



Pestalozzi

Training Resources

Core competences in Education for democratic citizenship (EDC) “Establishing a positive classroom ethos”

by

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Theme: Reinforcing beginner's skills on classroom ethos

Title: How to establish a positive classroom ethos?

Expected outcome

→ To develop teacher's beginner skills in order to establish a positive classroom ethos.

Target group

Type of training	School level / age	Subject area
In-service teacher training	Primary and secondary schools	Civic Education (it is also useful in general, for all teachers who want to be empowered to better lead their class)

Brief description of the unit

In Serbia, a lot of students participate in the Civic Education programme, regarding that it is an obligatory subject in primary and secondary schools². On the other side, there are teachers³ who currently teach Civic Education in primary and secondary schools but didn't have the opportunity to attend specific trainings related to this subject.

² Civic Education is a teaching subject introduced for the first time in Serbia in the academic year 2001/02. It was initially offered as a facultative subject to pupils from primary and secondary schools (along with religious instruction which was also introduced as a facultative subject).

³ Baucal i dr. (2009): *Procena efekata građanskog vaspitanja*, Beograd: Građanske inicijative

The Training Unit (TU) is conceived for those teachers, but it is also useful in general, for all teachers who want to be empowered in their classroom ethos.

This TU became part of the educational program for teachers of Civic Education in primary and secondary schools.

TU overview:

- Introduction of the trainers (moderators) and the participants;
- Preparation of the training expectation list; introduction to goals, objectives and topics which should lead to the desired learning outcomes;
- PowerPoint presentation: EDC/HRE implementation and context;
- Classroom Management – classroom rules – the importance of classroom rules; characteristics of positive classroom rules;
- The relationship between rules, rights and responsibilities in the classroom; developing rules; how to handle the disrespect of rules, non-violent communication in the classroom – how can teachers support democratic citizenship and human rights education through communication?
- The TU evaluation is a closing activity.

Methods/techniques used

- Presentations
- Co-operative work
- Workshops
- Discussion
- Brainstorming sessions
- Group work
- Mutual exchange of ideas

Time This unit is designed as a two-day training session, with a total of 14 hours

Day 1:

Activity 1	▶ 105 minutes
Break	▶ 15 minutes
Activity 2	▶ 90 minutes
Lunch Break	▶ 60 minutes
Activity 3	▶ 60 minutes
Break	▶ 10 minutes
Activity 4	▶ 60 minutes
Closing activity	▶ 20 minutes

Day 2:

Reflection	▶ 10 minutes
Activity 1	▶ 60 minutes
Activity 2	▶ 60 minutes
Break	▶ 15 minutes
Activity 3	▶ 45 minutes
Lunch Break	▶ 60 minutes
Activity 3	▶ 45 minutes
Break	▶ 15 minutes
Activity 4	▶ 45 minutes
Activity 5	▶ 30 minutes

Resources

Facilities for PowerPoint presentations	
Flipchart, large papers, markers, stickers	
List of rules	Appendix 1
Characteristics of positive classroom rules	Appendix 2
List of rights which facilitate the expression of your needs	Appendix 3
Assertive behaviour	Appendix 4
Self-confident assertive sentences	Appendix 5

Day 1

Activity 1 Introduction



105 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To build a team, ➤ To introduce the training unit objectives, ➤ To situate the context of EDC/HRE. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To introduce the trainers to the participants, and the participants among themselves. ➤ To introduce the EDC/HRE context. ➤ To present the training objectives and the teaching methods to the participants. ➤ To generate a list of the participants' training expectations. ➤ To establish basic rules. ➤ To build up efficient teams. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Dialogical approach ➤ Discussion ➤ Circle panel discussion ➤ PowerPoint presentation 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flipchart for the trainer ➤ Stickers for each participant ➤ PowerPoint presentation 	

► **Practical arrangements:**

- Put the chairs in the room so that each person can be seen well.
- Prepare the flipchart and the stickers for each participant.

► **Instructions/procedure:**

- Step 1: Introduction
The trainers introduce themselves, and then ask the participants to introduce themselves with the following information: their name, the name of the school they work in, and their life motto.
- Step 2: PowerPoint presentations:
 - The context of EDC/HRE implementation,
 - An overview of the 15 competences.
- Step 3: Participants' expectations
 - After the introduction, the trainer asks the participants what they hope to learn from the training; they should write it down on a sticker and place it on a flipchart.
 - The trainer makes a short overview of the listed expectations and gives feedback in respect to listed and planned learning objectives and content of the training unit.
- Step 4: Working rules
 - The trainer explains the importance of the working rules; he/she presents some of the basic rules and lists them on a flipchart paper.
 - Then he invites the participants to contribute to their clarification.
He/she informs the participants about the importance of their participation in the process of the rules establishment; the rules should be posted in a visible place so that the others are able to refer to them if some of the rules get broken.
- Step 5: Partner interviews
The trainer invites the participants to engage in the «Partner/couple interviews» activity. Criteria for selecting a partner: someone with a similar height, someone with a similar shoe size, etc. Questions for partners: who named him/her? Why did he/she choose to be a teacher? Etc.
Questions for the discussion with the whole group:
 - How did you feel while performing this activity?
 - Have you discovered something unusual, interesting about your partner/couple?
 - Are there similarities between you and the person you have interviewed?

<ul style="list-style-type: none">- Were there any differences and if, which ones?- How to ensure harmonisation within the group?	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ The participants' expectations might exceed the training goals. A reaction from the trainer might be necessary. It is recommended that the paper with the participant's expectations hangs in the room during the sessions – for the purpose of the trainers' reflection during the TU if needed, and for the evaluation at the end of the TU.➤ Sometimes the participants aren't communicative, and repeat previous answers withholding their opinion – the trainer should encourage the participants to be communicative.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ How could you follow up these methods in your teaching?➤ What would be the challenges when using this in your class?➤ What follow up presentation have you already done?➤ What follow up presentation would you be able to do?➤ Do you think that the activities we have used here could be applied for better integration/harmonisation among your pupils in the classroom?	

Activity 2 What have I brought with myself?



90 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To compile the different terms and concepts brought by the participants in relation to classroom ethos. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To gain insight into the participant's self-confidence when developing and sustaining positive classroom ethos. ➤ To build up participant's self-confidence in developing and sustaining positive classroom ethos. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Brainstorming ➤ Discussion ➤ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flipchart, A4 papers, markers. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: Recalling and compliance (20 min.) <ul style="list-style-type: none"> ○ The trainer invites the participants (brainstorming) to mention again the words which remind them of the term <i>classroom ethos</i>. ○ The entire group should discuss the list of recalled words and agree on one in order to choose a working definition. ➤ Step 2: Suitcase of self-confidence (15 min.) <ul style="list-style-type: none"> ○ Each participant receives some paper and markers, the trainer asks the participants to draw 	

<p>their suitcase which they brought to the TU. The suitcase should be filled in up to the level of self-confidence they have when developing and sustaining positive classroom ethos. They should decide themselves how to draw and fill in the suitcase.</p> <ul style="list-style-type: none"> ○ When the drawing is finished, the trainer asks them to consider and write beneath the suitcase what could be done in order to raise up the level of their self-confidence, as to fill in their suitcase, and what makes their suitcase empty, as to what lowers down their level of self-confidence. ○ Several participants show their suitcase and explain what their suitcase “content” is. <p>➤ Step 3: Raising up the level of self-confidence (25 min.) Small group discussion. The trainer asks each participant to write at the back of their paper:</p> <ul style="list-style-type: none"> - What can be done in order to raise or strengthen the level of their self-confidence while developing and sustaining positive classroom ethos. What are the ways to strengthen those elements which raise its level and to weaken those which lowers it? - What can be done in cooperation with others in the group to raise or strengthen the level of self-confidence? <p>➤ Step 4: Group discussion activity (15 min.)</p> <ul style="list-style-type: none"> ○ The trainer invites representatives of each group to state two strategies which would raise the level of teachers’ self-confidence and writes them on a poster “Strategies for the classroom ethos building”. ○ The trainer invites participants to share one self-confidence raising strategy with the whole group. <p>➤ In the closing word the trainer emphasises that the classroom rules should be sought as an important element for establishing a positive classroom ethos / he or she introduces the term if it hasn’t been mentioned earlier during the presentations.</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Please discuss with the whole group: <ul style="list-style-type: none"> - What do you think about the techniques? - How might you follow up these techniques in your teaching? 	

Activity 3 The classroom rules



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop the teacher's beginner skills. ➤ To create clear ground rules for a sustained climate of trust, openness and mutual respect. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To acquire knowledge about good rules characteristics. ➤ To acquire knowledge about the importance of establishing classroom rules. ➤ To acquire knowledge about setting up and practicing good classroom procedures. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ PowerPoint presentation ➤ Co-operative work ➤ Group work ➤ Discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flipchart, markers, large papers ➤ Facilities for PowerPoint presentation ➤ Appendix 1 - List of rules ➤ Appendix 2 - Characteristics of positive classroom rules 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Set up the room for a group work: tables should be set for groups of 5. 	

► **Instructions/procedure:**

- The participants should split into 5 groups /each should have 6 participants/ the trainers should use some group splitting techniques.
- Introductory step: *Football game*.
 - The trainer asks the participants what is needed in order to organize a *football game*.
 - He/she writes the answers on a poster paper: football field, judges, ball, dresses, players, football boots, etc.
 - After all the answers are written, he/she analyses with the group each item in order to point out what is really necessary to organize a football game.
 - At the end, it should be concluded that along with players it is necessary only to have the RULES OF THE GAME. First of all they should be clearly defined and known and accepted by all the participants.
- Step 1: List of rules
The participants should get the list of rules (Appendix 1), they should read it in groups and then the trainer invites the participants to a joint discussion. The discussion should address the following questions:
 - What kind of rules those are?
 - What are these rules related to?
 - Are they clear?
 - Is it possible to implement them?
 - ...
- Step 2: Characteristics of good classroom rules
The trainers start the discussion with the participants on the following questions:
 - What is a rule?
 - What is the purpose to have rules while working with children?
 - Who should participate in creating the rules?
 - What is the importance of sharing them with the children?
 - What can happen if the rules aren't familiar?
 - Who should establish the rules of pupil's behaviour?
- Step 3: Presentation
 - Discussion should be continued along with a PowerPoint presentation about:

- The importance of having only a small number of clear classroom rules.
- The necessity of setting up clear classroom rules which would lead to clear understanding of desirable behaviour.
- The way rules should be introduced (imposed rules aren't always clear, they cause resistance, they have no sense, if rules are unknown it leads to waste of time while discovering the rules).
- The importance of simplicity and clarity of rules in order for them to be respected.
 - o The rules introduction leads us toward taking responsibility for personal behaviour (for children as well as for adults).
 - o The trainer distributes the Appendix 2 to all the participants.
- Set up the room for a group work: tables should be set for groups of 5.

► **Debriefing/reflecting:**

- Established classroom and school rules are of crucial importance for the positive discipline and discipline development. In order to have them respected and implemented, as well as to have consequences if not respected, it is needed to follow certain criteria and principles while formulating them.
- They should guarantee security and maximum freedom while maintaining the full respect of freedom of others. The respect and showing respect to others are thought by the example and are based on reciprocity, because it is people's necessity and right, and they expect it to be met.
- They should take into account realistic phenomena in the classroom. They should be described by affirmative sentences. They should define desirable, but not undesirable behaviour. They should be written with affirmative words and should explain to pupils what desirable behaviour is and what is not. Clear and simple terms should be formulated on what is acceptable and which expectations should be met.
- It is important to formulate and adopt them with the pupils, in order to assure better acceptance, as they would experience them as theirs. They should be discussed. They should be formulated at the level of behaviour, defining desirable behaviour, accepted by the community.
- They should be public, clear and understandable to all, available at visible place and easily spotted.

Activity 4 Rights – responsibilities – rules in the classroom



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To create correlations between rights, responsibilities and rules in the classroom. ➢ To introduce the model of defining classroom rules with the pupils. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To exercise (practice) on defining rights. ➢ To exercise (practice) on defining responsibilities. ➢ To exercise (practice) on defining rules in the classroom. ➢ To understand the necessity of classroom rules establishment. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Mutual exchanging and discussion ➢ Exercise (practice) on defining rights 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Posters with three columns divided by vertical lines, one column for each group ➢ Markers 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Set up the room for group work: tables for groups of 5. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Introductory step: <ul style="list-style-type: none"> ○ The trainer invites the participants to list their rules. 	

- The first participant should say one of his/hers rules: “I have a right to...”, then the participant who sits next to him/her answers what is his/her responsibility in relation to the given right: “My responsibility is...”.
- Step 1: Right of pupils and teacher in the classroom
 - The trainer splits participants into 5 groups /each should have 6 participants/ using some of the techniques (e.g. *puzzles*)
 - Each group receives one poster divided into three columns. In the first column they write what they think that are existing rights of pupils and teacher in their classroom.
 - Each suggestion should be numbered and written on the poster (10 rights).
 - Papers are rotated by the groups, so that group 1 gives their paper to group 2, group 2 to group 3, and group 3 to group 4, group 4 to group 5, group 5 to group 6.
- Step 2: Responsibilities of pupils and teacher in the classroom
Groups rotate the posters.
 - The participants read and analyse the given list of rights (made by the previous group).
 - The trainer asks the participants to complement each list of rights with the list of appropriate responsibilities. Responsibilities should be written in the second column (for each right there should be a matching responsibility, numbered with the same serial number.)
- Step 3: Rules of behaviour in the classroom
 - Groups again rotate the posters.
 - The trainer asks the participants to think about each responsibility and define the rules which should be respected in order to achieve those rights and responsibilities.
 - It is important that each group receives their first poster at the end of the activity. Each group analyses the results of the group work. The trainer starts the discussion: What was difficult to formulate? Why?
 - The trainer gives a suggestion to the participants to use these training as a model of developing and setting up roles in their classroom.
- After making the list of rules and presentation of the results of participation in the class, teacher could organise voting for the general list of rules which will be accepted by the class.

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ It is possible that participants cannot define an appropriate responsibility for each right, as well as to experience difficulties while formulating rules: the trainer approaches the groups, assesses results, asks questions and supports formulating lists.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ What has helped/hindered your task completion?➤ What would be the challenges when using this in your class?➤ What pupils could learn in such workshop?	

Activity 5 Closing activity



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To evaluate the activities of day 1. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Posters “Smiles” with three different faces (three “Smiley’s” will be offered: happy face, indifferent and sad). ➢ Stickers that will be disseminated among the participants. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ The poster with the table where three different faces of “Smiley’s” are offered for evaluation of two topics: teaching methods and content of the seminar, is presented to the participants. ➢ The trainer invites the participants to place the stickers on one of the selected fields in the table showing their level of satisfaction with: teaching methods and content of the first day of the seminar. 	

Day 2

- The trainer analyses briefly the activities implemented previously and informs the participants about the planned activities for today (10 min).

Activity 1 How to establish good classroom rules?



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop skills for the creation of rules. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To exercise (practice) clear and short rules definition. ➤ To exercise (practice) the use of affirmative sentences to create rules. ➤ To exercise (practice) harmonisation (compliance) of rules. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work ➤ Mutual exchange ➤ Discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 2 - Characteristics of positive classroom rules ➤ Appendix 3 - List of rights which facilitate expression of your needs 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The trainer divides the participants into 5 groups /each should have 6 participants/ using some of the techniques. 	

<ul style="list-style-type: none"> ➤ The trainer asks each participant to mention a case of misbehaviour in the classroom that interrupts classroom activities. After each of the participants has done it, the trainer asks them to exchange those cases with the group. ➤ Then, the trainer asks the participants to analyse again the Appendix 2 – Characteristics of effective (good) classroom rules and asks them to use the material to prepare two classroom rules which could prevent such behaviours. ➤ Work group presentations. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ If the rules that have been formulated by the participants do not fulfill some of the previously adopted criteria, the trainer invites the participants to jointly discuss given rules, looking for a positive side of it while giving recognition for the invested effort. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Are the rules defined in such manner that they are understandable to your pupils? ➤ Are those rules acceptable to all pupils? ➤ What is your opinion about the possibility to prevent or solve undesirable behaviour in the classroom with the adoption of such rules? ➤ When and how teacher should get involved during the rules establishment procedure? How teachers should intervene? ➤ Note for the trainer: Answers to the last question should be listed on a poster: “Teachers role in the process of the classroom rules establishment”. 	

Activity 2 Classroom management styles



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To acquire knowledge about different classroom management styles. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work ➤ PowerPoint presentation Classroom management styles 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ PowerPoint presentation 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Choosing the script <ul style="list-style-type: none"> ○ The trainer offers to the participants to choose one of the scripts (they are previously prepared in three colours) with different roles written on it. ○ One participant within each of the groups should play the role of a teacher – the instructions on how he/she should behave in a given situation are written on a script (each group gets a different classroom management style – three styles: non-intervening, interactionist and intervening). ○ The other four participants within the group should play the role of the <i>observer</i> (carefully observing the scenes performed by their group members taking notes about the teacher – pupil communication, what relations are established, how decisions are made, are pupils respected? etc.). ○ The rest of the participants within each group are playing the role of the pupils in a given situation (15 minutes). ➤ Group presentations and summary (30 minutes) 	

After each scene has been played the trainer asks the participants:

- How did you feel in a given role (of teacher, pupil)?
- How did others react on your behaviour?
- The trainer takes note about the characteristics of different classroom management styles on a large poster and invites the participants to discuss and summarize the group work.
- He/she invites the observers to share their observations.
- He/she invites the other participants to share their observations (how they felt in a given role, what they think about the other roles...)
- The trainer gives a PowerPoint presentation on *Classroom management styles* (15 minutes).

► **Debriefing/reflecting:**

- Classroom management includes a wide range of activities: classroom interior design, setting up and practicing classroom procedures, managing pupils' behaviour, managing classroom misbehaviour, encouraging pupils' responsibility for learning, applying teaching methods which enhancing pupils' concentration and task compliance.
- Through group presentations we had the opportunity to see different classroom management styles, three approaches of interaction with pupils - non-intervening, interactionist and intervening.
- Marzano & Marzano (Bjekić i dr., 2010) came up with the list of characteristic behaviours of those teachers who build up a good relationship with their pupils:
 - A certain level of authority (he/she sets up clear expectations and consequences, clear learning aims, expresses assertiveness).
 - A certain level of cooperation (he/she offers flexible learning goals, shows personal interest for pupils, behaves positive and equal towards every pupil in the classroom).
 - He is aware that certain pupils need more attention (he practices differentiated teaching approach, uses different strategies for different pupils – passive, aggressive, pupils with attention deficit, perfectionists, socially marginalized);
 - Relations aren't left to be elemental.
- Which characteristics, of the given five key prerequisites for the good classroom management, we have applied during this training unit?

Activity 3 How to handle disrespect of rules?



45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To enhance teachers' self-confidence in situations of disrespect of the classroom rules. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To understand the different possibilities of reacting for the same situation. ➤ To acquire knowledge on the three general types of reaction: offensive, withdrawal (recession) and self-confident. ➤ To understand the impact of the three general types of reaction on the communication within the classroom. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ PowerPoint presentation ➤ Group work ➤ Individual work ➤ Discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 4 - Assertive behaviour ➤ Appendix 5 - Self-confident assertive sentences ➤ PowerPoint presentation 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The participants keep the same groups formed during the previous activities 	

► Instructions/procedure:

- Step 1: Cases of rules being disrespected (30 min)
 - The trainer invites the participants to re-check previously prepared lists of rules and behaviours following those rules (prepared during the previous activity).
 - He/she asks the participants, while working within their groups, to choose one defined rule for a given behaviour and imagine that the rule has been disrespected.
 - The trainer asks the groups to come up with different possibilities of reaction in the given situations.
 - All answers should be written on a flipchart.
- Step 2: How to react (25 min)
 - The trainer invites the participants to jointly comment on listed reaction in a given situation.
 - He/she takes some extreme examples of *offensive reaction*, and initiates the discussion about its characteristics (such reaction is one-sided, the needs of others aren't taken into consideration, reaction is aggressive and exclusive).
 - Then he/she writes down the characteristics, encourages participants to identify other offensive reactions in the list.
 - Then, he/she takes the example of *withdrawal (recession) as a reaction*, encouraging participants to list its characteristics.
 - He/she takes the example of *self-confident reaction* (if it exists on the list, if not – complements similar reaction from the list) and discusses its characteristics together with the participants.
 - Then, the trainer gives a PowerPoint presentation – Principles of self-confident reaction; the examples of assertive communication. He/she stresses the importance of clear and non-aggressive representation of its own needs and rights. The effects of accusatory and neutral messages have been demonstrated. The trainer disseminates appendixes and discusses them with the participants.
- Step 3: Self-confident reaction (35 min)
 - Each group gets the assignment to re-check once again the lists that have been produced, in order to formulate one or more self-confident reactions.
 - Working groups presentations.

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ There is a possibility to receive assertive answers to a given question, that they are capable of giving desirable answers while in reality they do not behave in such manner. It is important to stress our responsibility and the consequences that could happen if we lack of assertiveness in our communication.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Different persons act differently in the same situation, the way they react directs further communication. The best way to inform others about our needs is to state it clearly and to express our desires and the way they are articulated. It is important to act self-confident in the classroom and to teach pupils about it.➤ It is a skill which can be learnt or strengthened. It contributes to the improvement of the relations within the classroom and respects the principles of EDC/HRE.➤ Which rules are teaching us/the pupils and from which they are protecting us?	

Activity 4 Action plan



45 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop an action plan related to the TU topic. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To define different actions and activities related to the TU topics. ➤ To define particular responsibilities in the process of implementing defined actions and activities. ➤ To define a time frame for the implementation process. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work ➤ Discussion 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The trainer divides the participants into five groups, using some of the group splitting techniques. ➤ Each group gets assignments to prepare an action plan related to the training unit topic and based on acquired knowledge, skills and experiences from the training (30 minutes). ➤ The trainer writes down questions which might be helpful during the preparation of the action plan, on a large poster: <ul style="list-style-type: none"> - What do we want to do? - How are we going to do it? Which steps we will take? - Who will participate? - Who is going to do what? - When is it going to be done? <p>The questions could be listed in a table.</p> ➤ Working group presentations (15 minutes). 	

▶ **Debriefing/reflecting:**

- If something is changed it doesn't mean that it is done for the better but if something is better done it means some changes have occurred.

Activity 5 What do I carry with me?



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To evaluate the seminar's activities 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual work ➤ Group work ➤ Discussion 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The trainer invites the participants to collect their papers with the suitcase drawing of self-confidence. ➤ He/she asks each participant to look at the drawing and "complement" it, using another colour, up to the level they feel self-confident in establishing the positive classroom ethos. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Exchange within the entire group: <ul style="list-style-type: none"> ○ How much do you feel empowered? ○ What are the most important things you have learned? ○ What has changed in your way of thinking? 	

References

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Appendix 1: List of rules

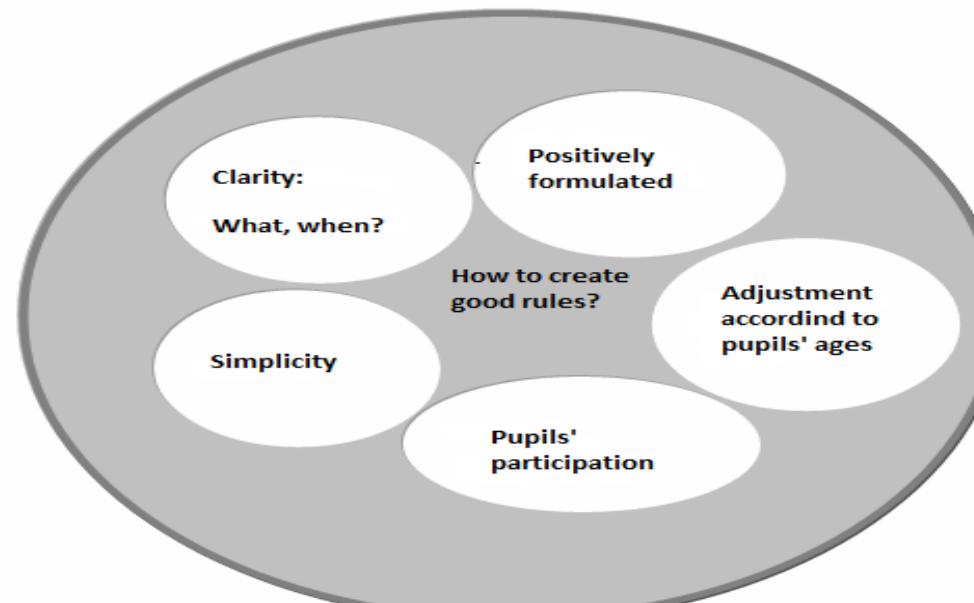
- Do not interrupt other people.
- Be tolerant and polite because it increases group cohesion.
- Follow what is going on.
- Do not ask stupid questions!
- Do not scribble on the material, do not daydream during lectures.
- Do not be noisy because that is extremely rude.
- Do not arrive later or leave earlier than the agreed times.
- Behave well.
- If you are cold, put something on.
- Turn off your mobile phone during lectures, because ringing phones distract the attention of all the participants, and disrupt the concentration of the speaker who, once his train of thought is interrupted, can find it very difficult to focus again on what he was saying.

Appendix 2: Characteristics of positive classroom rules

- It is formulated in clear and simple terms (precisely defined behaviours that are unacceptable).
- It is expressed with positive words (it states what should be done, not what shouldn't be done).
- It can be changed and amended if necessary.
- Pupils are involved in creating the rules.
- It relates to realistic situations.
- The list of rules should be as short as possible, yet applicable (having too many rules causes confusion).
- It is important to be consistent in applying the adopted rules.
- Establishing rules without applying them is worse than not establishing any rules.

THE AIM OF RULES IS TO PROTECT FROM: physical injury of other people, damaging property and hurting feelings.

PRINCIPLES OF SETTING RULES



Appendix 3: List of rights which facilitate the expression of your needs

- The right to be respected by others.
- The right to have needs, feelings and opinions.
- The right to express my needs, feelings, opinions and hear those of others.
- The right to make mistakes.
- The right to choose when to express my feelings and opinions.
- The right to define my own priorities.
- The right to ask for what I want.
- ...

EVERY RIGHT THAT I DEMAND FOR MYSELF ALSO APPLIES TO OTHERS!

Appendix 4: Assertive behaviour

Assertiveness is the ability and skill to directly, clearly and honestly express our personal needs, feelings and views, to a person who is violating some of our rights with their behaviour.

Therefore, the essence of assertiveness is to defend our own legal rights without violating the rights of others. In this way, we defend our own interests, we do not back down (we do not withdraw, but we do not attack either) and we demand our rights to be satisfied, but without violating others. That way, we look after ourselves as well as after others at the same time, because we don't threaten them at any time.

The principles of assertive reactions:

- I have the right to express myself as long as I don't threaten others by doing so.
- When I stand up for my rights I respect myself and gain the respect of others.
- By clearly expressing my rights and needs I assume responsibility for myself and do not transfer it onto others.
- If I do not let others know how their behaviour affects me, I deny them the opportunity to change something about it.
- When I defend the things that I feel are my right, or are defined as a right, I feel better and build more authentic and better relationships with others.

The result of being assertive is that:

- You feel good about yourself.
- Other people know how to deal with you and there is nothing vague about dealing with you.

Appendix 5: Self-confident assertive sentences

A simple assertive sentence

The message we convey contains only our own views, a remark or a fact, and does not involve recognizing the needs of the other party: It bothers me when you all speak at the same time.

Empathetic assertiveness, a two-way relation

This form of speech includes empathy for the other person: I can see that you do not agree with what I'm saying and that it annoys you, but it is very important for me to express how I see the overall situation, before I hear what you have to say.

Assertiveness which asks for a response from the other person

A message that contains our need and requires the other person to express their thoughts, opinions or feelings: I can see that what I'm saying annoys you, but I need a few minutes to say what I think about the situation, are you able to hear me out and wait?

Asserting negative feelings

A message that contains a neutral description of the other person's behaviour, one's own feelings in the given situation and the concrete effect of that behaviour on the person speaking and/or a request directed at the other person: when you interrupt me while I am speaking and start talking about your own things, my concentration is broken and I lose my train of thought, and it is very important to me to express what's on my mind.