



Pestalozzi Training Unit

Me, you and a colourful world
to fit in!

**A pupils' and teachers' training unit on conflict management and
bullying**

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Title

Me, you and a colourful world to fit in!

Brief description

The series of activities in this training unit focus on developing a culture of peace and collaboration among pupils, with special emphasis on treating incidents of violent behavior and bullying among primary school children.

Expected outcomes

General:

- ✓ Participants to learn that acknowledging other people's feelings, attitudes and behavior helps towards the resolution of conflicts in a democratic way
- ✓ Participants to use their own personal experience as a first step towards adopting different perspectives and explaining situations in favour of a peaceful and collaborative resolution of conflicts in a school environment
- ✓ Participants to develop a deeper understanding of how the self and group attitude interrelate and contribute to the resolution of conflicts and the productive co-existence of diverse identities in a community

The activities were designed with a view to leading the participants from a self-centered attitude to a collaborative one and group reactions to situations which are connected to conflicts, images of others and communication patterns. By the end of the training unit participants will have hopefully realised how the TASKS components based on *TASKs for Democracy* (Mompoin-Gaillard and Lázár, 2015) mentioned below are connected to the issue of conflict resolution following a path leading from "Me" to "Us".

Specific:

Attitudes

- ✓ Willingness to acknowledge other people's feelings A_DIV_3
- ✓ Readiness to take responsibility and to be accountable for one's actions and choices A_COOP_3
- ✓ Inclination to see things from different perspectives A_EPIST_3
- ✓ Willingness to identify and accept one's own and other people's strengths and weaknesses A_SELF_3

Skills

- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behavior S_DIV_3
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved S_COOP_3

Knowledge

- ✓ Understanding of how co-operation can support the prevention of conflict, discrimination and violence K_COOP_3
- ✓ Knowledge about the relationship of self and group K_SELF_3

Activities

Summary of the activities planned

School life has changed a lot since the beginning of the economic recession in Greece. Families have been dealing with unemployment problems, severe economic hardships and a feeling of uncertainty for the years to come. In addition, the unstable political canvas and issues such as immigration or emerging terrorist actions within the European family, have negatively charged the overload of personal and social identity. The aftershocks of the above context have been inevitably transferred into the school communities. School life reflects the unease of the social environment and expresses the general turmoil through frequent incidents of violent behavior, expression of neglect towards certain individuals, use of violent language and adoption of behavior patterns harmful to feelings of solidarity and empathy.

Making use of **“the head, the heart and the hands”** principle and aiming at engaging pupils in learning by doing and collaborative activities, the training unit targets “smoothing” this harshness inside classroom reality.

Activity profile	Duration of activity	Methods used
Introductory session: defining the area of interest, brainstorming, discussion of the issues involved, signing a contract of good will and cooperation	30 minutes	Personal expression and exchange
Activity 1 (Ice-breaking activity) Try my shoes!	50-60 minutes	Experiential learning Emotional involvement
Activity 2 (Energiser) Knowing me, knowing you!	40 minutes	Reflection and collaborative knowledge construction
Activity 3 (Energiser) Chain reaction	20 minutes	Creative expression of ideas

Activity 4 (Main activity) My anger portrait	50 minutes	Artistic expression and reflection
Activity 5 (Main activity) A communication collage	80 minutes	Visible thinking
Activity 6 (Main activity) Ariadne's ball of string	70 minutes	Experiential learning TPR
Activity 7 (Evaluation activity) It's my party!	25 minutes	Analysis and reflection
Activity 8 (Evaluation activity) The friendship pie	10 minutes	Project work
Activity 9 (Concluding activity/Game) The anti-bully race	40 minutes	Game
Closing session: debriefing, evaluation and assessment of the training unit	30 minutes	Personal expression and exchange
Total time of training unit:	7 hours 40 minutes	

The set of activities will be also used with teachers or student teachers.

Target group	Age/level
Pupils of 5 th and 6 th grade in primary	11 to 12 years of age
Primary school teachers	Qualified teachers working at 3rd Primary School of Zografou (two of them are teachers of the pupils above)
Future teachers	University students of the English Studies department of Athens University attending a practicum

Background and context

The idea for this training unit came from a painful situation faced in many primary schools in my country, frequent incidents of conflicts among pupils which most of the times result in a chain reaction and have a strong impact on the relations of all members of our school community. Therefore, this training unit was developed for use with primary school children as well as their teachers. To meet the requirements of the Council of Europe Pestalozzi Programme, the unit was piloted with two groups of fifth and sixth graders of a Primary School in Athens Greece (39 children in total), a group of 20 teachers working in this school and a group of 21 student teachers who are trained by the author of this training unit. As a result, a total of 80 participants were engaged in the series of activities.

Introductory session (duration 30 minutes)

The facilitator and participants discuss the relevance and importance of peace and a collaborative spirit among people in general and connect this to a school community environment. Questions which should be the focus of this discussion are:

- ✓ Can you recall and reflect on incidents when participating parties didn't try to resolve a conflict in a peaceful manner?

- ✓ Could you list the ideal conditions school children should work and live in?

Teachers and pupils will be asked to recall incidents from school life while trainee teachers will be asked to refer to incidents from their past. It is very important at this stage for the trainer to reveal the need that drives the implementation of this training unit. It is very significant to create a feeling of personal involvement in an image which should somehow change to the better. Answers to the previously mentioned questions should be put on a poster for future reference.

The session ends after having all participants discuss, negotiate and fill in the relevant Competence Grid found in the appendices.

Activity 1: "TRY MY SHOES!" Icebreaking activity

Duration: 50-60 min

Expected outcomes:

- ✓ Willingness to acknowledge other people's feelings A_DIV_3
- ✓ Inclination to see things from different perspectives A_EPIST_3

Methods/ techniques used:

- ✓ Experiential learning
- ✓ Emotional involvement

Resources

- ✓ A shoe box and a laminated paper card showing a shoe (could be like the one at http://www.bbc.co.uk/learning/schoolradio-assets/img/earlylearning/nurserysongs/buckle_my_shoe_960x540.jpg)



- ✓ blank sheets of A5 size, pens and/or pencils

Practical arrangements:

- ✓ Participants to be seated in a circle

Procedure

Step 1 (2-3 min)

Ask participants to take turns to say their name, greet and say how they feel at the moment.

Step 2 (30 min)

1. Participants are encouraged to take turns to recall and report an experience they had with another person that made them feel bad. Reference to personal details is not necessary. They are given one minute to briefly describe what happened.
2. Then you may ask: "Who wants to try my shoes?" and pick a member of the group and hand over the laminated shoe card.
3. The person who takes it describes the feelings they might have if in the other's shoes and what the feelings of the other side might have been.
4. Then they write the dominant feelings on a blank sheet of paper or on a card and put it in the shoe box in the middle of the circle. The procedure is repeated until everyone has spoken.

Step 3 (10 min)

1. Reshuffle the sheets/cards in the shoe box.
2. Ask participants to take turns to pick a card from the shoe box and match the feeling to the incident. The information is put in the table on the board.

Participant	Incident	Feeling of self	Feeling of the other

Step 4 (debriefing, 10-15 min)

Participants are asked to reflect on the content of the board and have a discussion based on some of the following questions:

- ✓ What kind of feelings do certain kinds of behavior generate?
- ✓ Was it easy for you to understand how your peer felt in the situation?
- ✓ Was it easy to realize that people share the same kinds of feelings and react to certain situations in more or less the same way?
- ✓ How often do you get in other people’s shoes?
- ✓ Imagine you are involved in an argument. Do you think that stopping for a moment and trying to see things from the other side perspective might help?
- ✓ Did this activity help you realize how many different feelings are shared by members of a community?

Tips for trainers

- ✓ A flip chart standing next to the trainer might be handy.
- ✓ In case the same feelings appear again and again, you can intervene and elicit different answers. The aim is to have the widest range of feelings possible. So be prepared to ask questions that might shed some light on different aspects of the experience described.

- ✓ The aim of this activity is to make participants realise the variety of feelings human interactions may cause and how differently interactions are perceived and filtered by individuals.
- ✓ Time limits should be given to the participants so that estimated time is not exceeded. A countdown clock might help.

EVALUATION OF THE ACTIVITY (This might be repeated after each activity or a different evaluation method can be used after some of the activities.)

Primary school pupils	Primary school teachers	Future teachers	Trainer
Use of "traffic lights" on the wall of the pupils' classroom (green=great, I loved it, yellow=not sure, red=I didn't like or I don't understand it).	Post comments or write a learning diary in the online space opened to accompany the training sessions.	Post comments or write learner diary in the online space of the course.	Publish a report and material from the activity in an online space opened for the course, for example like here: http://meyouandourcolourfulworld.wikispaces.com/

Activity 2: "KNOWING ME, KNOWING YOU!" Energiser

Duration: 40 min

Expected outcomes:

- ✓ Willingness to identify and accept one's own and other people's strengths and weaknesses A_SELF_3
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behavior S_DIV_3
- ✓ Knowledge about the relationship of self and group K_SELF_3

Methods/ techniques used:

- ✓ Reflection
- ✓ Collaborative knowledge construction

Resources

A pouch with laminated cards with different characteristics. The cards should be more than the number of participants.

naughty	secretive	sharing	willing
kind	rude	friendly	critical
helpful	impatient	sociable	assertive
hard-working	bossy	irritable	encouraging
honest	curious	generous	reliable

Practical arrangements:

- ✓ Participants to be seated in a circle

Procedure

Step 1 (10 min)

1. Give everyone a card from the pouch. If participants think the characteristic matches their peers' perception of themselves they keep it. If not, they give it to the person on their right.
2. The same continues for as many rounds as needed so that each participant has one card. If a participant thinks the quality doesn't match the others' perception of them, they leave the card in the middle of the circle. They can use a blank card and write a characteristic they believe is appropriate.

Step 2 (20 min)

1. Participants are asked to show the characteristic they think matches their peers' image of them to the rest of the group.
2. Then, they must comment on the card of the person on their left by saying: Yes, I agree Simon is because.../No, I don't think Simon is ... because

Step 3 (debriefing, 10 min)

Participants are asked to reflect on the activity and discuss some of the following questions:

- ✓ How different is your own perception of yourself from the others' perception of you?
- ✓ Was it easy to reach a decision about the other participants' qualities?
- ✓ What kind of experiences did you make use of in order to come to an agreement?
- ✓ How did you feel when you heard the other participants' opinion of you?
- ✓ Did this activity help you realize that each community of people has a different and dynamic profile shaped by its diverse members?

Tips for trainers

- ✓ The activity will work with participants who know each other.
- ✓ Explain to the participants the importance of being polite and avoiding harsh comments or offensive justifications of their opinion of the other. Agree that all opinions will be respected if according to the above.

- ✓ Make sure you have many different character types in the pouch.
- ✓ Help each participant when choosing the characteristic they believe as most appropriate.
- ✓ The target of this activity is to make participants realize the variety of feelings human interactions may cause and how differently interactions are perceived and filtered by individuals.

Activity 3: CHAIN REACTION" Energiser

Duration: 20 min

Expected outcomes:

- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behavior S_DIV_3
- ✓ Knowledge about the relationship of self and group K_SELF_3

Methods/ techniques used:

- ✓ Creative expression of ideas

Resources:

- ✓ a green and a red card
- ✓ a collection of scenarios describing situations involving members of a school community which can be presented through a power point presentation or be read out loud by the trainer, for example:

Your classmate enters the classroom in a really bad mood. He kicks your schoolbag and tells you to sit elsewhere.	Your teacher praises your work and asks you to present it to the rest of the class.	An older pupil takes your turn in the queue at the canteen.
A school mate helps you carry your heavy schoolbag upstairs.	A younger pupil asks kindly for your help to open a bottle of water. He thanks you right after.	Two schoolmates make fun of you in front of a large group of children outside school.
The pupil next to you opens your bag and takes your colour pens without asking.	A schoolmate drops your snack by accident during the break. She goes away laughing at you.	You find a message with very bad words about you on the board as you enter the classroom after break.

Practical arrangements:

- ✓ Participants to be seated in two rows facing one another.

Procedure

Step 1 (2 min)

Participants are asked to take turns in making faces that describe their feelings at the moment.

Step 2 (10 min)

1. Inform the participants that they will be shown/read some scenarios from school life. They are encouraged to read/listen carefully and then hold a face expression or body posture which shows their reaction to what they have just seen/heard. They must keep silent during this activity and are only asked to respond by miming.
2. Participants are shown/read the scenarios. After the whole group has expressed their reactions, show up a green card if the majority of the participants have reacted in the same way or a red card if they did not.

Step 3 (debriefing, 8 min)

Participants are asked to reflect on the activity and discuss their answers to some of the following questions:

Did this activity help you realise that each situation triggers a certain type of reaction? Can you give examples?

What is the relationship between the sender and the receiver?

Tips for trainers

1. Explain to the participants that they should express the very first reaction after reading/listening to a scenario.
2. Green card should be raised when more than half of the participants display the same type of reaction to the scenario given.

ACTIVITY 4 "MY ANGER PORTRAIT"

Duration: 50 min

Expected outcomes:

- ✓ Willingness to acknowledge other people's feelings A_DIV_3
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behavior S_DIV_3
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved S_COOP_3
- ✓ Understanding of how co-operation can support the prevention of conflict, discrimination and violence K_COOP_3
- ✓ Knowledge about the relationship of self and group K_SELF_3

Methods/ techniques used:

- ✓ Artistic expression and reflection

Resources:

- ✓ Blank A4 sheets of paper, colour pens/crayons
- ✓ A poster size sheet of paper

Practical arrangements:

- ✓ The activity will be carried out in three different consecutive steps. First the participants will work individually, then in pairs and finally the whole group will be called to present and discuss their findings. Therefore, space is needed and seating will change accordingly.

Procedure

Step 1 (10 min)

1. Participants are asked to take a blank sheet of paper and a set of colours pens/crayons.
2. They are encouraged to find a quiet place in the room to work.
3. Tell them to think of a moment they were really angry and ready to explode, and draw the portrait of themselves at that time. They are also advised to keep brief notes which give information on the following
 - ✓ What was the occasion?
 - ✓ Who else was involved?
 - ✓ What was your very first reaction?

Step 2 (20 min)

1. Participants are asked to find a partner and sit somewhere together.
2. They must discuss their portraits and share if they like the situations they were faced with.
3. Then they should comment on each other, suggest at least one way to reduce anger and work towards a solution and keep notes.

Step 3 (debriefing, 20 min)

1. Participants sit in a circle.
2. A representative from each pair must present briefly the suggestions provided.
3. Put the different suggestions on the poster.
4. Participants are asked to reflect on the activity and discuss some of the following questions:
 - ✓ To what extent did this activity help you realize that anger doesn't show the way out?
 - ✓ In what ways does anger distort your physical and mental balance and harmony?
 - ✓ Do you now realize that thinking over a situation calmly helps us find better solutions?

Tips for trainers

- ✓ Explain to the participants that they should listen carefully to the story of their partner and try to provide a solution that may lead to a reconciliation.

ACTIVITY 5 "A COMMUNICATION COLLAGE"

Duration: 80 min

Expected outcomes:

- ✓ Willingness to acknowledge other people's feelings A_DIV_3
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behavior S_DIV_3
- ✓ Knowledge about the relationship of self and group K_SELF_3
- ✓ Understanding of how co-operation can support the prevention of conflict, discrimination and violence K_COOP_3

Methods/ techniques used:

- ✓ Visible thinking technique

Resources

- ✓ some post it dialogue notes, pens/pencils, adhesive
- ✓ a set of photos, for example:





Practical arrangements:

- ✓ The activity will be carried out in pairs. Trainees are given one of the photos above and a blank sheet of paper.

Procedure

Step 1 (10 min)

1. Participants are invited to take a blank sheet of paper and a pen/pencil, find a quiet place in the room to work with their partner on two photos. The photos are the same.
2. They are instructed to work with one of them first, observe and discuss it with their partner.
3. Then they should take turns to express their thoughts on the questions:
 - ✓ What do you see?
 - ✓ What do you think about that?
 - ✓ What does it make you wonder?

Step 2 (10 min)

1. Participants must work with their partner and try to imagine the dialogue the people in the photo had.
2. Then they must write the dialogue on the post-it dialogue notes and stick them on the photo.
3. When they are finished, they put the photo on the board using some adhesive (each pair should put one photo next to the other creating a collage).

Step 3 (10 min)

1. Participants work with their partner and try to imagine a different version of the story they imagined for the photo in the beginning.

2. They use the post-it dialogue notes to write the new dialogue on the second photo. When they are finished they put the photo on the board (each pair should put one photo next to the other creating a collage).

Step 4 (debriefing, 50 min)

1. Participants are asked to sit in a circle.
2. A representative from each pair must present briefly the situations and the stories they imagined for the visual material provided.
3. Everybody listens to the stories of all pairs and looks at the first collage.
4. The same procedure goes for the second collage.
5. Participants are asked to compare and contrast the climate of the school those children are in.
6. Ask them to reflect on the activity and discuss some of the following questions:
 - ✓ Did this activity help you realize that good communication makes the world we live or work in nicer? What makes you think so?
 - ✓ How can what we say and the way we say affect our relationships with people?
 - ✓ Can we bring about change by trying to be more resilient, tolerant or sometimes less assertive towards our peers? How?

Tips for trainers

- ✓ Explain to trainees that they should take turns in answering the questions during the first step and listen carefully to what is being said.
- ✓ Put the two collages on the board, one next to the other and use different colours for the post-it dialogue notes. Try to make trainees focus on the different feelings conveyed through the two versions.

ACTIVITY 6 "ARIADNE'S BALL OF STRING" Main activity

Duration: 70 min

Expected outcomes:

- ✓ Readiness to take responsibility and to be accountable for one's actions and choices A_COOP_3
- ✓ Inclination to see things from different perspectives A_EPIST_3
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved S_COOP_3
- ✓ Understanding of how co-operation can support the prevention of conflict, discrimination and violence K_COOP_3
- ✓ Knowledge about the relationship of self and group K_SELF_3

Methods/ techniques used:

- ✓ Experiential learning, TPR (Total Physical Response)

Resources:

- ✓ a set of four laminated cards containing scenarios of conflicts and 16 cards with cues for conflict resolution

1. Your group has been assigned a project which must be handed in shortly. You discuss and share the work with your mates. The day before meeting to put up the work together you realize that no one has done their share and they all expect the whole work from you. You are really disappointed and angry.

2. You go back into your classroom and you find your school bag emptied on the floor and your glasses broken. You try to find the person who did it but everybody denies. You notice two of your classmates laughing at you. You go to them and ask them to pay for the broken glasses.

3. You helped a schoolmate with a broken leg carry his schoolbag downstairs. The following day he accuses you of taking a stickers album out of the bag. You feel frustrated and upset.

4. A group of 3 seniors have been calling you names and laughing at you in the breaks. Lately they have been making jokes about your family members, too. You feel really angry but don't know how to handle the situation. They seem to be stronger than you and unwilling to listen to you.

- ✓ cue cards leading to conflict resolution

1. You talk to your mates and explain how important being reliable is.	You offer to give some guidance and ask for a new deadline.	You do your share of work and get ready for presenting in class.	You hand in your work and explain to the teacher the reason why the project is not ready.
2. You inform your teacher about the incident.	You try to find out who came first into the classroom.	You explain to everybody how useful your glasses are to you.	Your class shares the cost Of a new pair of glasses.
3. You talk to your mate and express your feelings.	You ask him to reconsider and apologize.	You help him carry his schoolbag again the next day.	Your mate apologizes and thanks you for your support.
4. You approach one of them at the park during your afternoon activities and explain how you feel.	You inform your teacher about the incident.	Next time they come closer to you, they find you sitting with a friend of yours. You both answer politely and firmly to their comments.	You inform other people from your class about the incident and they offer to stand by your side in case the incident is repeated.

✓ cues which make the matter worse!

1. You do the whole project yourself.	You present in front of the class and tell everybody that you did the work.	You don't accept to work with these mates again.	You barely talk to them. It was an embarrassing experience after all.
2. You are really angry and you explode.	You tell your parents about what happened and go straight to the Head's office.	Your parents come to school and they ask the two pupils caught laughing to pay for the glasses.	You change seats and never talk to those pupils again.
3. You are really disappointed and use a loud voice to say that you are innocent.	You tell your friend that he didn't deserve your help.	You don't help him again with his schoolbag.	You tell your friends to avoid helping him as they will probably get into trouble.
4. You run away quickly and start thinking of taking revenge.	You write intimidating letters and you put them in their bags without being noticed.	You spread bad rumors for them and their family.	You will solve the problem alone. Teachers can't do anything more.

- ✓ balls of string in different colours
- ✓ laminated photos of Minotaur and a ship



Practical arrangements

- ✓ This is a group activity. Trainees will sit in four circles.

Procedure

Step 1 (5 min)

1. Participants are reminded of the myth of Minotaur, the labyrinth and Ariadne's ball of string that helped Theseus get out of the maze.
2. They are encouraged to discuss briefly and find a connection to the labyrinth and the conflicts at school.

Step 2 (40 min)

1. One participant in each group will be given a card that describes the context of a conflict happening within the school community.
2. The rest of the participants will take cards containing cues for the resolution of conflicts and read the scenario out loud to the group.
3. They decide all together which of the cues relate to the scenario and they leave the rest aside.
4. Ask them to discuss why they chose the specific cards with their group members and if they tried to remember the steps towards resolution.

Step 3 (5 min)

1. All groups join to sit in the big circle in jumbled order.
2. The trainees with the conflict scenario take a ball of string and connect the conflict to the cues that lead to its resolution in the order the actions should be taken. (A colourful web should be created)



Step 4 (debriefing, 20 min)

1. You can go through the conflict case and the steps that should be followed for its resolution.
2. The situation is evaluated and each group can be awarded with a Minotaur or ship card.
3. At the end, the whole group can reflect on the activity and discuss some of the following questions:
 - ✓ Can any conflict's resolution be achieved without the consent and good will of the people involved? Why? Why not?
 - ✓ Do you think that conflicts may have painful side effects and result in unexpected turns? How? Can you give examples?
 - ✓ Do you agree that we should all work together and offer our personal qualities and experiences so that conflicts are resolved or prevented? Can you justify your answer?

Tips for trainers

- ✓ Explain to the participants that they should read the content of their cards carefully and collaborate throughout the whole activity.

ACTIVITY 7 "IT'S MY PARTY!" Evaluation activity

Duration: 25 min

Expected outcomes:

- ✓ Willingness to identify and accept one's own and other people's strengths and weaknesses A_SELF_3
- ✓ Inclination to see things from different perspectives A_EPIST_3
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behavior S_DIV_3
- ✓ Knowledge about the relationship of self and group K_SELF_3

Methods/ techniques used:

- ✓ Analysis and reflection

Resources:

- ✓ blank sheets of A4 size, pens and/or pencils

Practical arrangements:

- ✓ Space is needed for individual work, group work and plenary.

Procedure

Step 1 (5 min)

1. Ask participants to work alone, take a sheet of paper and a pen.
2. Ask them to write down the qualities of a person who they would like to have as a helping hand and guest for a big party they are organizing. They are advised to be brief and try to use adjectives.

Step 2 (10 min)

1. Make participants form groups of 4-5 and exchange ideas.
2. They should agree on the final profile of their guest.

Step 3 (debriefing, 10 min)

1. All groups sit in a big circle and present their findings.

2. The whole group agrees on the ideal guest.
3. Participants are asked to reflect on the activity and discuss some of the following questions:
 - ✓ Do you agree that people with different personal characteristics are necessary for a successful outcome? Can you justify your position?
 - ✓ To what extent did this activity help you understand that everyone has unique qualities?
 - ✓ Did the activity make you see that life can be better organized and enjoyed as long as there is diversity?

Tips for trainers

- ✓ Encourage people to think of as many adjectives as they can. It might be interesting to display all the characteristics the group has selected on a poster like the one below:



ACTIVITY 8 "THE FRIENDSHIP PIE" Evaluation activity

Duration: 10 min

Expected outcomes:

- ✓ Willingness to identify and accept one's own and other people's strengths and weaknesses A_SELF_3
- ✓ Inclination to see things from different perspectives A_EPIST_3
- ✓ Aptitude to elicit and respond to others' beliefs, values and feelings and behavior S_DIV_3
- ✓ Knowledge about the relationship of self and group K_SELF_3

Methods/ techniques used:

- ✓ Project work

Resources:

- ✓ V-shaped blank carton paper sheets in appropriate size so that 8 of them make a pie.
- ✓ A list of ingredients to choose from for the participants' pie. These could be: honesty, kindness, respect, humour, empathy, supportiveness, patience, acceptance of the other, power, popularity, helpfulness, confidentiality, etc.

Practical arrangements:

- ✓ As this is project work, trainees will be seated in groups.

Procedure

Step 1 (5 min)

1. Participants are asked to work with their group, exchange ideas and conclude on the ingredients they will put in their friendship pie.
2. Then ask them to write on their V-shaped paper strips and form their pie.

Step 2 (debriefing, 5 min)

1. The friendship pie is put on the wall.
2. All groups are invited to present their friendship pies.
3. Participants are asked to reflect on the activity and discuss some of the following questions:
 - ✓ Do we all have the same criteria when choosing our friends? What are the similarities and differences?

- ✓ What brings people closer to each other? What roles do priorities and values play in this?
- ✓ Can we still enjoy the company of people with different values? When and why?

Tips for trainers

- ✓ Help trainees focus on the criteria they have for choosing their best friend.
- ✓ Put the friendship pie on display.
- ✓ The use of adjectives (honest, patient, popular, etc.) instead of abstract nouns will work better with younger learners.



ACTIVITY 9 "THE ANTI-BULLY RACE" Concluding activity/Game

Duration: 40 min

Expected outcome

- ✓ Inclination to see things from different perspectives A_EPIST_3
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved S_COOP_3
- ✓ Understanding of how co-operation can support the prevention of conflict, discrimination and violence K_COOP_3














Methods/ techniques used

- ✓ Game

Resources

- ✓ The printed board game (A3 size) and glued onto cardboard so that it can be reused.
- ✓ Counters of any kind and dice. One set for every group of participants.
- ✓ Badges



<p>Congratulations! You are a RECONCILIATION AMBASSADOR!</p>	<p>46 Remember to call two mates who had an argument the other day and see how they are doing!</p>	<p>45 Never insult others using bad names. Be kind!</p>	<p>44</p> 	<p>43 Never use your body power to resolve a conflict. Build arguments!</p>	<p> You helped two mates find a solution to a dispute they had. Move to square 44.</p>
<p>36</p> 	<p>37 Don't take sides before you listen to people!</p>	<p>38</p> 	<p>39 Think twice before you start a fight at school!</p>	<p>40</p> 	<p> You held back information for an incident on purpose. Go back to square 29.</p>
<p> You weren't honest and supported a friend although you knew he was wrong. Back to square 20.</p>	<p>34</p> 	<p> You were really angry but took a minute to calm down before talking to a mate! Move on to square 38.</p>	<p>32</p> 	<p>31 Help newcomers adjust to the community!</p>	<p>30</p> 
<p>24 Make sure you have a positive comment for every member of your group!</p>	<p>25</p> 	<p>26 Don't judge other people by appearance!</p>	<p>27</p> 	<p> It's break time and you are rushing and pushing others down the stairs. Go back to square 19.</p>	<p>29</p> 

<p> You watched passively a fight between a 6-year-old and a senior! Go back to square 6.</p>	<p>22</p> 	<p>21 Never look down on people!</p>	<p>20</p> 	<p>19 Remember to thank a person for helping you out!</p>	<p>18</p> 
<p>12 Be caring, not judgmental!</p>	<p>13 Don't play tricks on people or make jokes about a weakness they have!</p>	<p> Congrats! You volunteered for an anti-bullying group at school!</p>	<p>15</p> 	<p>16 Wait for your turn and express yourself in a clear and civilized manner!</p>	<p>17 Never hurt people's feelings! It's not the right way to negotiate.</p>
<p> You refused to listen to a mate who complained about your behavior during an incident in the yard. Go back to square 1.</p>	<p>10</p> 	<p>9 Be supportive with people with physical disabilities!</p>	<p>8 Don't spread bad or unjust rumors about others!</p>	<p>7</p> 	<p>6 Always respect other people's preferences!</p>
<p>START HERE Good luck!</p>	<p>1 Remember: we all smile in the same language!</p>	<p>2 Never interrupt people speaking! Wait patiently for your turn!</p>	<p>3 Tell your teacher when you notice a fight in the yard!</p>	<p> Bravo! You talked to a mate, member of a refugee family and helped him get to know the school! Move to square 7.</p>	<p>5 Don't give up your anti-bullying campaign!</p>

Practical arrangements

- ✓ Participants will be seated in groups of four around tables.

Procedure

Step 1 (35 min)

1. Tell participants to take turns, roll the dice and follow the instructions on the board game.
2. The winner will be awarded with the Reconciliation Ambassador badge and will form a group of Reconciliation Assistants with the players that can recall three of the pieces of advice mentioned during the game.

Step 2 (debriefing, 5 min)

Participants are asked to reflect on the activity and discuss some of the following questions:

- ✓ Did this game help you revise some of the basic principles and ideas of the previous activities? If yes, which ones?

Tips for trainers

- ✓ Make sure participants understand the meaning of the situation described in each square.
- ✓ Inform them that rushing to the end won't help them get badges, they should pay attention to the messages they come across during the game.

ACTIVITY 10 "CLOSING SESSION"

Duration: 30 min

Expected outcome:

- ✓ An overall evaluation and assessment of the training unit.

Methods/ techniques used:

- ✓ Personal expression and exchange
- ✓ Self-assessment techniques

Resources:

- ✓ Green and yellow leaf-shaped post-it notes
- ✓ A paper tree trunk
- ✓ A poster with the names of activities done
- ✓ The relevant Competence Grids found in the Appendix

Practical arrangements:

- ✓ Trainees will be seated in a big circle.

Procedure

Step 1 (20 min)

1. Ask participants to recall the first meeting they had and look through the answers they had given to the questions asked at the time:

- ✓ Can you recall and reflect on incidents when participating members showed a quality other than that which the school aims at?
- ✓ Could any of these incidents be better dealt with through a collaborative perspective?
- ✓ Do you think we could develop a different attitude towards others and how could this positively affect the whole school climate?

2. Participants are asked to discuss the activities they were involved in. Help recall everything by briefly mentioning the name and content.

Step 2 (10 min) – Debriefing

1. Participants are asked to reflect on what was said and use their post-it notes to write down something they will try to do in case of a conflict on the green leaf.
2. Then they must write something that they must avoid doing on the yellow leaf and stick their leaves on the tree.
3. Finally, they are asked to fill in the relevant Competence Grid meant for the end of the training.

OVERALL EVALUATION OF THE TRAINING (see Competence Grids in Appendix)

Primary School pupils	Primary School teachers	Future teachers	Trainer
Our colourful tree Competence Grid	Competence Grid	Competence Grid	Publish a report and material from the activity on the wiki http://meyouandourcolourfulworld.wikispaces.com/

References

Mompoin-Gaillard, P., & Lázár, I. (2015). (Eds.) *TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge*. Pestalozzi series no. 4. Strasbourg: Council of Europe.

David N. Perkins: "Making Thinking Visible," (2003) retrieved from http://www.visiblethinkingpz.org/VisibleThinking_html_files/06_AdditionalResources/MakingThinkingVisible_DP.pdf

Appendices

Appendix 1

ANTI-BULLY RACE BOARD GAME INSTRUCTIONS



To play the game you need

DICE

TOKENS (buttons, stones, rubbers)

INSTRUCTIONS

Start from grid zero. Roll the dice and move your token to the right grid. Read the

message in the grid. If you are in a grid with  or  sign you must follow the instructions.

The first to get to the final grid is awarded with the **RECONCILIATION AMBASSADOR** badge!

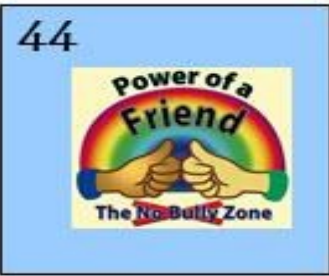


The winner forms a group of **Reconciliation Assistants** with the players that can recall at least three pieces of advice mentioned during the game.


Congratulations!
You are a
**RECONCILIATION
AMBASSADOR!**

46 Remember to call two mates who had an argument the other day and see how they are doing!

45 Never insult others using bad names. Be kind!

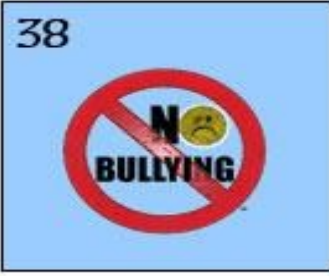


43 Never use your body power to resolve a conflict. Build arguments!

 You helped two mates find a solution to a dispute they had. Move to square 44.





37 Don't take sides before you listen to people!




39 Think twice before you start a fight at school!



 You held back information for an incident on purpose. Go back to square 29.

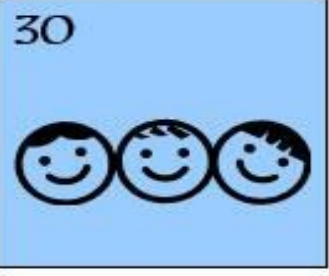
 You weren't honest and supported a friend although you knew he was wrong. Back to square 20.



 You were really angry but took a minute to calm down before talking to a mate! Move on to square 38.



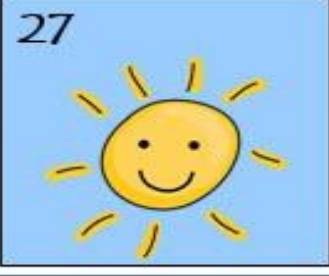
31 Help newcomers adjust to the community!




24 Make sure you have a positive comment for every member of your group!




26 Don't judge other people by appearance!



 It's break time and you are rushing and pushing others down the stairs. Go back to square 19.




 You watched passively a fight between a 6-year-old and a senior! Go back to square 6.

22 

21 Never look down on people!

20 

19 Remember to thank a person for helping you out!

18 

12 Be caring, not judgmental!


13 Don't play tricks on people or make jokes about a weakness they have!


 Congrats! You volunteered for an anti-bullying group at school!

15 

16 Wait for your turn and express yourself in a clear and civilized manner!


17 Never hurt people's feelings! It's not the right way to negotiate.

 You refused to listen to a mate who complained about your behavior during an incident in the yard. Go back to square 1.

10 

9 Be supportive with people with physical disabilities!

8 Don't spread bad or unjust rumors about others!

7 

6 Always respect other people's preferences!

START HERE
Good luck!

1 Remember: we all smile in the same language!

2 Never interrupt people speaking! Wait patiently for your turn!

3 Tell your teacher when you notice a fight in the yard!

 Bravo! You talked to a mate, member of a refugee family and helped him get to know the school! Move to square 7.

5 Don't give up your anti-bullying campaign!

Appendix 2

Competence grids

(Pupils prior to "Me, you and a colourful world to fit in" TU)

Name:

Date:

	No, this is not true for me.	This is sometimes true for me.	That's generally true for me.	Yes, I strongly agree.
Read the statements below and tick the box which you find the most relevant				
I am willing to acknowledge other people`s feelings				
I can take responsibility for my actions and choices				
I usually find it easy to see things from different perspectives				
I know that people have strengths and weaknesses and I fully accept that				
I can elicit and respond to others' beliefs, values and feelings and behavior				
I can evaluate situations and issues to look for solutions with all parties involved				
I understand how co-operation can support the prevention of conflict, discrimination and violence				
I have knowledge about the relationship of self and group				

Competence Grid (Pupils after "Me, you and a colourful world to fit in" TU)

Name:

Date:

	No, this is not true for me.	This is sometimes true for me.	That's generally true for me.	Yes, I strongly agree.	The activity which helped me the most
Read the statements below and tick the box which you find the most relevant					
I am willing to acknowledge other people`s feelings					
I can take responsibility for my actions and choices					
I usually find it easy to see things from different perspectives					
I know that people have strengths and weaknesses and I fully accept that					
I can elicit and respond to others' beliefs, values and feelings and behavior					
I can evaluate situations and issues to look for solutions with all parties involved					
I understand how co-operation can support the prevention of conflict, discrimination and violence					
I Know the relationship of self and group					

Competence Grid (Teachers/student teachers prior to "Me, you and a colourful world to fit in" TU)

Name:

Date:

	No, this is not true for me.	This is partially true for me.	That's generally true for me.	Yes, I strongly agree.
Read the statements below and tick the box which you find the most relevant				
I can develop willingness to acknowledge other people`s feelings				
I can develop readiness to take responsibility and to be accountable for one`s actions and choices				
I can develop inclination to see things from different perspectives				
I can develop willingness to identify and accept one`s own and other people`s strengths and weaknesses				
I can develop aptitude to elicit and respond to others` beliefs, values and feelings and behavior				
I can develop aptitude to evaluate situations and issues to look for solutions with all parties involved				
I can develop understanding of how co-operation can support the prevention of conflict, discrimination and violence				
I can develop knowledge about the relationship of self and group				

Competence Grid (Teachers/student teachers after "Me, you and a colourful world to fit in" TU)

Name:

Date:

	No, this is not true for me.	This is partially true for me.	That's generally true for me.	Yes, I strongly agree.	The activity which helped me the most
Read the statements below and tick the box which you find the most relevant					
I can develop willingness to acknowledge other people`s feeling.					
I can develop readiness to take responsibility and to be accountable for one`s actions and choices					
I can develop inclination to see things from different perspectives					
I can develop willingness to identify and accept one`s own and other people`s strengths and weaknesses					
I can develop aptitude to elicit and respond to others` beliefs, values and feelings and behavior					
I can develop aptitude to evaluate situations and issues to look for solutions with all parties involved					
I can develop understanding of how co-operation can support the prevention of conflict, discrimination and violence					
I can develop knowledge about the relationship of self and group					