughter and accused Sasha. During the next day, one girl from the 12th form came to talk with Katja. Katja's classmates immediately informed their form master (psychologist) about this. While talking with the girl from the 12th form the psychologist learned that Sasha's mother had asked her to do that. After some hours Sasha's mother came to the school and the psychologist also asked Katja's mother to come there and solve the situation.

During the discussion with the parents it appeared that the girls didn't reveal all the information to their parents and the form masters also asked the girls to take part themselves. The psychologist, Sasha's form master, two mothers and the two girls took part in this 60 minute conversation. The girls and mothers calmed down and went home.

A negative aspect of this situation is that tension turned into a conflict.

A positive aspect is the competence of pedagogical collective in solving such problems, their good communication skills, an understanding of the situation, the parent's feelings and the girl's opposition.

The conflict situation was solved.

Case Study 3

Problem: the teacher's prejudiced attitude towards the pupil

During the last school year, one girl from another school came to our 11th form. She was directed to the medium ability group in mathematics.

The problems immediately started between the girl and teacher. The teacher said inappropriate things to the girl, for example that the girl foolishly came to this gymnasium and that she will never get good marks in mathematics.

It often occurred that the same tests were graded differently. Some pupils, who made the same mistakes, got "4", but the mentioned girl only "3".

The pupil wanted to do the final examination in mathematics, because she needed this exam for entrance to the university. Because of this reason, she was naturally worried about every mark.

The conflict grew stronger during the whole school year. The form master spoke with the teacher of mathematics, who said that there was nothing serious happening. All these discussions caused the girl to have depression and she did not want to contact anyone anymore.

At the end of school year the conflict reached its peak. The pupil's parents and grandmother, who was very worried about the current situation involving her granddaughter, came to the school. They talked about the attitude towards the girl at her previous school, where the pupil was highly respected and beloved (she changed schools to improve her skills in the English language).

All conflict participants were invited to talk in the director's office.

Both sides presented their point of view. The form master did not understand the teacher's negative attitude towards the girl. The teacher gave incomprehensible arguments.

As a group, the parents and initially the pupil herself made a decision that next year the girl will attend another mathematics group. As planned, from the 1st of September the girl was taught by another teacher.

The form master: "I hope that she finds harmony with her new lecturer. She is not a person who usually has conflicts; moreover, she is a goodhearted, agreeable girl".

Case Study 4

A pupil from form 8a constantly disturbs the lessons, prevents other students to learn, has an incorrect attitude towards the teacher and uses unsuitable expressions.

To solve the conflict:

1. There was a developmental talk with the pupil where the problem and solution to this conflict were discussed. During the talk, the pupil performed a self-analysis of his behavior (questions were previously given to the pupil). His assessment about the current situation was heard. The participants discovered, how the pupil suggested solving the conflict.

2. The parents also took part in the discussion as did the teacher and the form master, who expressed their suggestions.

3. The common disputation of the problem (the pupil, parents, teachers) established the cause of the conflict. In the opinion of the pupil, the cause of the conflict was the excessive exactingness of the teacher of mathematics. The pupil engaged his parents to the conflict

Solving the conflict:

1. The pupil's obligations during the lessons and when doing homework were clarified to the parents and the pupil's works from class were shown to them. The parents understood the essential point of the problem and established a better contact with the teacher of mathematics.

2. The pupil received a proposal to participate in a competition of mathematics, where papers were checked by another teacher and then check the results to decide "Who was guilty? Who was right?"

3. Pupil's results in the competition were low. The pupil started attending additional lessons. The conflict was solved step by step.

4. Achievements improved, aggressiveness decreased and it provided a better learning situation during lessons.

Case Study 5

A sapient pupil A, ambitious, with high self-esteem, winner of several level educational competitions, living alone with his mother, who pays lots of attention to her son; had a conflict with a group of contemporaries, who on the surface of enviousness and unrecognizing to vivid personalities (as average ness accepts only averageness).Base of the conflict – a pupil, who came to this gymnasium from another school in a grade school stadium.

The pupils had a soft spot for him, but his categorical, sometimes acrid sayings, specific vision and staying on his own verity, in time turned a group of pupils against him.

Bickering often began on fractional reasons (said diversely, looked diversely, reacted diversely)

The pupil's A form master frequently spoke with the pupil, his mother, also with form master of the parallel form, where a group of the adversaries of the pupil A studied. Their leader came from a metropolitan school where he was a victim of violence from pupils from older forms many times. Interestingly, pupil A didn't cross with this group in the learning process, they bounced only during the external time of lessons.

The conflict's culmination: When all of the conflict figures studied in the 8th form, adversaries' leader started a fight pretending to protect a classmate's honor, but this girl herself provoked a conflict (pushed the pupil A). Teachers were forced to invoke the Youth Police.

The talks between the parents and administration were arranged. This procedure forced the participants to develop a deeper understanding of the situation, reasons and aftermath of the conflict, their personal role and responsibility. Result – the conflict dissolved.

After the six-month conflict the participants stay in line.

Conflict Case Studies from Lithuania

Submitted by: Daiva Penkauskiene

Case Study 1

Matas is 10 years old boy, big and tall, with loud voice. He is not the best, but not the worst according learning achievements. The boy was always eager to participate in the lessons, group work, to be a part of the class, but it took too much time for him to fulfil tasks. He is not quick. Nobody wants him to work in one group together, unless teacher makes. His ideas are interesting, not ordinary ones. But children start laughing every time when he opens a mouth. Teacher tries to keep an order during the lessons, but everything changes during breaks and after school. Children

are pushing him, throwing his books and notebooks, teasing and beating. Matas began to avoid going to school. Every morning he was leaving home, but never coming to school. Class teacher got SMS message and later e-mail from “boys mother” about Matas illness. Matas was not coming to school 3 full weeks. He was spending time in nearest Internet café.

Suggestions for training activities:

The presented case is a little bit changed example from real school life in one of Vilnius secondary schools. Author of the article as parent and school community member observed it. It is not very extraordinary case. Similar examples can be met in many schools, other countries as well. Such case can be analysed by different or school community members or from their point of view. If you are trainer working with group of teachers, you can divide them into 3 different groups:

A group- pupil

B group- parents

C group- class teachers

Each group has to analyse the case, as they were pupils, parents or class teachers. They have to present evaluation of the case and present solution as the positive result of described situation. They have to look for solution taking responsibility on them. After each group presents their ideas, trainer can ask to evaluate them and to rank as most realistic and most effective. Trainer can use “round table” strategy in this case in order let all group members to “experience” different role, different point of view and get as many as possible suggestions and positive conflict resolution ways.

In real life this case had “happy end” due to the joint efforts by class teacher, parents and boy itself. Teacher tried to support extraordinary ideas by showing public appreciation and acknowledgment; parents’ consulted specialists and tried to raise

sons' self-esteem, boy learned not to give up in difficult situation by help of several classmates and adults.

Case Study 2

Paulius is 14 years old, 8th grade student. As all teenagers he is too noisy, too "active", too occupied by other things than learning during lessons. In spite of this, he is good almost at all subjects except native language classes. Teacher does not know how to draw his attention and for misbehaviour punishes writing mark "2" in subject. Paulius decided not to go to language lessons.

Constantly his interest in language learning and reading was decreasing. When parents and school principal found out real reasons of not attendance, language teacher

was replaced by another one. In spite of this, Paulius continued not attending lessons. He missed more than 30% of all lessons during one school year. Marks went down and he had to stay next year at the same class.

Suggestions for training activities:

Parents of the boy told the story. It was real case that happened 2 years ago in one of the secondary

schools in Vilnius. Paulius left the school and entered new one, far from his living place. Situation improved, academic results became better, but he still experiences some conflict situations with his new language teacher, which tries her best.

Trainer can ask a group of trainees to think about similar situations in their work or life experience. Then to share situation in smaller groups (3-5) and finally present selected one for the all. The second step is to present examples of positive conflict resolution in their cases. The third step is to examine them and to compare with presented situation by trainer.

1. What are similarities?
2. What are the differences?
3. What can be taken from group presented examples as positive solution for the current case?

Trainer can ask think individually (or in small group) and re-write the case changing the paragraph, starting from “constantly...”

Trainer can use following methods: brainstorming, free writing, group work, Vienn diagram and etc.

Case Study 3

Lina is 12 years old. She was ill for a long time and had home teaching. After half a year she came back to school. Lina always had problems with math. But after long absence at school she felt big gap in her knowledge and understanding. Teacher was not assigning homework as for the rest of the class. But other pupils were not happy about it. “Why she is better than us? ” Teacher’s explanation didn’t helped. In spite of absence of open conflict, Lina had almost no friends in the classroom.

She felt outsider and started looking for the ways to please class friends. She started buying sweets, giving money, serving classmates. It helped in some way for some time, but approach to her became even worse.

Suggestions for training activities:

Described case is “artificial”, not recorded, but it could happen, and maybe similar cases exist. Trainer can ask to recall and write down cases, when conflicts between students were solved by similar means as in presented case. Individual writings are shared, grouped, classified and put in a cluster. Then trainer can ask to prognosis, what harm is made for personal development of the child, how this harm can be diminished, who can take responsibility.

Methods to be used: individual writing, clustering, group discussion

All three presented cases can be solved in one or another way by school community itself. Teachers can present and will present interesting stories that can be perfectly used as useful methodical material for training purposes.

But there are cases, when they feel hopeless and interference of outside specialists, other professionals is necessary.

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Conflict Case Study from Greece

Submitted by: Despoina Stamataki

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.

Useful resources

You are invited to communicate with authors of contributors in Chapter 5 and discuss issues.

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Chapter 6: Diversity management

European Cultural Interactions

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European Cultural Interactions

Introduction

When we plan a PC, we have to take into account that in homogeneity in class is due not only to the presence of foreign pupils speaking different languages, but also to the fact that classes are not homogeneous, as they consist of pupils and teachers of different origin.

Diversity management in the classroom is dependent upon heterogeneity in terms of both the teachers' and students' backgrounds. By background one would not only mean the ethnic and cultural background (i.e. based on one's 'vertical' identity construction, the one related to historical heritage – see Amin Maalouf's work on identity-) but also the educational and socio-economic or class related background (i.e. based on one's income, social status and education the so-called 'horizontal' identity construction). Different origins trigger further and stronger diversity and thus a more complex environment in the classroom.

As a presupposition of the educational process, it is necessary now than ever- to approach the twin "in homogeneity - difference" and handle it under the prism of a dynamic complementarity.

One should look at the relationship of diversity versus homogeneity as a constructive and dynamic one. The dynamics of diversity and homogeneity would be expected to change over time since identities will be constantly negotiable among the classroom members. Identities, behaviours, sense of belonging and attitude in the classroom cannot thus be considered as stable but dynamic, ongoing and changing processes.

Consequently, professionals (teachers, trainers, and school managers) dealing with diversity management in a school setting

needs to take into consideration: a) the relationship between diversity and homogeneity and b) the dynamics that underpin them as well as the constant shaping they undergo.

Objectives of the chapter

As already discussed in Chapter 2, one of the aims of peer education is making one feel safe in the school environment by avoiding conflicts and ensuring a peaceful learning environment.

The main objective of this chapter is to discuss the importance and necessity of understanding and embracing diversity in the classroom in order for professionals to follow peer review methodologies in their work.

By diversity the chapter takes into consideration a very large and wide definition involving culture, ethnicity, religion, age, gender, sexual orientation, physical and intellectual characteristics, education, socio-economic background, etc.

The chapter discusses through basic scientific principles and methodological approaches that everyday life patterns are not the same for everyone; that the values and the way “oneself” and the “other” see the world are relative; that there are risks in classification; that in the relation with the “other” there is the possibility of negotiation, which presupposes mutual recognition and constructive dialogue, that the ‘self’ is often constructed via the existence and relationship with the ‘other’ and finally that both the ‘self’ and ‘other’ are not stable entities but are instead constantly negotiable and changing.

Keywords

Cultural / Intercultural / Representation / Cliché/ Negotiation / Empathy /Conciliation/Power/Identity

Step 1. From theory to action

A. Basic theoretical principles of an intercultural pedagogical model.

Pedagogic directly related to Persons: besides one's abilities and interests, it also takes into consideration one's learning and autobiographic past.

Pedagogic directly related to Action: it depends on the anthropological principle that people are active human beings who want to take life in their hands.

Pedagogic directly related to Civilisation: it passes humanity's knowledge and wisdom as the instruments of formation of life itself.

B. Essinger model: 4 basic principles of intercultural education:

1. Empathy. 2. Solidarity, 3. Respect of cultural difference 4. Obliteration of nationalistic way of thinking (of national clichés and prejudices).

Step 2. To know, to communicate, to handle crises - impacts

2(1) To know

Basic presupposition is the development of concern resulting in basic queries for the teacher-advisor who would like to work with the group in this direction.

How to build my role as advisor

Back to my sources "I can....." from confusion to self respect

Emotional awareness – power's (taking into consideration "oneself" and "others").

Setting the limits demarcation

Target setting (what do I want them to learn? What do they already know? How much can their knowledge being broadened?

Motivations

Attitudes

Creating my own “professional” identity

Do we know how to communicate? How to handle diversity?

How can we communicate with the societies that work with?

What do we offer them?

What can we learn from them?

As an example, one could use the following exercise:

Phase A:

‘One’s personal hero’:

Participants divide themselves into two small groups and each participant thinks of their own hero-ideal example (and she/he makes a drawing of that hero). Participants are asked to ask the following questions to the imaginary hero if they were to meet up with him/her: a) what objectives they have? b) where they draw their power from c) what difficulties they encounter

Phase B:

Each group is asked to write a story based on the heroes defined by the participants.

2(2) To communicate

Elevation – Understanding of the twin similarity – difference

It is well known that people are driven through a process of collective representations of “oneself” and the “other” to a system of categorisation, where a person, if belonging to a certain category (according to colour, language, sex, origin), is identified then with all the members of his community and has all the characteristics of this community as well. As a result, labels are created; allowing the definition of characteristics and roles, define behaviours, which can provoke hierarchy relations and apparent or hidden conflicts among persons and groups.

It is therefore important for teachers and students to experience the difference not as an unavoidable obstacle to communication but as an enriching and dynamic process.

Of course, there are no magic “recipes”, however it would be useful to focus the process on two poles.

We depend on the experiences of the students.

We depend on the communicative relation among all the students.

We bring to light the hidden messages of the group. Those imperceptible and unexpressed behaviours, guesses and moods can be related to the rivalry for leadership, to hierarchy privileges, to the relations between the two sexes or between older and younger people, to the destruction of the environment, to religious issues or to personal plans that are not in line with the expressed targets of a group. Hidden messages concerning every kind of diversity can be created and can become strong means for the destruction of a group’s dynamics.

Here are some indicative examples:

A) Form two groups of teachers, each one defending a specific argument but then will need to change and defend the opposite argument (for instance discuss a serious fault caused by a student and argue that the student should be expelled, then argue that the student should not be expelled from school and provide reasons for both arguments).

B) Survival in the jungle

Create a simulation exercise according to which a plane falls in the middle of the jungle, the survivals are divided into groups but each one of them needs to devise an individual survival plan. Each group (or individual, or couple) is asked to read their plan, they mingle with each other and then discuss their respective plans, their feelings and their thoughts about themselves and the others that participated in the group.

2(3) To handle

Categorizations often lead to conflicts triggered by issues of power. All of us possess a form of power. Are we aware of this power?

The following guidelines may help towards this direction.

Learning about oneself

Learning about culture

Learning about intercultural situations

Learning about a certain culture

Learning how to learn

The aim is not to ignore power but to examine and use it positively.

Conflict, despite its negative charge can be an opportunity to transform oneself and the groups in a dynamic way.

The appreciation of tensions or conflicts, therefore, helps prevention of delinquency at school, because it is connected to the achievement of communication skills (that is training to being appertained).

Apart from the examples presented above, one should also look at the case studies that are presented in the training course materials that refer to diversity management.

Step 3: Tools

Revolutionary pedagogical techniques, depending on experienced communication methods.

Literary texts and films and TV series of other countries, not necessarily European, represent another culture and they could act as a pretext for the teacher to introduce diversity to the students. Art in this way could help children recognize more cultural models in addition to those few they are acquainted with in their everyday life. It is a fact that the enchantment deriving from a book or a picture can influence sentimentally and bridge gaps.

Biographies are another tool of discovering the “other”. They permit the perception of events and situations through their subjective spirit, which on the other hand makes them

real. "Readers weave mental threads between the author and themselves. His thoughts, his anxieties, his memories become objects of identification... Readers find in him (author) elements of their own personality, they debunk his uniqueness ... they feel intimate".

One could mention here the films 'Babel', the Iranian movies : "The colour of Paradise" and "The children of Paradise", "Scissors hand", "Remember me" a film of Unicef, e.t.c.

Autobiographies help students make up and present their own stories, because they demand experienced participation to the events they recall. In a next phase, they compose the "other's" biography, as they perceive it. Through this process of making their own identity, the members of the group will have to face different pictures of "oneself" and the "other", either from the foreigner's or the native's point of view. As a result, autobiographies help one realize how many different explanations about the same subject can exist, how simple or broad can an explanation be in comparison to another one, and how strong is the role of the surrounding atmosphere as well. Such an action – very alive - could lead to the rejection of certain clichés, reference to the relation with the "other" and to the "making of mutual negotiable representations, where everyone can recognize oneself".

Finally, students are asked to take part in role playing games, where one group will play the role of immigrants while the other group will be the natives. In this way, they will talk about their experiences of everyday events through identification process. This is a strategy of recomposing the role they play in real life. Those role playing games could make certain behaviours understandable and point out some of the reasons of misunderstanding or conflicts among groups of foreign languages or cultures that live together.

"Basis of education is to teach one how to think, how to talk, how to remember and how to ask questions" W. Goodwin points out. Those actions, in a cooperative frame, provoke conversation, pose questions and encourage dialogue, make cognitive and clear

the role of subjectivity, the role of representations and the role of the function of attitudes.

Positive changes, through the introduction of such programs, contribute to the creation of a positive environment in the school premises, to the redefining of criminal acts and conflicts among students; they cultivate new skills of “listening” and “thinking”, new skills of greater acceptance of the “other”. Those skills are expected to expand out of school, as well, influencing this way the close and broader environment of all involved members.

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GLOSSARY

Cliché / Cultural / Empathy / Identity / Intercession / Intercultural / Negotiation / Representation / Power

Cliché: prefabricated shape of perception – thought that comes between reality and our perception of reality resulting in simplifications and generalizations which warp it. They cultivate prejudices (attitudes, i.e. behaviours springing from this perception).

Cultural: descriptive way of perceiving reality in relation to the elements composing the cultural identity of a nation in a certain space and time. (Multicultural: coexistence of many different cultures in the same area).

Empathy: aptitude often leading to the acceptance of the different “other”, according to which we take the other’s place trying to see from his point of view without identifying ourselves with him.

Identity : It’s the feeling of belonging, shaping of personality involving both subjective and objective situation of the self.

Intermediation: alternate way of handling and changing conflicts, through which a person (negotiator) directs the conversation of the persons involved towards a common decision, so that there is no loser and the escalation of the conflict is avoided.

Intercultural: interaction, interchange, mutuality and solidarity among different people who have the same culture or among different cultures in space and in time (intercultural dimension of teaching process: it presupposes the strong interaction of diversities)

Negotiation: strategy of achievement changes. It is a process, where nobody gets what one wishes but everybody gets something. It is connected with other concepts, e.g. cost – profit – rights – obligations – values.

Representation (social): it results from human communication, it is a changeable, dynamic and circular form of thinking, it changes rather easily and connects the abstract character of our lights and convictions with the specific structure of interpersonal relations and tactics. It is related both to the picture we make of the “other”, who, according to us, does not belong to our world, and to the picture of “oneself”.

Power (social): conscious or unconscious, social or personal abilities emanating from culture support of the community, personal psychology and/or spiritual power. It organizes extremely well the ways of communication.

Chapter 7: HOW IT WORKS IN PRACTICE: Some useful strategies, methods and techniques for PC

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Introduction

In this chapter we present several examples of educational strategies, methods and techniques used by project partners in their daily work with adults, youth, teenagers, sometimes kids. There are tools, that suite the same for different age, social, ethnical groups. The only one difference is the way of presenting them in certain situation in certain environment. For this reason we considered important to present a lit bit of context where, when and how they have been used. We all know how teachers are fond of methods. They always want to know more and use as more as possible during their activities. Co-authors of manual want to draw attention to purposeful usage of techniques, always keeping in mind the aim of any activity and asking question “How this method/strategy will lead me to this aim, which of them suits best...” Good educator as good artist has many “tricky things” in his/her pocket, but really wise educator knows which one to use, in what turn, at what time and etc. We do not expect to present anything very new, many strategies and methods will be familiar to the manual reader. But we do expect that described situations can bring more thinking to readers mind and presented techniques will show up in a new light.

Objective of this chapter

Is to present different educational strategies, methods and techniques used by project partners in their pair counselling activities with different age groups in different educational, national, cultural and social contexts.

Keywords/terms:

Strategy is an educational tool that is complex, long lasting and

contains several parts in it. It is both- philosophical (in terms of approach) and practical (in terms of usage) concept.

Method is a unique, simple, educational tool that helps to reach an aim of activity (or some objectives).

Technique is an educational tool that contributes to the goal or objectives achievements, and in many cases combines includes several methods.

All three terms in many occasions and situations are mixed and make difficult to distinguish. Many educators use them as synonyms.

AN EXAMPLE FROM ITALY (Euroform)

Peer support requires very clear strategy of action and includes many elements in it: such as attentive listening, sharing common experiences, exploring options and giving support. Peer counselling is based on communication, empathy and understanding. People who start can provide peer counselling in a variety of settings including one to one or in a self help group.

PC is a combination of: a philosophy about or an approach to people, and a number of techniques. One without the other can be interesting or useful, but cannot be called PC.

The approach to people in PC is implied in it's principles and central elements. Techniques applied are:

1. active listening	2. problem solving	3. body awareness
1.1 paying attention	2.1 defining	3.1 relaxation
1.2 questions	2.2 creative thinking	3.2 posture
1.3 paraphrasing	2.3 identifying important elements	3.3 breath control
1.4 summarizing	2.4 evaluating	
	2.5 deciding	

<p>4. <i>planning</i> 4.1 goal establishing 4.2 check listing 4.3 routing 4.4 evaluation</p>	<p>5. <i>personal growth</i> 5.1 visualization 5.2 affirmation 5.3 working with emotions 5.4 role play 5.5 intuitive approaches</p>	
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1. ACTIVE LISTENING

Good listening constitutes at least 50% of PC. The peer counsellor uses specific skills to allow and encourage the talker to do the talking. There are also some basic “don’ts” that are implied in the counsellor’s responsibility and role. These are:

- don’t judge the person who is talking
- don’t give personal advice
- don’t interpret
- don’t take responsibility for the counselee’s problem

Active listening skills are:

1.1 Paying attention

It is very important that the listener pays careful attention to what the talker says. It is important also that the peer counsellor demonstrates to the talker that he/she is paying attention. One way the listener shows that attention is being paid is through body language. These non-verbal ways include posture, facial expression and eye contact.

Regarding body posture: The listener should be comfortable and relaxed. He/she should also keep “the right distance” from the talker. That is: not so close to be intrusive or so far to feel distant or far away.

Facial expression: The listener should maintain a natural facial expression. Automatically then, the moods and emotions of the

speaker will be reflected in the listener's face.

Eye contact: Good eye contact says "I am with you". It means looking at a person, but not staring.

Another way of demonstrating that the listener is paying attention, is by encouraging the talker with words or sounds like "yes", "uh huh", "go on" etc.



Finally, it is important that the talker not be interrupted, so that he/she determines the course of the conversation.

1.2 Using questions

The peer counsellor uses questions to get information and to encourage the talker to say more about a situation. Closed questions are used to get information. For example: "When did you first notice that?"; "How old is your son?" These questions can be answered by a simple "yes" or "no", or in a few words. Open questions are asked for the purpose of exploration. They encourage the talker to say more about a subject, to clarify what was said, or to focus on feelings. Examples: "How do you feel about your job?"; "What would you like to change?"; "What would you like to talk about today?". Questions should be asked sparingly, and never to satisfy the peer counsellor's curiosity.

1.3 Paraphrasing

A paraphrase is a brief statement that reflects the essence of what has been said. It is concise and conveys the same meaning, but uses different words. It is tentative, so that if it is not accurate, the talker will feel comfortable in correcting the peer counsellor. It therefore starts with a statement like “What I heard you say is.....”, or “Let me see if I’ve got it right. You said....”. A paraphrase will end with a question, such as “Is that right?” or “Did I hear you correctly?”.

The peer counsellor uses paraphrases for three reasons:

1 It is another way of demonstrating that one is listening and understanding what the talker says.

2 It is a way to make sure that one heard correctly what the talker said.

3 It gives the talker the chance to hear what he/she just said.

Hearing an accurate paraphrase helps the talker clarify for him/herself what he/she is thinking and feeling. It can bring new knowledge and perspective.

1.4 Summarizing

A summary is a combination of several paraphrases. It refers both to what the talker said and the feelings that were expressed. It ties content and feeling together. It captures the essence of what has been said, puts things in perspective; identifies important trends and themes that the talker expressed. A summary can also identify possible conflicts and decisions that have been made.

As with a paraphrase, a summary may distort or interpret what the talker said. Therefore it is important to check with the talker to confirm that one is not adding to or subtracting from what the he/she said. A summary is tentative and brief and ends with the question “Is that right?”

Often a summary is used near the end of a session. It can give the talker a clear image of the entire meeting. It can also help the talker to decide whether he/she wants to have another meeting with the peer counsellor.

2. PROBLEM SOLVING

Peer counselling can be used to assist a person with a disability to solve his/her own problems. The peer counsellor can ask questions and provide techniques to help the counselee clarify which actions, if any, he/she wants to take and when. Different steps in this process are:

2.1 defining the problem

The peer counsellor assists the counselee in defining the problem. Which problem does he/she want to focus primary attention on? What are the important characteristics of this problem? When does it occur, and with whom? These are questions which help the talker to look closely at all aspects of the problem and be specific about how it affects his/her life.

2.2 Creative thinking

The human mind is an instrument capable of incredible things. Probably the greatest achievement so far is the invention and development of the computer; the apparatus that makes life for the human mind so much easier by doing the work for it.

Unfortunately the mind has its weaknesses too. Two of them being a tendency to use the same information in the same way over and over again, and to define new information in terms of the old. In other words, the mind likes habits. How often do we fail to see the solution to what we perceive to be a problem, not because there isn't any solution, but because we keep on going over the same old considerations and come to the same old conclusions? The mind is going round in circles and we are "stuck". What is needed then, is a new way of looking at the same situation, or a new combination of the same data.

Creative thinking techniques help us do that. There are many of these. What they have in common is that they invite, entice or force the mind to move out of the patterns it has created, or to get out of the way altogether.

Before, or in addition to, using creative thinking techniques, the peer counsellor can help the counselee(s) identify available solutions

to a problem. Questions can be asked about what options for solving the problem already have occurred to hem/her, and which ones have already been tried. Sometimes the information the peer counsellor has to offer can increase the available alternatives.



A few examples of creative thinking techniques are:

Brainstorming

One is invited to voice immediately whatever idea comes to mind in (loose) connection with the subject. The effective elements of this technique are the speed, plus the fact that these ideas are not expected to make sense. Fear of criticism is often a factor in our inability to go beyond the familiar.

Association

Starting from one word, image or idea, whatever comes to mind next is voiced or written down immediately. This provides us with an insight into our personal mental and emotional context of the original image, word, etc. There are countless ways of using associations in problem solving.

A different “associative” way of letting unconscious information come to the surface, is visualisation. Dreaming is also a form of

that: many inventions and new ideas were stumbled upon in dreams or dreamlike experiences.

Pushing

The seemingly impossible can turn out to be not only possible but even feasible and attractive options, when the mind is pushed out of its routines. This can be done by putting it under pressure, or leading it away from logic.

2.3 Identifying important elements

Sometimes alternatives available or new approaches to a situation are unacceptable to the counselee, or even frightening, because of personal values that he/she does not wish to violate or question. The peer counsellor respects these values, even if he/she doesn't share them, and acknowledges that they have a powerful effect on the counselee's life and the choices to be made.

It can be helpful to distinguish between different elements that are part of a complex problem: practical issues; emotional difficulties; things that can be helped and things that cannot; etc. Broken down into smaller units, a complex situation becomes easier to oversee and deal with.

2.4 Evaluating

The peer counsellor can assist here by asking open questions about what the consequences of carrying out specific alternatives might be. Such open ended questions give a powerful message to the counselee: the message that in fact he/she is capable of handling the problem if all alternatives are thought through and actions well planned. This is part of the important self-empowerment aspect of peer counselling.

2.5 Deciding

After discussing all available alternatives, the counselee may find that one of these is the most desirable option. In this case, choosing which alternative to implement is simple. At other times

it is more difficult for the counselee to make a choice.

The peer counsellor can assist by summarizing the available information about each alternative, reflecting the counselee's feelings about each option, and paying careful attention to the point the counselee has reached in the decision making process. Discussing feelings and accurately paraphrasing the information that the counselee has given about possible alternatives, is of great help. It is also helpful to pause, when the counselee introduces a new topic, and ask if he/she wants to continue with that topic before arriving at a decision. This helps to keep the discussion focused on the decision itself.

Once the counselee chooses a plan to follow, he/she may want to discuss the details of implementing the plan with the peer counsellor. Feelings of fear, enthusiasm, reluctance or anticipation may come up for which the peer counsellor can offer support. Sometimes also practical information can be given to make the carrying out of a plan easier.

3. BODY AWARENESS

The importance of body awareness lies in the fact that the mental, physical, emotional and spiritual aspects of a human being are all interrelated. It is not that long ago that scientists or doctors would have objected to the idea that our way of thinking has an effect on our body (and vice versa); the body on our emotions, etc. By now, this has been sufficiently demonstrated and found to be so. It stands to reason that it would be difficult, if not impossible, for any person to feel at home on this planet and in this society, without feeling at home in or with his/her own body. Integration cannot start outside of us. A holistic outlook on society has its basis in a holistic approach to our life. Without self-respect, how can one expect respect from others? Self-respect includes respect for one's own body, regardless of its size, shape or abilities. Important elements in practice are:

3.1 Relaxation

A relaxed body helps us to feel at home with ourselves, recognise our real needs and true feelings. Focusing the attention on different parts of the body one by one, we become aware of any tension present in those parts. By using the out breath in letting go of those tensions, the body gradually relaxes and becomes more comfortable. This is automatically accompanied by a deeper and/or slower breath and a sense of well-being. Another doorway to relaxation is the tensing, holding tense and relaxing of body parts, combined with in breath, holding of the breath and out breath.



Visualisation can be useful in helping others relax. Relaxation must not be confused with drowsiness or slowness: it is alert, consciously enjoyed passivity. It can be a good start of a session, an efficient short break during longer sessions, and/or a way of grounding after or during emotional moments.

3..2 Posture

The importance of posture is twofold: a correct posture supports correct breathing, which in turn is needed for an optimal inflow of energy. At the same time, our posture has a strong psychological effect. Never will a counselee be criticized for a having a less than

optimal posture. The word “optimal” here refers not to an effort of a person to be judged, but simply to the connection between posture and energy supply. The fact that our physical habits and conducts can either support or hamper the fulfilment of our intentions, is something the peer counsellor shall radiate and so convey between the lines. Mirroring body language, or inviting one another to investigate body posture: in these ways the physical translation of our hopes and fears, intentions and biases, comes into play during peer counsel sessions.

Taking responsibility for our physical wellbeing, including for instance the shape of a wheelchair, can be an important step in gaining more control over our lives.

3.3 Breath control

Another grounding technique is observation of breath, and letting it gradually sink to the lower abdomen. Breath control can be an important tool in dealing with emotions, unwanted excitement or fears. Depending on the needs at a given time, the practice of breath control can be kept to a minimum or deepened into full yogic breath or meditative breathing. Note: The practise of these techniques either follows naturally from the course of events in a PC session, or comes under “giving information”. PC is not yoga, t'ai chi or any of such systems. It uses elements from these that serve its purpose.

4. PLANNING

In many cases the process of planning will be connected with problem solving. For the sake of clarity, the various stages of planning are presented here as if they are an isolated process. Together they constitute an “Individual Independent Living Plan”.

4.1 Goal establishing

Between a wish and a goal lies a world of difference. The number

of wishes we have seems infinite, whereas we generally pursue only a few goals in our lives. Choice, priority and commitment play the main roles on the road from wish to goal. The essence of techniques that are helpful in this respect is contained in the following sequence:

- Use free fantasy or visualisation to become conscious of desires and wishes.
- Screen these, using questions such as “Do I really want that? What if that came true? Am I trying to please or pacify others? Does this fit in with who I am and with my values? Can I use my talents in this?”
- Describe remaining wishes in concrete terms.
- Consider how urgent, realistic, fruitful, important, etc. these are.
- Choose the highest scoring wish (es) and turn them into goal(s) by making a commitment and naming the desired date of attainment.

4.2 Checklisting

Once a goal has been established, a list is needed of what needs to be done in order to reach that goal. Whatever comes to mind as being necessary or possibly helpful at any stage of the project goes onto that list.

Next comes categorisation of all these elements. Each of the, usually 3 to 6 categories, has a name, such as “support needed”, “material”, “training”, “location”, etc.

4.3 Routing

A well-known peer-counselling phrase reads, “A goal is a dream with a timeline”. Simple as it sounds, all that is needed (in theory, of course) to attain a goal is to put the “things that need to be done” in the correct order and then do them.

Apart from order, an important element in routing is the division of time into pieces, such as a week, a month, three months, a year. Instead of a mass of “work yet to do”, one then has some things to do this week, some this month, etc. The road to success is travelled step by step.

4.4 Evaluation

This is an ongoing process. Rather than wondering, “what has gone wrong?” at the end of a project, we build in moments of reflection and evaluation along the way, starting the moment we have a route mapped out. Relevant questions are “What happened with..... How did it make you feel? What do you think would have worked?” Generally, evaluation results in changes in checklist and routing. It is important that this is understood to be part of the project, not a matter of failure.

5. PERSONAL GROWTH

5.1 Working with emotions

Allowing the counselee to explore his/her own feelings is an essential part of peer counselling. Often a person cannot move toward the solving of a problem until emotions about it are expressed. Acceptance of those emotions by the counsellor is implied in the approach to people that is part of the basis of peer counselling.

For many people it is difficult to recognise their own feelings and to express them openly. Fear, shame, pride etc. can cause us to either completely suppress our emotions, or make them come out in an indirect or distorted way. Sometimes what a person says does not correspond with what he/she is communicating non-verbally. It is important then for the peer counsellor to be aware of the counselee’s facial expression, body posture, tone of voice, etc. By mirroring, radiating the invitation to share and asking questions, we can support another in the exploration of feelings.

5.2 Role play

Playing out a situation can help us in exploring attitudes and feelings we are not aware of, or help us prepare for situations we feel insecure in. A role-play is not drama or theatre: it is a short, semi-improvised acting out of a given situation, always followed by an evaluation.



Example: A counselee is nervous about a job-interview. The situation is played out, first with the counselee in the role of the manager of the company, then as him/herself. A minimum of props is used, and the playing is over in 10-15 minutes. Evaluation starts with the counselee sharing what it felt like, etc. Then the peer counsellor and/or other counselees share their observations. Some people tend to shy away from partaking in a role-play. No pressure will be put on anybody at any time to participate. Often one will want to give it a try later (and seldom enjoy doing it). And if not, that's fine too.



5.3 *Intuitive approaches*

In addition to guided visualisation, there are other techniques that can help us come in contact with deeper levels of awareness and our creative sources. If, when and how these are used, depends again on the ability of the peer counsler and the needs of the counselee.

1. Discussions

1. *Positive side of PC* (about a ways, how PC helps – building on a natural willingness of people to help one another; taking place between those of a similar age, role a background; working within a formal setting, such a school, youth group or workplace, to enhance the common purpose of the group. PC – supervised performance of limited counsellor functions by persons of approximately the same age or status as the counselee.)

2. *PC Structure*

PC can be and is done in various settings and set-ups. In PC there is no strict limit to the number of sessions had, years continued, participants in a group, peer counsellors used up, etc. It all depends on the needs of the counselee(s) and the availability of a peer counsellor.

PC can be done:

- individually or in a group
- for a fixed number of sessions or not
- for a fixed period of time or not
- with or without a specific theme
- as part of a training or for the whole of it

3. *two sides of PC – help somebody else, and help yourself* (experience of understanding, social support, role models, and personal growth).

4. what can disarrange PC meeting

5. person who is peer counsellor – about personality
6. *what a counsellor commonly does*
 - *Listens effectively to what you are saying*
 - *Works with you to define your goals with respect to your values and culture*
 - *Facilitates your untangling of thoughts, feelings and worries about a situation*
 - *Helps you gain your own insight into how you act, think and feel*
 - *Teaches, shows and helps you express your emotions in your own way*
 - *Teaches, shows and helps you work out your own solutions to problems*
 - *Teaches, shows and helps you accept what cannot be changed*
 - *Teaches, shows, helps and supports you and your relationship while you do all this*
 - *Helps you become empowered to act in ways that are in your best interest*
 - *Uses a variety of different techniques to help you explore what is important to you*
7. characteristics of students who met with PC
8. the types of problems students discussed in PC meeting
9. students perceived helpfulness in responding to the presenting problems
10. Two skills form the basic foundation for PC
11. What does the term “peer counselling” mean to you?
12. Myths and facts about PC

EXAMPLES FROM LITHUANIA (Modern Didactics Center)

Group work

This is a way of organizing learners in which the teacher/trainer assigns tasks to group(s) or learners who have then learn through organizing themselves. Group work engages persons in

discussion to encourage them to share and discuss their ideas with others, and to see how others receive and interpret information. This strategy helps to save time on task, to take responsibility, to have floor for everyone, to look for joint decisions and etc. Some teachers sometimes consider group work only as a game, but not serious work. As any teaching tool it has to be used purposefully. Teacher or trainer has to decide when, why and how to use group work. Only when we know, what we want to get from group work, we can decide on group size, number of groups, students division into groups, group task assignments and evaluation of the done work. In most case teachers have no bigger than 5 members in each group, so that would be possible to concentrate on the task, to fulfill it and report on it. A group may consist of students not only with a different level of preparation, but also with different interests, hobbies, characters types and etc. It often happens that one of the students takes leadership and responsibility for decision-making. This pattern can be observed among adults and among children groups. In some cases it can work, but in most cases teacher or trainer has “to keep eye on” and to insure equal involvement of all group members.



An example:

Teacher wants at the beginning of new academic year to develop rules of behavior in the class. He/she divides 25 students into 5 groups (by simple counting 1,2,3,4,5; 1,2,3,4,5...) and asks to think each individual in the group to suggest at least 1 rule that he or she would like to become common rule.

Each group has 15 minutes for discussions, 10 minutes for joint decision, 2 minutes for presentation and 10 minutes left for writing all suggestions on board. All groups can use any material that is available at that time in the classroom (pencils, markers, paper sheets and etc.) At the end of the lesson a class can have list of rules similar to that.

Group work can be organized by using different methods. During one activity different methods can be used. Sometimes groups can take on responsibility what method to use to reach best result as a team.

Brainstorming (brain + storm)

It is an act of freely generating any ideas (as many as possible) about a topic, problem, and issue initially without critical restraint. Individuals, pairs or group can carry as a tool for generating new ideas for any teaching and learning purpose and refreshing “old” information that can be forgotten for some time. Learners list (orally or in writing) what they know or think they know about a topic or an issue. They may also set questions. There is a time limit for this activity. Usually it takes from 5 up to 15 minutes, depending on number of participants. Individual brainstorming usually is first step for generating ideas and later sharing with a larger group or pair. Individuals are encouraged to think purposefully by themselves, to get involved immediately into thinking and working process and to take personal responsibility for the task. Paired brainstorming is particularly helpful for students who are reluctant to share with a larger audience. Often after sharing with a peer these students gain confidence to share with a larger audience. Paired brainstorming allows for more students to talk at one time than does a whole group discussion. Group brainstorming allows

experiencing a wider “menu” of ideas and diversity of options. Some teachers/trainers prefer to brainstorm as a whole group at once in order to make sure students get the feel of activity with the teacher’s guidance before they are asked to carry it out in pairs.

Brainstorming is used mostly at the beginning of lesson/training in order to start new topic or discussion, to get involved into activity as soon as possible, to share opinions and create safe, working learning environment. In some cases it can be used as summing up activity for reflection, conclusions or decision-making.

An example:

A class teacher wants to discuss diversity, which is an issue in multicultural school environment. He/she can start discussion with students asking them to think individually/in pairs/ in-group and write down the main 3 things, which make students(s) different from others in the classroom.

Students think, write down and share. Then all together students can make a list of things that make them as individuals’ different, group the list according certain categories. Students will be able to see, that there are more schoolmates that have the same/similar characters, features as they have.

Teacher may want encourage reflections what “diversities” are “diversities”, when they become “similarities”, how they help or complicated communication with others and etc.



Pair work

Pair work is considered to be a mini-group and has many in common with group work strategy, described above. The main difference is, that it is based on more intimate, more detail and deep work among peers and is “two-ways” directed. Pair work enables to change different ideas, to discuss, to work cooperatively and look for common decisions and outcomes. Pairs can learn a lot of each other and bring unbelievable results, achievements in academic learning, socio-psychological problem solving and etc. It is very important how people get paired. If pairs are purposefully and thoughtfully formed, we can expect desirable results after some time. If they are pair by accident, it is difficult to prognosis, how they will get along together, what will be final result. There many ways how they can be build and many methods of their joint work described in literature and practiced in different learning environments.

An example:

Ruta and Meta are eighth grade students. Ruta has problems with writing. Her academic score in grammar is very low. Language teacher not always has enough time to help her. Ruta has communication problems with teachers and pupils due to the fathers lost in her family. She feels very uncomfortable and express resistance while teaching additionally by the same classroom teacher. Meta, her classmate knows situation and suggests her as



language tutor help. They meet twice per week after school and do homework together. They also analyse mistakes in writing papers. Ruta increased her score in grammar by two grades after three months work. Meta reflected her “teachers” practise as very useful for her personally. She claimed that understood language lessons better by teaching others and she was able to know better her friend.

Roundtable

Roundtable (Kagan, 1992) is a cooperatively working strategy in which by systematic passing of paper and pencil around, each student or group has possibility to express ideas, approaches and views. You need to have a big sheet of paper, different colours of pencils or markers (for each member or each group). One person or group writes an idea or a statement that expresses personal (group) view, opinion, and position using one colour, and then passes the paper and pencil to the next at the left. Others add to the presented idea their own in other, different colour than previous group. The procedure takes certain time till all group members or all groups have expressed their own opinions, ideas, and views. At the end of it you will have different statements in different colours.

This strategy encourages all participating persons (groups) to express their own ideas, allows equally contribute to problem solving, encourages discussions afterwards, allows teacher or mentor to document and evaluate individual or group contributions.

It also can be used for simple learning/teaching purposes, such as repeating course, fixing grammar mistakes, learning new words or concepts (see example presented below).

Roundrobin (Kagan, 1992) is the oral form of roundtable and has the same structure.

An example:

A language teacher works in multicultural environment ant meets problem explaining grammar rules for students, to whom the teaching

language is not native. Teacher divided class into 5 groups. Each group got a topic and assignment to write down all words connected with this topic.

Group 1 - Fruits and vegetables;

Group 2 - Animals

Group 3 - Plants

Group 4 - Jobs, professions

Group 5 - Meals, dishes

Each group writes down all words they remember and know (first round), then passes to another group and receive sheet from other group (second round), review it, correct mistakes and add new words. The sheets are passed from one group to another till each group receives their own sheet (from first round) reviewed and corrected by others. Then teacher and students are able to observe all contributions easily distinguished by different pencils or markers colours.



Reflection

A phase in a lesson, training, other activity in which students look back over the ideas they have encountered and the meaning they have realized, and question, interpret, apply, debate, challenge, and extend that meaning to new areas of endeavour. Reflection is considered to be very important strategy for understanding and building personal opinion. Reflection allows for persons to take a look back, into “past times”, to gather new data and stop for contemplation. Observations, conversations, reading and writing materials, oral stories, personal experiences can serve as rich background for personal reflection. One can reflect shorter or longer time experience by oneself, but reflection becomes more valuable when it is shared with someone else. The reflections can take different forms: narrative writing, written questions, plans,

drawings, charts, video or audiotapes, etc. it is important to record reflection in any form. When we have a record we can revise our ideas, examine them, share, question, debate.

Shared reflections provide an opportunity to lay out ideas beside others, to compare and contemplate other points of view. It forces us to clarify and explain our ideas, and to provide evidence for our position.

Counselling work has to be planned based on reflection of done work, on achievements and failures, on rethinking whole situation and educational environment as such. Counsellors have power to teach their pairs

to reflect their progress by themselves and build future on it.

An example:

A group of university students, future social educators, has one-week observation practice in different social care institutions (baby and children care houses, occupational centres, prevention centres and etc.) They had task to assist, observe and record everything what is going on: how work is organized, who is responsible for, what is environment and microclimate, etc. They filled in observation sheets every day and wrote double dairy.

After they had to prepare and present their reflections upon practice. They did it in writing form as part of their learning portfolio.



EXAMPLES FROM SLOVENIA (Adult Education Center, Maribor)

Individual work

Individual work is a forerunner of group work and achieving group aims as well as individual aims within them. With individual work it is necessary to be aware that it represents one of the highest qualities of the program because it enables the recognition of psychological and social diversities of its participants and consequently helps achieve the aims of higher quality. There is an opinion, that individual work can be more easily organized than pairs or group work. But, in fact, good individual work organization requires the same task, aim, purpose orientated approach and good preparatory work in advance from teachers / advisers/ counsellors side.

Individual work can be carried out by different methods and techniques: reading, writing, observing, drawing, presentation, etc.

An example:

High school students have an optional lesson "Professional counseling" as part of school curriculum.

In many cases they face difficulties to describe clearly what they are really looking for, how they imagine



future professions, jobs, occupations. Teacher found out, that further work on counseling programme has no meaning, as students feel lost and are not ready for work in the classroom. Teacher decided to change work style and begin from personal problems and needs identification. He gave a task of 15 minutes individual free writing " The portrait of the best personal advisor". Students had to write what ever comes to their minds, don't care about style, grammar mistakes. Just to concentrate on task and let imagination flow. Teacher was surprised by result. Personal advisor got "many faces" in students' writings. It helped teacher to understand the need of individual approach to the subject.

Exercise/ games

Exercise is very important because it targets psychological, physical and emotional senses of the participants that are usually not used. Introducing exercise in the program results in a lot of fieldwork, observation of practical examples and integrated learning of all participants in the program.

For example, "opening up" of the participant who as a young person experiences the divorce of his/her parents and would like to spend some time with another family is made possible by spending some time with another family if he/she expresses this wish. On a cognitive level such participant will be more open to learning that helps him/her get rid of the blockage in his/her psychological and social life.

Games can be part of exercise. They are considered to be an efficient means for development, learning and dealing with emotional and learning problems. They enable various interactions; help students to judge and evaluate different situations and to face reasons as well as consequences of their behaviour. They are a helpful tool in-group work when we'd like to divide the group into smaller groups, for example, or when we have a new group and would like from the participants to get to know each other. They can be used for warming – up before starting planned activities or for motivation purposes when we notice a drop in enthusiasm. Finally, we can also use them for evaluating what we've done.

Examples

Decision-making:

Classroom is divided into two parts. One part is “a mirror” of one family life environment, another part-of-another. They look very different. One part is very colour full of attractive toys, computer and table games and etc. The second part is more one colour like: shelves with books, some paper, pencils, comfortable sofa, table with sweets. Teacher asks pupils to choose one or another side. Most of them went for the first one. But few pupils sat comfortably on sofa with books in their hands. Then teacher asked, why and how they made their decisions. Further discussions helped teacher to explain, that both options are good and can be chosen by everybody differently in different time and environment. One can spend some time in one, then in another.

The same is with people. Sometimes we want to spend more time with funny, joyful persons, and sometimes we choose peacefulness, calmness and little comfort. Families as group of people are also different, but the difference doesn't make them worse or better. Teacher can remind some piece from “Simpson family”, when

boy was longing for different father than his own and decided to live in neighbours family, and what happened finally...

Group making

We give the same number of collared pieces of paper in a bag, as there are students in the group. The numbers of different colours of paper equal the number of smaller groups we need. Then student take a piece of paper from the bag without peeking. Those who had chosen the paper of the same colour are in the group together.

Getting to know each other:

Everyone puts his or her name on the piece of paper together with one positive quality. The leader collects pieces of paper and distributes them at random. Everyone must look for the person whose paper they're having. Then they form a circle with the person being the neighbour of the person whose paper they're carrying. Everyone introduces himself or herself according to the paper they're carrying.



Warming up:

Groups of two players form a house, so that their hands are touching high above their heads. Some of the players are owners who stand in the houses. The leader of the game has three options: to shout “owner” and all inhabitants must change their houses, to shout “house” and all the houses must change the owners and to shout “earthquake” where everyone must change their position.

Expressing motivation:

Everyone think for themselves what makes them strong and what makes them jealous? Then they visualize strength and jealousy by drawing them. They evaluate: What message did we send with the drawing, did we keep anything a secret, and did we hide anything?

Summing up/ Evaluation:

Participants stand in a circle. The leader throws the ball to a randomly chosen person. This person has to share his/her first thought about the activity that has taken place.

Artwork

Artwork is a teaching and learning technique, that’s essential part of the program because it represents the additional value where every individual can find answers to the questions of community

(socialization problems). Art is included not only as a therapy but also as an activity without observing the results. What is important is a) procedure and b) inclusion of other subjects. Procedure means that artwork is permanently included in the program and constantly connected to other activities. Inclusion means that all with art expertise that expresses the wish to participate either formally or non-formally are involved. "Main stream" art should be included because it ensures easier path to other socialization questions and enables ways of expressing personality. However, alternative art is also included.

An example:

Primary school children were asked to make own paper ships. All of them were quite different: some really

big, some very tiny, some coloured, some white, etc. Teacher grouped children by 8 and asked each group to place ships in "a sea" with enough place to everyone to move different directions.

In fact, it was art lesson, but task was not only certain lesson orientated. Children new in advance the size of "sea" and how many ships have to fit in. The artwork was partly a methodical game, which taught cooperation, respect to a group.



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Useful resources and additional reading:

- <http://www.businessballs.com/teambuilding.htm>
- Robert Epstein, Jessica Roberts: The Big book of Motivation Games
- Trainers' Warehouse
- <http://www.kidsource.com>
- <http://www.npin.org>
- <http://www.fctel.uncc.edu>

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- Moyles J.R.(Ed.) The excellence of Play (1994)Open University Press, Buckingham, Philadelphia, US

Annex

GOOD PRACTISE EXAMPLES

Lithuania

„Students to Students“. Tutoring programme helping to overcome academic learning difficulties.

Coordinator: Romualda Raguotiene, psychologist at A.Mickevicius gymnasium, Vilnius.

Contact: raguotiene@yahoo.com

More about programme in: www.vpu.lt/sdc

Youth programme “Coevals to Coevals”. Tutoring programme to overcome different social programmes

Association “New Connections”, Vilnius

More about programme in: www.naujosjungtys.lt

Programme for school specialists working with hyperactive children.

Association “New Connections”, Vilnius

Coordinator: Zina Baltreniene at Youth Career & Advising Centre

Contact: zina@jkc.vdu.lt

More about programme in: www.naujosjungtys.lt

“Big Brothers, Big Sisters” programme

Programme for young people making pairs with children having different social, psychological and behavioural problems.

Children Support Centre, Vilnius

Coordinator: Jurate Cizauskaite

Contact: juratecizauskaite@gmail.com

