There are a few students that laugh at me without any reason and I get ~~back~~ back at them immediately, but it doesn't make me feel any better. I haven't given them any reason to hate me. But they made me a bully, too. I don't see a way out of it. Sometimes I wonder why I was born in the first place... So somebody could laugh at me? If somebody has something against me, I can take care of that.

Programme Handbook

Prevention of peer violence
FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS

STOP VIOLENCE AMONG CHILDREN

The full package of materials accompanying this Handbook includes a 'Booklet for Parents' who want to know more about peer violence and what they can do to prevent it and a 'Programme Summary' that provides a description of the SEES programme for advocacy and promotion among the public and interested professionals.

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Prevention of peer violence
FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS
A programme designed and implemented in Croatia
English language edition

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For a Safe and Enabling Environment in Schools

PACKAGE OF PROGRAMME MATERIALS

This Handbook was written for teachers, school associates and principals involved in the development of school programmes aimed at reducing violence and creating a safe and enabling environment in schools (the 'SEES' programme). The full package of materials accompanying this Handbook includes a 'Booklet for Parents' who want to know more about peer violence and what they can do to prevent it and a 'Programme Summary' that provides a description of the SEES programme for advocacy and promotion among the public and interested professionals.

Contributions

This Handbook was written by Jasenka Pregrad. The programme also received considerable support from the Programme Council, the former Head of the UNICEF Office for Croatia, Tanja Radočaj, and UNICEF staff. We would also like to express appreciation to the many other people who contributed: Tamara Šterk, Snježana Pejnović, Dejana Bouillet, Vera Šušić, Martina Tomić Latinac, Marijana Šalinović and Marija Mikulić. The programme would never have been developed had it not been for the many dedicated and committed mentors, school coordinators, teachers, volunteers, students and parents who, for years, patiently worked on the prevention of peer violence. The programme and the Handbook are thus collective works.

BOYS, GIVE GIRLS A FLOWER AS A PRESENT, DON'T PULL THEIR HAIR

Foreword

The school environment is an important source of experience for all students that significantly shapes their lives. Unfortunately for many young students, peer violence is an integral part of that experience. As this Handbook and accompanying materials will show, both children who suffer from bullying and those who behave violently face long-term consequences.

Bullying is manifestly a major social problem and child rights issue in every country, and one which governments and societies need to tackle vigorously and consistently. Levels of peer violence will not decline unless a deliberate and systematic effort is made to reduce them. This was the main premise of the programme **'For a Safe and Enabling Environment in Schools' (SEES)**, designed and implemented with full support from the UNICEF Office for Croatia from 2003 to 2011. More than 36,000 individuals supported it financially or professionally and raised their voices against violence among children. Evaluations of the programme gave proof of its strong impact on the lives of children, thereby leading to the adoption of its methodology by several neighbouring countries.

This Handbook showcases the programme's work and provides a means to share good practices and lessons learned. While the overall programme comprised a public awareness campaign and a school-based programme, this Handbook gives special attention to the school-based programme, sharing the practical experiences of implementation and not merely listing steps and procedures. The accompanying Programme Summary provides a brief summary of the SEES programme, while the Booklet for Parents details effective approaches for engaging parents in efforts to reduce peer violence.

The decision of the UNICEF Regional Office for CEE/CIS to translate this Handbook into English enables the insight and experience of thousands of teachers, students and parents throughout Croatia to be applied to a greater variety of cultures and school systems.

We trust that parents, teachers and education departments throughout the CEE/CIS region and beyond will use this Handbook and accompanying materials as a springboard for action in their own countries.

Valentina Otmačić
Head of Office
UNICEF Croatia

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Part 1. Introduction

1 Olweus, D., *Bullying at School: What we know and what we can do*, Blackwell Publishing, Oxford, 1993; Smith, P. K., Brain, P., 'Bullying in schools: Lessons from two decades of research', *Aggressive Behavior*, vol. 26, 2000, pp. 1–9.
2 Smith, P. K., Sharp, S., (Eds.), *School Bullying: Insights and Perspectives*, Routledge, London, New York, 1994.

A. DEVELOPMENT OF THE CROATIA PROGRAMME 'FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS' (SEES) – SOCIAL CONTEXT, PROBLEM SELECTION AND PREPARATION

Over the past 10–15 years, there has been growing recognition among researchers,[1] policy makers and practitioners that violence against children can have a profound impact on their development, including educational outcomes.[2] In 2003, the UNICEF Office for Croatia and PULS (a local marketing and public opinion research agency) conducted a survey on the attitudes of the Croatian public based on a sample of 1,000 households. The responses to two key questions are outlined below:

Figure 1.

DISTRIBUTION OF RESPONSES TO THE QUESTION, "WHAT IN YOUR OPINION ARE THE MOST IMPORTANT STEPS TO BE TAKEN REGARDING THE WELL-BEING OF CHILDREN IN CROATIA?"

Source: PULS' Research Report submitted to the UNICEF Office for Croatia, 2003.
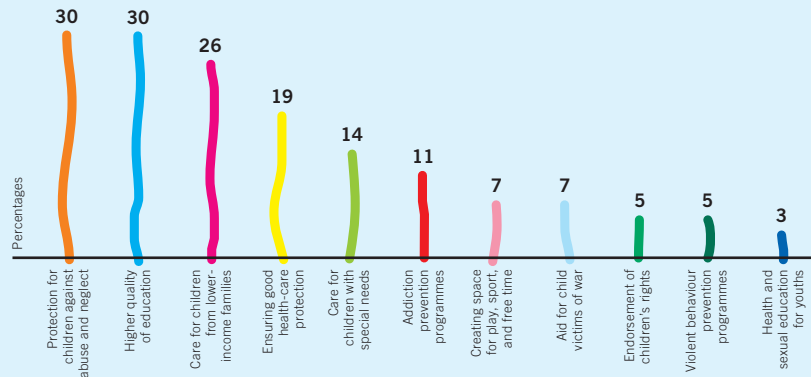
Figure 2.

DISTRIBUTION OF RESPONSES TO THE SURVEY QUESTION, "FOR WHICH OF THE PROPOSED ACTIONS WOULD YOU PERSONALLY DONATE FUNDS TO HELP CHILDREN?"

Source: PULS' Research Report submitted to the UNICEF Office for Croatia, 2003.
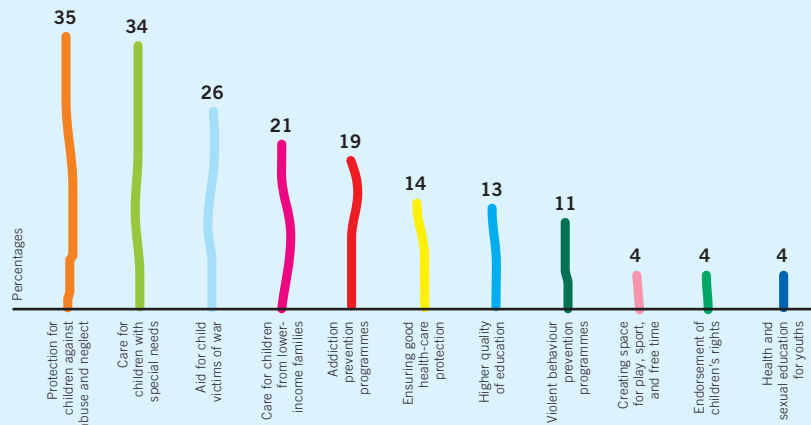
As shown in Figures 1 and 2, the citizens of Croatia prioritized children's protection against abuse and neglect as the most important issue regarding children's well-being in Croatia. They also showed willingness to grant funds to programmes aiming to combat violence, thus reinforcing the case made by the strategy documents of the United Nations, the Council of Europe and the Republic of Croatia, all of which gave special importance to the problem of peer bullying.

A Programme Advisory Board was appointed, comprising fifteen distinguished experts from various disciplines. After reviewing the literature, research and models from other countries, the Board opted for a 'whole-school response' model. The programme development strategy was defined in a document entitled 'For a Safe and Enabling Environment in Schools'. It consisted of the following key steps:
- launching a campaign to build public awareness and motivate schools and parents to take action;
- raising funds for the implementation of programme activities;
- implementing the programme in 100 schools throughout Croatia; and
- evaluating the programme and giving recognition to schools that successfully implemented it.

It was therefore decided that the first in a series of UNICEF campaigns in the country would focus on the reduction of peer bullying in schools because the country has a well-organized network of schools. The public campaign against peer violence was thus considered to be the most appropriate way to acknowledge and act upon citizens' concerns and perceptions. PULS' analysis of citizens' awareness and attitudes towards violence against children informed the development of the campaign strategy. The Programme Advisory Board monitored the drafting and approval of the materials for the campaign. It also defined the contents of the school programme covered under the strategic plan, 'Seven Steps to a Safe School'. This included clear operational indicators, thus allowing for quality evaluation upon the programme's completion.

B. LESSONS LEARNED FROM OTHER COUNTRIES

Although bullying has probably existed since the beginning of time, it appears that it has attracted the attention of researchers and policymakers worldwide only in the last thirty years, and in Croatia in particular in the last two decades, coinciding with other societies becoming increasingly aware of bullying as a social problem.

The first systematic research into bullying was conducted by Dan Olweus in Norway in 1983, the year after a brutal case of bullying in a Norwegian school shook a local society firmly committed to the tenets of humanism and democracy.[3] The government immediately commissioned a systematic study of the phenomenon and the development of preventive programmes. Dan Olweus was tasked to lead this long-term action. Following Norway's example, other Scandinavian countries undertook research and implemented preventive programmes.[4] In Croatia, a small team at the Children's Hospital in Zagreb, which later became the Child Protection Centre of Zagreb, was the first to address this phenomenon.

During the 1990s, a number of studies were carried out in Australia, Canada, Finland, Ireland, Italy, Japan, the Netherlands, Spain, Sweden, the United Kingdom, the United States, and other high-income countries. All of them showed that school bullying was a hidden but serious and relatively widespread problem – hidden because, in most cases, it occurs out of adult sight; serious because, on average, between 10 per cent and 27 per cent of children suffer from peer violence on a monthly or more frequent basis; widespread because it is found in different countries, in different parts of the world.

3 Olweus, *Bullying at School* (see footnote 1).
4 Finger, L. R., Craven, R. G., Marsh, H. W., Parada, R. H., Characteristics of Effective Anti-Bullying Interventions: What Research Says, paper presented at the AARE Annual Conference, Parramatta 2005, FIN05420, available at <www.aare.edu.au/data/publications/2005/fin05420.pdf> accessed 1 March 2015; Smith, 'Bullying in schools: Lessons from two decades of research' (see footnote 1).

Every child is special.

The study data from Scandinavian countries, which have been largely confirmed in other countries, exposed the prejudice that boys bully more than girls.[5] Croatian surveys indicated that this was valid only with regard to physical bullying. Psychological bullying (insults, isolation and extortion) was equally distributed between girls and boys. Older students tended to bully younger and weaker students rather than their peers. Child bullying increased proportionally with age from preschool to the end of primary school (age 14).

In Croatia, between 65 per cent and 85 per cent of teachers surveyed did not respond to bullying either because they interpreted it as a standard form of behaviour among children or because they did not feel invited or competent to deal with the problem, even though the mere presence of adults significantly reduces bullying. On the other hand, only 35 per cent to 55 per cent of children who suffered from peer violence felt able to talk to their parents about bullying. This exacerbated their feelings of loneliness and their resignation to the role of victim in an already sad and painful situation. Children who behaved violently, as well as those who suffered from bullying, had slightly lower grades than average students. Other studies also seemed to indicate that bullying in schools was not related to the size of the town, school, class, or the degree of competitiveness among students.

Some longitudinal studies demonstrate that children who suffer from violence experience numerous consequences such as making excuses to avoid school, poor achievement, low self-esteem, psychosomatic symptoms, depressive tendencies and, in extreme cases, severe aggression or suicide.[6] Several analyses undertaken in the United States of students who attacked their school with weapons and shot at students and teachers support the hypothesis that these young people were bullied and isolated in school.[7] Naturally, such a drastic act of violence cannot be explained solely by peer bullying, but the literature calls attention to cases where children who have been bullied for an extended period 'snap' and become uncontrollably aggressive. Boys who bullied others in school are three times more likely to commit a crime before they reach age 24.[8]

Therefore, it is clear that the occurrence of bullying is of serious proportions and has long-term consequences for the mental health and behaviour of children who suffer from bullying as well as those who behave violently. Because of this, many countries have implemented prevention programmes whose aim has been not just to reduce the frequency and intensity of bullying but also to establish a clear definition of values in relation to the phenomenon.[9]

5 Olweus, *Bullying at School* (see footnote 1); Smith, 'Bullying in schools: Lessons from two decades of research' (see footnote 1).
6 Rigby, K., 'Health Consequences of Bullying and its Prevention in Schools' in Juvonen, J., Graham, S., eds., *Peer Harassment in School. The Plight of the Vulnerable and Victimized*, The Guilford Press, New York, 2001, pp. 310–331; Rigby, K., 'Consequences of bullying in schools' in *The Canadian Journal of Psychiatry*, vol. 48, no. 9, October 2003, pp. 583–590; Esbensen, F.-A., Carson, D. C., 'Consequences of Being Bullied. Results From a Longitudinal Assessment of Bullying Victimization in a Multisite Sample of American Students' in *Youth & Society*, vol. 41, no. 2, December 2009, pp. 209–233.
7 Ibid.
8 Olweus, *Bullying at School* (see footnote 1).
9 McMahon, S. D., Washburn, J., Felix, E. D., Yakin, J., Childrey, G., 'Violence prevention: Program effects on urban preschool and kindergarten children' in *Applied and Preventive Psychology*, vol. 9, 2000, pp. 271–281; Ortega, R., Lera, M.-J., 'The Seville Anti-Bullying in School Project' in *Aggressive Behavior*, vol. 26, no. 1, 2000, pp. 113–123; Parada, R. H., Craven, R. G., Marsh, H. W., *The Beyond Bullying Program: An innovative program empowering teachers to counteract bullying in schools*, Australian Association for Research in Education, 2008, available at <www.aare.edu.au/data/publications/2003/par03784.pdf> accessed 1 March 2015; Petersen, L., Rigby, K. 'Countering bullying at an Australian secondary school' in *Journal of Adolescence*, vol. 22, no. 4, 1999, pp. 481–492; Olweus, D., 'Bully/victim problems among school children: Basic facts and effects of a school-based intervention program' in Pepler, D. J., Rubin, K. H., *The development and Treatment of Childhood Aggression*, Erlbaum, Hillsdale, 1991, pp. 411–448; Pikas, A., 'The Common Concern Method for the Treatment of Mobbing' in Roland, E., Munthe, E., eds., *Bullying: An International Perspective*, David Fulton in association with the Professional Development Foundation, London, 1990, pp. 91–104.

Bullying and violent behaviour among children can be reduced through a well-planned intervention. Evaluations from a broad selection of programmes show an average reduction of 15 per cent.

These programmes share a number of elements:
- they educate school staff about bullying;
- they involve the broader community;
- they introduce relevant bullying contents into school curricula;
- they increase teachers' supervision and oversight;
- they encourage students to seek help when bullied; and
- they develop pre-agreed plans of action in case of bullying.

The main difference between the programmes implemented in various countries concerned the method of responding to bullying. Some programmes involved the adoption of rules and consequences when rules were not respected, while others resorted to approaches based on problem-solving principles, methods of shared concern, and/or a non-blaming attitude, better known as the 'no blame approach'.[10]

A comparative study of experiences from different countries commissioned in 2002 by the Australian Government and executed by one of the most active professionals in the field, Ken Rigby, demonstrated that:
- Bullying and violent behaviour among children can be reduced through a well-planned intervention. Evaluations show an average reduction of 15 per cent.
- Programmes have a greater impact on bullied children and bystanders who intervene than on the behaviour of children who bully.
- Bullying is greatly reduced if the programme is decisively implemented throughout the school and for an extended period – usually described as the 'whole-school response'.
- Programmes are most effective with children in primary schools.

10 Maines, B., Robinson, G., *Michael's Story: The 'No Blame' Approach*, Lame Duck Publishing, Bristol, 1992.
11 Rigby, K., *A Meta-evaluation of Methods and Approaches to Reducing Bullying in Pre-schools and in Early Primary School in Australia*, Commonwealth Attorney-General's Department, Canberra, 2002.

- Without a planned and systematic intervention, things are likely to get worse.
- Programmes based on non-accusatory principles of conduct and oriented towards problem-solving seem to achieve better results than those that rely on punishment, although Rigby advocates for a combination of both approaches.[11]

In addition to these general findings, the following elements proved to be the most effective:
- raising awareness of the problem;
- prompting multilevel interventions (school, classroom, individual children and parents, community);
- introducing educational contents that help children to cope with violence by strengthening emotional and social skills;
- empowering and actively involving children (through peer support, mediation, students' councils);
- expanding professional knowledge to support children who behave violently and children who suffer from violence;
- involving parents and parents' associations to improve the situation in schools.

C. PUBLIC CAMPAIGN 'STOP VIOLENCE AMONG CHILDREN' AND FUNDRAISING

Worldwide experience indicates that raising community awareness and involving the broader community are fundamental prerequisites for the success of preventive programmes and are essential to fundraising. Therefore, a public campaign was seen as the first necessary step of the entire programme. Its aims were to raise public awareness, involve schools, parents and children, and inform and sensitize citizens about the consequences of bullying. It was also intended to develop a loud, public statement against bullying, establish a clear value system, and promote support for children who suffer and children who behave violently.

EVERY CHILD NEEDS CARE.

unicef

Last in line, first in bruises!

Scratches heal, bruises fade and torn clothes get repaired, but to restore the self-confidence of a child who was psychologically abused by his/her peers is a difficult task. Some victims never recover. That is why UNICEF has launched a national campaign to fight against all forms of violent behaviour among children in Croatia. If you want to become involved and donate KN 3.66 for the realization of this programme, call 060 880 880.

Every fifth child suffers from peer violence.

Stop Violence Among Children

Gossiping scars heal slowly.

Nothing is more beautiful than a child's laughter, but children who are isolated from the group do not perceive it in this way. This is because when they hear the sound of class play, socially bullied children sink even further into their insecurity and loneliness. That is why UNICEF has launched a national campaign to fight against all forms of violent behaviour among children in Croatia. If you want to become involved and donate KN 3.66 for the realization of this programme, call 060 880 880.

Every fifth child suffers from peer violence.

Stop Violence Among Children

A harsh word hurts more than a slap in the face!

It is quite easy to hurt children's feelings. When ridiculed or insulted by peers, an emotionally abused child retains the memory of mean words and ugly comments long after they were said. That is why UNICEF has launched a national campaign to fight against all forms of violent behaviour among children in Croatia. If you want to become involved and donate KN 3.66 for this programme, call 060 880 880.

Every fifth child suffers from peer violence.

Stop Violence Among Children

In addition to posters, video and radio spots carried similar messages. By autumn 2003, these messages had reached their various target groups: primary and secondary schools, teachers and other school personnel, parents, businesses and the general public. The famous Croatian singer-songwriter Zlatan Stipišić-Gibonni, acting as UNICEF's goodwill ambassador, called out in one of his famous songs, "... I am doing the right thing…" via TV screens, radio and concert promotions, along with many other famous people who, in various ways, supported the campaign.

Schools were invited to sign up to participate in the programme in order to receive professional support in implementation and upon completion to be awarded violence-free school status. By early 2004, 124 primary and secondary schools (far more than expected) had joined the SEES programme.

At the same time, fundraising for the implementation of programme activities challenged the corporate sector's social responsibility. A range of fundraising channels were used, from corporate philanthropy and individual giving (direct mail) to mass appeals (donation telephone lines). By the end of 2010, many companies had 'adopted a school' supported by the programme, contributing more than 9,000 donations. Several local communities financed the programme in their local schools.

In the initial stages of the programme's implementation, the majority of funds were raised by private citizens, demonstrating a high level of social awareness and responsibility, despite the relatively low standard of living of many of those who contributed. By August 2010, private citizens had made more than 27,000 individual donations.

The value of the programme was also recognized by the Millennium Development Goals Achievement Fund (MDG-F) established by the Government of the Kingdom of Spain, which partially funded the programme in areas of particular concern (specifically

war-affected areas) from 2008 to 2010 as part of the United Nations Joint Programme.

These individual and corporate contributions represented 36,000 voices against violence as well as resolute support and trust in the programme. If we add these 36,000 gestures of support to those of all the teachers, children and parents who joined the programme, more than 200,000 individuals contributed to the programme in different ways!
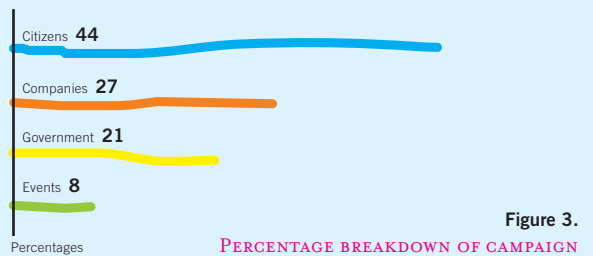
Figure 3.
PERCENTAGE BREAKDOWN OF CAMPAIGN FUNDING, BY SOURCE (2003–2006)

Source: Internal data provided by the UNICEF Office for Croatia.
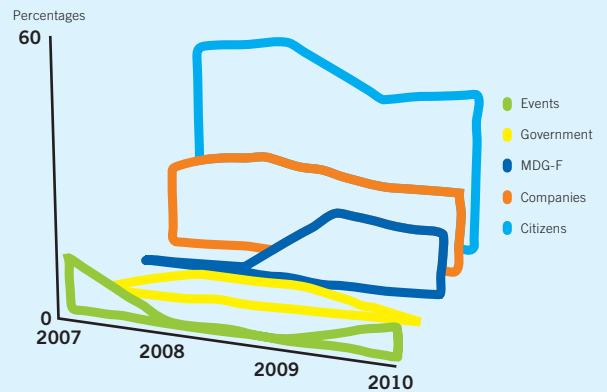
Figure 4.
PERCENTAGE BREAKDOWN BY SOURCE OF TOTAL FUNDS COLLECTED AND ACCORDING TO YEARS DURING THE CAMPAIGN (2007–2010)

Source: Internal data provided by the UNICEF Office for Croatia.

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Part 2.
The school programme

To fight violence by oppression (i.e., through more violence) is in itself contradictory.

A. DEFINING THE TERM 'PEER BULLYING'

Not all violent or aggressive behaviours by children constitute bullying as defined by the SEES programme. Sometimes, children lack the maturity or skill to handle conflicts peacefully, so they argue, insult or hit each other. After some time, they usually reconcile, make peace with one another and become more or less close. Some children, especially boys, tend to assert themselves using strength, physical prowess and power. Once they establish an informal hierarchy, they tend to respect it in their relationships. There are also children who react aggressively when they feel threatened and need to control the world around them. They yell, hit or harm others in response to the slightest feeling of endangerment. None of these forms of behaviour are desirable, and each of them requires a special type of support to help children develop and mature. With regard to conflict, it is important to teach children about non-violent conflict resolution. With respect to children's ongoing measurement of strength, it is important to introduce non-aggressive methods of demonstrating strength, competence and power in non-physical ways. Aggressive children, on the other hand, may require a carefully designed treatment programme that acknowledges the reasons they behave violently and teaches them to be assertive without violence.[12]

Although the SEES programme concentrated on one particular and widespread form of violence – peer bullying – to prevent bullying it is necessary to react to any and all occurrences of violence. One of the criteria that define bullying is that it happens repeatedly and can be identified only by responding to and following up on every case. Thus, while the term 'violent behaviour' refers to violence in general, 'bullying' usually relates to a particular form of violent behaviour.

Many authors have defined bullying. Olweus' generally accepted definition is that "peer bullying is the sum of long-term intentional negative actions directed at the same student by a single student or group (usually two to three students bullying one child)."[13] Negative actions include physical and/or psychological violence and isolation. An imbalance of power always accompanies the relationship between bully and victim.

Ken Rigby posed a precise and differentiated definition, drawing on previous definitions combined with a variety of questions raised by his associates, teachers and students. His definition

12 Žužul, M., *Agresivno ponašanje: psihologijska analiza* (Aggressive behaviour: psychological analysis), Radna zajednica Republičke konferencije Saveza socijalističke omladine Hrvatske, Zagreb, 1989.
13 Olweus, *Bullying at School* (see footnote 1).

includes all the elements required to determine which form of violent behaviour can be identified as peer bullying: *Peer bullying involves a desire to hurt someone + act of hurtfulness + imbalance of power + (as a rule) repetition of behaviour + unfair usage of power + obvious enjoyment of the bully and a sense of oppression within the victim.*[14]

One of the main differences between aggressive behaviour and bullying is that children who bully do so with the intent to humiliate (to establish a relationship of dominance) while remaining relatively cold, measured and controlled. In contrast, children who are prone to aggressive behaviour are often emotionally upset and not in control of their conduct.

Hurtful acts are diverse and affect various aspects of the child's well-being. The following is a compilation of their various forms:
Verbal: booing, mocking, teasing, belittling, threatening.
Psychological: extortion, damaging property, stealing and throwing things, threatening looks, hostile stalking.
Social: avoiding, ignoring, excluding others from activities, gossiping and spreading vicious rumours, pressuring others not to interact with the bullied child, isolating them.
Physical: pushing, throwing down, kicking, inflicting pain, physically restraining, confining in a space.

International and domestic research indicates that bullied students have lower self-esteem and a poor sense of peer acceptance.[15] Boys also have poor self-esteem specifically related to physical appearance.

They are, according to sources, somewhat physically weaker. Harassment creates an additional sense of insecurity, lack of self-confidence and fear. Bullied students may refuse to go to school. Additionally, they may develop psychosomatic symptoms and an increased tendency towards adulthood depression. In some countries, the number of suicides where peer bullying was a factor is monitored and documented.[16]

Children likely to suffer from bullying
Olweus has created a profile of children who often become victims of bullying or whose sum of personal traits makes them likely targets.[17]
Such children are often
- timid and insecure
- cautious, anxious, sensitive, quiet
- withdrawn, passive and prone to crying
- lacking self-esteem
- without friends
- overprotected by their parents
- not aggressive (with exceptions)
- physically weaker (boys).

Some of these characteristics are inborn (sensitivity, timidity, introversion), while others are learned behaviours, developed over the course of the child's upbringing. They influence and reinforce each other throughout the child's development. Children who are overprotected have the feeling that they cannot (and are not in a position to) protect themselves on their own. Instead, they become over-reliant on adults who are there to defend them and care for their needs and well-being. As a result, they are unable to develop their own protection skills or stand up for themselves. In their attempt to be caring and responsible, some parents react whenever their children are in trouble or need something, even before such children require help. By doing so, they are unintentionally and implicitly telling these children that they are incapable of taking care of themselves and cannot cope with the world on their own. In addition, they prevent children from learning how to confront challenges. Paradoxically, while this behaviour springs from parents' care and love, it

14 University of South Australia, <www.unisa.edu.au/> accessed 1 March 2015.
15 Elez, K., *Nasilništvo i samopoimanje u djece osnovnoškolske dobi* (Bullying and self-concept of school children), Odsjek za psihologiju, Filozofski fakultet, Sveučilište u Zagrebu, Zagreb, 2003; Olweus, *Bullying at School* (see footnote 1); Rigby, K., 'The relationship between reported health and involvement in bully/victim problems among male and female secondary school students' in *Journal of Health Psychology*, vol. 3, no. 4, 1998, pp. 465–476.
16 Brunstein Klomek, A., Sourander, A., Gould, M. S., 'Bullying and Suicide, Detection and Intervention' in *Psychiatric Times*, vol. 28, no. 2, 10 February 2011; Esbensen, F.-A., Carson, D. C., 'Consequences of Being Bullied' (see footnote 6).
17 Olweus, *Bullying at School* (see footnote 1).

can unwittingly send the message that their children should not rely on themselves because they are neither capable nor competent to live in the community.

Consequently, such children grow up with a lack of confidence. In social situations, they withdraw and wait for adults to respond. Instead of acquiring the skills needed for making friends, they spend time with adults. When confronted with their sensitivity and inability to form friendships, they lose their self-esteem. Longitudinal studies of bullied children confirm that all of these traits seem to normalize by the end of adolescence – all except depression and low self-esteem.[18] With these children, special attention should be given to developing their social skills, self-esteem and self-reliance. While this certainly involves working with parents, a system of school values needs to be established and defined in which bullying is clearly seen to be wrong and unacceptable. These children feel that, in some way, the bullying is justifiable because they feel they deserve it. This also makes them easy targets because they do not know how to defend themselves or stand up for themselves. Therefore, children prone to bully can easily establish a bully-victim relationship, e.g., choose them as a target to satisfy their need for dominance. Since bullying tends to occur outside of adult supervision, and bullied children feel embarrassed and lack self-esteem, they are often reluctant to report what is happening to others, particularly adults.

It is worth emphasizing that reacting to and stopping the bullying is only a prerequisite for working with vulnerable children. The ultimate solution is not for adults (or peers) to take care of them or protect them, as it is precisely such overcaring behaviour that makes these children targets of bullying. This is one reason, among many others, why bullied children are hesitant to report incidents of violence. Adults' help is often a singular occurrence and does not address the core of the problem. The real solution is to work with children

in developing their competences, especially their social skills, self-esteem and self-reliance. This is a lengthy process, but it is worth the effort. It is especially relevant for parents who frequently react by 'siding' with the child who suffers from bullying and demanding punishment for the child who bullies. In the long run, protection and sheltering from others are not essential for children who suffer from bullying. However, it is important to tell them that what is happening is unacceptable. The best way to send this message is by stopping the bullying. What they need afterwards is support to develop the competences they do not have.

Children who bully others
Children who bully do not differ, according to their degree of self-esteem, from other children. Only girls who bully show a slightly greater sense of social acceptance as a distinct aspect of self-concept.[19]

These are the signs that may indicate children are inclined towards violent behaviour:
- these children are aggressive (towards teachers and parents as well as other children);
- they are impulsive;
- they seek dominance and power;
- they have the impression that the world around them is not a safe and friendly place;
- they lack empathy;
- they have a pronounced need for personal recognition of their power;
- they have a positive self-image;
- they are physically stronger than most of their peers (boys);
- they are regarded with an average level of popularity by their peers, or sometimes even less than average.

Longitudinal studies show that, by the end of adolescence, 60 per cent of bullies have been convicted of misdemeanours or other criminal offences and 40 per cent have become repeat offenders. This alarming statistic underlines the importance of addressing peer bullying as early as possible. Rigby, as was reported earlier, also states that school prevention

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18 Ibid.
19 Elez, *Nasilništvo i samopoimanje u djece osnovnoškolske dobi* (see footnote 15).

programmes are more effective in lower age groups – this was confirmed by the SEES programme's experience in primary and secondary schools.[20] It seems that the chance of successfully bringing about positive changes to personality and value systems declines as children grow older.

Children who are likely to bully are usually also more aggressive towards adults. According to Olweus, these children usually grow up in families who do not cultivate warm relationships, especially during their early development. This does not mean that these children were neglected.[21] They may have had a good upbringing and may have received sufficient nutrition, health care and material goods, but their parents may have focused less on their emotional needs. According to Baumrind, parents of children prone to bully are permissive, distant parents.[22] They do not set limits, are not demanding, tolerate aggressive behaviour, are inconsistent when it comes to disciplining, and react impulsively and, sometimes, even aggressively when they lose patience or their children cross unclear boundaries.

Observation of children prone to bullying indicates that they also tend to have a combination of inborn characteristics such as strong temperament, impulsiveness and energy and acquired traits like low empathy and need for dominance over others due to their experience of the world as an unfriendly place. Although these children often elicit anger and reactive aggression from adults, they are also unhappy children who require help and support. They must learn to control their impulses and develop a sense of empathy, which cannot be achieved without empathy towards them. Children who are inclined towards violent behaviour should not be punished or humiliated. One of the reasons bullying develops is that these children do not have a well-developed capacity for compassion (they lack empathy). Fair and clear boundaries have to be established and behaviour towards them must prove that the world can be a safe and friendly place if we respect each other. Of course, working with children who bully has to include work with their parents.

There is also a small group of children who are both perpetrators and targets of bullying. As a rule, such children are being bullied by some of their more powerful peers, and they, in turn, react by using violence on weaker children or tease those who are prone to violent behaviour by annoying them. In terms of balanced growth and development, these children are at very high risk because they suffer from the consequences of both profiles. As victimized children, they suffer from low self-esteem and less social acceptance, while, like other children who bully, they are aware of their inability to control their behaviour. Besides these traits, they also show lower school competence and tend to be inferior students. Because of these difficulties they need support to develop the qualities and social skills required by both perpetrators and targets of bullying.

According to Olweus, the hypotheses that bullying is due to families' socio-economic conditions (income, parents' education, housing quality, etc.), the size of the school or the size of the town where the school is located have not been confirmed by empirical data.[23] Research also shows that peer groups engaging in violent behaviour usually weaken the control mechanisms of individual members because they reduce personal responsibility and provide models of behaviour, including bullying. The media also influence the occurrence of bullying.[24] By depicting and describing violence, they can shape aggressive behaviour and, more importantly, reduce empathy and sensitivity to its occurrence.[25] Social values that support violence also exert a significant impact on the frequency and intensity of bullying.

20 Rigby, *A Meta-evaluation of Methods and Approaches* (see footnote 11).
21 Olweus, *Bullying at School* (see footnote 1).
22 See Dacey, J., Maureen, K., *Adolescent development*, Wisconsin, Brown & Benchmark, 1994. Also refer to the second workshop for parents in part 3 *(d)*.
23 Olweus, *Bullying at School* (see footnote 1).
24 Holmes, E. A., Brewin, C. R., Hennessy, R. G., 'Trauma films, information processing, and intrusive memory development' in *Journal of Experimental Psychology: General*, vol. 133, no. 1, March 2004, pp. 3–22.
25 Lang, P. J., Greenwald, M., Bradley, M. M., Hamm, A. O., 'Looking at pictures: affective, facial, visceral, and behavioral responses' in *Psychophysiology*, vol. 30, May 1993, pp. 261–273.

'Not reacting = Approving'

B. BASIC AND ESSENTIAL FEATURES OF THE PROGRAMME

The activities to be carried out in all schools participating in the SEES programme were designed towards the end of the first year of implementation, at the height of a public awareness and fundraising campaign. They were based on a desk review of the results of worldwide research regarding the problem's existence and its causes and on previous *ad hoc* attempts by local schools and their staff to cope with peer bullying.[26]

The first draft version of the programme was developed by Jasenka Pregrad, psychologist, psychotherapist and supervisor.[27] It was approved by the Programme Advisory Board and tested in two primary schools and one secondary school. This pilot phase proved to be very useful as it allowed for identifying problems, issues and weaknesses prior to the first meetings with the mentors invited to support and accompany the programme's full implementation in schools. During the first year, the programme was launched in 116 schools that could provide the whole-school response. Since there was high interest in the programme, UNICEF decided to secure funds and extend the programme the following year to an additional 97 schools. The programme continued to expand in later years and was eventually implemented in 301 schools throughout Croatia.

The 'whole-school' response

Research indicates that adopting a 'whole-school response' is the most effective way to implement any school-based programme that aims at increasing students' well-being and safety and preventing antisocial behaviour.[28] The whole-school response to violence-free schools incorporates the following aspects:[29]

- Focus is placed on policy, curriculum and changes in the school's social environment and regulations.
- Positive partnerships are established and all members of the school community (teachers, support staff, students, and parents) are given a role in addressing bullying and promoting a positive school culture.
- All teachers accept responsibility for preventing and managing bullying situations in the school, even if they are not directly in charge of the students involved.
- A consistent approach to address bullying is followed by all members of the school community.

26 Rigby, K., 'Bullying in schools: guidelines to effective action' in *Professional Reading Guide for Educational Administrators*, vol. 21, no. 1, February/March 2000; Rigby, K., *Bullying in schools – and what to do about it*, Jessica Kingsley Publishers, London, 1997; Roland, E., 'Bullying: A developing tradition of research and management' in Tattum, D. P., *Understanding and Managing Bullying*, Heinemann Educational, Oxford, 1993, pp. 15–30; Smith, *School bullying: insights and perspectives* (see footnote 2).

27 The term 'supervisor' as used here refers to a postgraduate specialization in supervision, a specific method of support in the development of professionals' competences. See Association of National Organisations for Supervision in Europe, <www.anse.eu/> accessed 1 March 2015.

28 Smith, J. D., Schneider, B. H., Smith, P. K., Ananiadou, K., 'The Effectiveness of Whole-School Antibullying Programs: A Synthesis of Evaluation Research' in *School Psychology Review*, vol. 33, no. 4, 2004, pp. 547–560.

29 Quoted from National Centre Against Bullying, *Making Australian Schools Safer*, see <www.ncab.org.au/> accessed 1 March 2015.

- All students at all class levels participate in developmentally appropriate SEES activities, not just a few students selected as being 'at risk', although some of them may receive additional support.
- SEES activities and concepts are integrated into other school programmes and embedded in relevant areas of the curriculum and school life.
- Relevant dimensions of SEES activities are integrated into the curriculum, teaching strategies and teachers' formal and informal interactions with students, colleagues and parents.

The SEES programme followed the global pattern of effective programmes in several ways, but mainly in that it included the entire school community of students, teachers and personnel, as well as parents and local communities. This represented a small but essential difference in comparison with other prevention programmes previously implemented in Croatian schools. It often happens that once the public perceives a problem, blame is immediately directed at the schools with the message, "The problem is your responsibility, you must deal with it," rather than making a call for cooperation and joint action with the message, "For us, you are an important participant in the action, without you, we cannot come to grips with the problem." The primary reason that twice the anticipated number of schools voluntarily signed up for the SEES programme may be that its philosophy and strategy were a 'whole-society response' and that the 'whole-school response' fit logically into this framework.

The public campaign 'Stop Violence Among Children' ensured strong awareness and clear identification of the problem. Local communities were invited to fund the programme, thereby ensuring their involvement and a sense of shared responsibility. These sensitized communities also sent a message to schools, "You are not alone; we all want to stop bullying."

The whole-school response significantly reduces the occurrence of peer bullying, unlike programmes in which only certain individuals (e.g., specialist professionals) or local NGOs come to the school to deal with the problem. The reason is that bullying can be considered as unacceptable only if there is a social system of defined values that clearly qualifies such behaviour as inadmissible. Because of this, the SEES programme enabled classrooms and schools to define their own values (followed by rules and consequences) in relation to violence, which all adults and children in the school were obliged to follow. Adults' responses to unacceptable behaviour were thus perceived as the defence of shared social values and not as the personal intervention of an adult towards a particular student. This required a change in behaviour, instead of simply labelling children as violent or demanding improvement – a humiliating approach that imposes repression (or violence). **To fight violence through oppression (i.e., through more violence) is in itself contradictory.**

There is another important aspect of the whole-school response. As long as there are individuals in the school (particularly adult role models) who do not react to bullying, violent behaviour receives silent support. Failure to respond to bullying implies tacit consent. This is why the key slogan of the SEES programme, used from the first meetings with teachers onwards, was **'Not reacting = Approving'**. Even though, prior to the SEES programme, many teachers, as well as the general public, were aware of the existence of peer bullying in their schools, many did not react to incidents

The overall programme strategy was to elicit a response from the whole society and from there, the 'whole-school response' flowed logically.

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of violence or bullying. Their responses to the question of their own perceived competence to deal with peer bullying (illustrated in Figure 5) may cast some light on the reasons for their inaction.

Before the programme's implementation, two-thirds of teachers felt helpless and confused, while only one third thought they were competent to deal with the problem. After one year of implementation, teachers' competence had significantly increased and confusion had decreased. Teachers were never indifferent to bullying, but most of them did not react because they did not know how to respond adequately. Unfortunately, not taking action inevitably sent students the message that the school agreed with or at least tolerated their behaviour. In order for the campaign to achieve its desired goal, it was necessary to encourage all school staff to get involved in the programme and, through their behaviour, actively say 'NO' to violence. It is important that everyone in the school reacts to violence according to their role, responsibility and capacity.
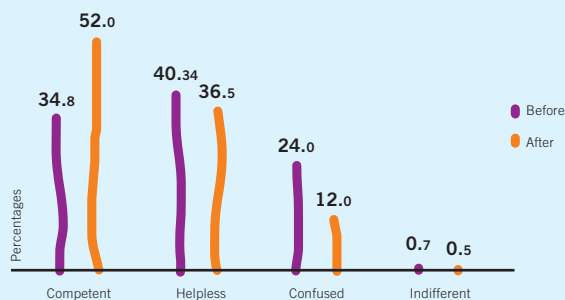
Figure 5.
Teachers' responses to the question, "How would you define your own competence with peer violence?" (Responses before and after training in percentages, 2004 and 2005)

Registration and selection of schools

The experience gained during the pilot phase of the SEES programme and with the first generation of schools led to changes in the decision-making process. To ensure a whole-school response and make personnel feel welcome to participate in and contribute to school activities, the registration and selection procedure was defined as follows during the second phase:

UNICEF supported schools through the appointment of programme mentors. These mentors visited the schools interested in participating in the programme and met with school officials and associates to present the contents and workflow of the programme and its activities. Subsequently, school officials interested in joining the programme discussed the issue at Teachers' Council meetings where a mentor was available to present the workflow as well as SEES activities and answer any questions. The decision to participate in the programme and to be part of the Network of Violence-Free Schools was put to vote at Teachers' Council meetings in order to guarantee a process of free and informed consent. This type of procedure was of great importance because the programme called for a strong personal commitment from each teacher.

In the first year of the programme's implementation, some principals and school associates, faced with the problem of bullying, decided to enrol their schools in the programme on their own. However, it proved harder to motivate teachers in these schools because they felt that someone else's ideas were being imposed on them. On the other hand, there were also schools that, following UNICEF's public invitation to participate in the campaign, wrongly understood that the programme would be implemented in their schools by UNICEF, not realizing that it was a call for joint action.

Thus, assessments of the first experiences concluded that to elicit a whole-school response it was important that all teachers and school personnel determine the

level of their collaboration and personal engagement with the programme. The underlying key message of this approach was, "We have respect for you and we need your cooperation because without you, we cannot achieve results." Teachers can be expected to be motivated and competent to deal with this problem only if they make their own mature, considered decision and establish the kind of humanistic values that advocate respect for the integrity of each student. This approach ensured an equal relationship between teachers and UNICEF, which can be summarized in two statements. On the one hand, UNICEF saying, "We want to help you with *your* job" and, on the other, teachers responding, "Educate us on what to do, and support us throughout this endeavour."

To ensure the programme's sustainability in any given country, it is imperative for the Ministry of Education, the Teacher Training Agency or analogous institutions to assume a leading role in implementing the programme.

The role of mentors

UNICEF assigned each registered school a mentor whose tasks were to present the programme to the school; hold workshops where teachers could acquire the required knowledge and skills; be available to the school as support persons; oversee implementation along with school personnel; and adapt responses and actions to specific situations, as appropriate. Mentors were chosen among professionals from all across Croatia because of their professional background and their ample experience in working with schools and implementing similar prevention programmes in different environments.

Experience showed that, in many cases, even after the mentor's mandate had expired in a particular school, they would stay connected. Over a period of seven years, a total of 90 mentors were trained, of which some 50 were still active at the end of UNICEF's mandate. Once mentors were identified and brought

together, UNICEF representatives and the author of the programme instructed them about the role they were expected to play. When the programme began its activities in schools, mentors were connected to each other and to UNICEF's coordinators through e-mail to exchange information or whenever new issues or dilemmas emerged. All mentors gathered two or three times a year for a two-day summit to share experiences and jointly agree on incomplete sections of the programme or resolve unforeseen complications. Thus, during its first year, the SEES programme became the collective work of both mentors and schools participating in the programme.

The presence of mentors in schools was crucial because, even before the campaign, teachers were more likely to respond adequately to bullying incidents if they knew how to do so. Consequently, it was important to bring to each school not only the programme but also its knowledge base and the skills required for its implementation. In addition, no programme is in a position to provide all the answers to each particular situation. Therefore, it is important that the school can count on a specialist capable of translating general principles into its particular situation. The first SEES external evaluation conducted in 2005 after the first year of implementation found that the presence of mentors and the training provided to teachers and other school personnel were critical elements of the programme. Teachers regarded the most useful parts of the programme to be students' participation (28.3 per cent), followed by their own training in workshops (26.4 per cent).

It was important to bring to each school not only the programme but also its knowledge base and the skills required for its implementation.

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The programme's framework

The SEES programme was designed as an 'outline programme', adaptable to each school. It had a clear structure and was broken down into a series of steps building incrementally on each other towards a violence-free school. Specific materials were developed with a view to responding to the needs of each step, for use in thematic Teachers' Councils, class meetings, parent-teacher meetings, preparing students for peer support, etc. However, the school still had enough freedom within the programme framework to adapt individual stages of the process to its annual plan, available resources, and characteristics of its students and the community in which it operated.

This flexible approach was crucial for several reasons. There was a danger, if the boundaries of the problem and the structure of the programme were not defined well enough, that SEES activities would be diffused and dispersed throughout other school programmes, and perhaps lose focus and efficiency. Additionally, it seemed reasonable not to allocate too much work to schools in terms of the programme's design when they already had a full workload. It was also important that schools and teachers saw themselves as collaborators rather than mere executors of someone else's ideas. Moreover, as a strictly prescribed programme was unlikely to be appropriate for all schools, the programme's framework had to be tailored to meet each school's needs.

One important feature of the SEES programme was that it assisted students to become active participants in a number of ways – from defining classroom values and rules that directly influenced the general school rules and gave them a clear and effective role in responding to bullying, to joining peer support groups and engaging in other extracurricular activities. In programme evaluations, teachers confirmed that students' involvement was the most useful component of the programme. This is consistent with UNICEF's philosophy and policy, which stress the importance of children's active participation in shaping the environment in which they live.

Cooperation with local communities was another fundamental element of the programme. Besides working with local agencies and institutions – namely, the centres for social welfare and police stations – schools endeavoured to collaborate with sports associations, cultural centres, local media and NGOs, in order to reduce bullying in schools and local communities. The programme also strengthened its cooperation with parents through parent-teacher meetings and by designing parent-activist volunteer groups that acted as a natural link between the school and the local community. In individual schools, the programme operated incrementally along seven steps:

Step 1. Raising awareness of a problem's existence
Step 2. Defining the elements of a protective network
Step 3. Establishing and implementing a protective network
Step 4. Collaborating with other stakeholders in the local community
Step 5. Encouraging students to seek help
Step 6. Supporting schools to react according to their own school protocols
Step 7. Enabling schools to become safer places.

The SEES programme was designed as an 'outline programme', adaptable to each school.

C. DEFINING OBJECTIVES, STRATEGIES AND RESULTS, AND PREPARING THE SCHOOL PROGRAMME

The objectives, indicators and strategies of the public campaign and the SEES programme were defined in June 2003 by UNICEF and the Programme Advisory Board. This facilitated the clear formulation of individual steps and helped define success criteria as indicated below.

Programme objectives and key expected results

The programme included the following objectives:
- The general public will become more aware of the problem of violence among children.
- Direct participants in the educational process will be further sensitized and educated (teachers, children, parents, principals, and other school personnel).
- Funds required for implementing programme activities will be collected locally.
- The level of knowledge and skills of all programme participants to deal with violence will increase.
- The capacity of professionals and children for constructive participation will be strengthened and measured by the number of trained mentors, educators, principals and school associates, as well as peer support groups:
  - 100 schools will meet the criteria for obtaining violence-free school status;
  - an additional 30 mentors will be trained on violence among children in schools with special emphasis on peer bullying;
  - additional training will be provided to 2,000 teachers, principals, associates and other school personnel in schools that have applied for violence-free school status;
  - approximately 2,000 peer helpers will be educated in schools participating in the programme.

Programme strategies[30]

- Primary prevention: By increasing awareness regarding the problem of violence among children and its possible solutions, bullying and violent behaviour will become socially unacceptable.
- Early intervention/secondary prevention: By reinforcing awareness of the issue of school violence, participants will recognize the risk of bullying and violent behaviour and the need for early identification of its patterns.
- Intervention: By defining roles and responsibilities within the school, seeking help outside the school (other professional services), establishing a school procedural protocol, and reinforcing professional expertise, school teachers and other staff will be better able to confront occurrences of violence.
- Post-intervention: By providing appropriate assistance to children who are victims of violent behaviour and children who are perpetrators of violence, their recovery and effective integration in school life will be better ensured.

Verification of results

For the verification of results, the following indicators were established:

Protective environment indicators
- Proportion of respondents who say that they are aware of the problem of violence in schools.
- Number of schools implementing a comprehensive violence prevention programme.
- Proportion of children who say they feel protected from violence in their school.
- Existence of approved peer violence prevention documents at the national level.
- Proportion of schools actively using peer violence prevention documents.

30 Newer literature uses the terms 'universal', 'selective' and 'indicated prevention'. Since we are quoting the original programme proposal, we have retained the original wording, which was appropriate at the time it was created.

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Child protection indicators
- Proportion of children suffering from violence.
- Proportion of children behaving violently.
- Number of children seeking help.

Some indicators previously defined from the perspective of adults and society could be defined from the perspective of children through seven questions, which could then be translated into operational steps:

1. Is there an awareness and understanding of the problem's existence?
2. Do school policies and rules address violent behaviour?
3. Does an approved system of prevention and intervention exist?
4. Do children know about this system?
5. Do children use the system? Is it adapted to them?
6. Do children get help when they ask for it?
7. Do children feel safe?

The SEES programme was developed by national professionals who took into account worldwide research and experience, but it also drew on the experience of local programmes that had already been implemented in schools across the country. It was necessary to design a programme that could be adapted to any school in the country, from large, urban schools to small, rural schools, keeping in mind the average status of Croatian schools and the fact that besides schools that had experience in various projects, others were not yet familiar with the workshop approach. A draft version of the programme was first tested in three schools (two primary schools in Zagreb and Varaždin and one secondary school in Zagreb) and further refined prior to its implementation in a larger number of schools. In this pilot phase, several weaknesses were identified and subsequently addressed.

The results of the various evaluations undertaken over a period of eight years, as well as a comparison with the situation outlined in its original baseline study, can be found in part 6 of this Handbook. However, it should be noted that the programme's results far exceeded what was expected in terms of the number of participating schools, the reduction of bullying in schools and the proportion of funds contributed by individual citizens from their personal resources.

Teachers confirmed that students' involvement was the most useful component of the programme. This is consistent with UNICEF's philosophy and policy, which stress the importance of children's active participation in shaping the environment in which they live.

Table 1.
The seven-step programme workflow (distribution of tasks, levels of implementation)

In Croatia, teachers and school associates are expected to avail themselves of ongoing in-service training and enhancement opportunities. The Education and Teacher Training Agency is in charge of various aspects of training (although it is not the only official source of training). Teachers and school associates who participated in the SEES teacher training programme obtained a participation certificate for 54 hours of training.

Step	ACTIVITY		THOSE INVOLVED	SCHOOL LEVEL	CLASSROOM LEVEL	TEACHERS' TRAINING
Step 1.	Becoming familiar with the programme	Meeting	School Board and mentor			
		Teachers' Council	Coordination Committee and mentor	Teachers' Council		
	Applying the questionnaire	Application and data processing	Head teachers		All grades from 5th to 8th	Instructions on application and data processing
		Consolidation of school results	Coordination Committee			
	Raising awareness of cases of bullying	Lecture and presentation of school results	Coordinator and mentor	All personnel		
	Planning activities		Principal, mentor and Coordination Committee	All personnel		
Step 2.	Establishing values, rules and consequences	Classroom	Head teacher and students		All classrooms	Workshops or pedagogical day
		School	Coordination Committee	Teachers' Council		
		School statute and related regulations	School Board and respective authorities	Meeting		
		Parent-teacher meetings	Head teachers and parents		All classrooms	Workshop
		Restoration of values procedure	Head teachers		All classrooms	Workshop
Step 3.	Processing themes through class meetings	Classroom workshops	Teachers		All classrooms	Workshops or pedagogical day
	Respecting values, rules and consequences		Head teachers, teachers and students		All classrooms	Consultation and supervision
	Establishing a protective network	Surveillance	All	Coordination Committee and various groups		Workshop for all personnel
		Mailbox of trust				
		Distribution of duties – working in groups				
		Theme embedded in curriculum		Subject teachers' units		
	Creating peer support groups	Gathering of volunteers	School expert associates and head teachers		Classroom promotion	
		Working with volunteers	School expert associates	Space and conditions for work		Workshops for volunteers
		Volunteers in action	School expert associates			
	Working with parents	Parent-teacher meetings – parenting styles	Head teachers		All classrooms	Workshop
Step 4.	Collaborating with the local community	Establishing contact	Principal, mentor and Coordination Committee	Contacts and meetings		
		Establishing a network and cooperation		Drafting the action plan		
	Cooperating with parents	Gathering stakeholders	Coordination Committee	Parents' Council		
		Working in parents' action groups	Those in charge	Ensured work conditions		
Step 5.	Follow-up	Encouraging students to seek help	All	Teachers' Council	All classrooms	Support meetings with the mentor
		Strengthening weak points				
Step 6.	Acting in accordance with the school protocol	Acting according to protocol	All	All according to duties	All classrooms	
		Working with parents and children in need	Head teachers and school expert associates			Support meetings with the mentor
		Cooperating with specialized services				
Step 7.	Becoming a safer place	Evaluating and summarizing results	All, Coordination Committee	Teachers' Council, Parents' Council, and local community representatives	All classrooms	
		Award ceremony: violence-free school status	All	All	All	

Part 3. Programme overview and workflow along seven steps

1 KG MORE HONESTY
5 KG FEWER LIES

In individual schools, the programme operated incrementally along the following seven steps:

Step 1. Raising awareness of a problem's existence
Step 2. Defining the elements of a protective network
Step 3. Establishing and implementing a protective network
Step 4. Collaborating with other stakeholders in the local community
Step 5. Encouraging students to seek help
Step 6. Supporting schools to react according to their own school protocols
Step 7. Enabling schools to become safer places.

Following each school's Teachers' Council decision to implement the programme and the signing of a contract with UNICEF, schools appointed a Coordinator (usually a school associate) and a Coordination Committee, made up of the principal, school associates, teachers and/or other members of the workforce at the discretion of the school. They remained in frequent contact with the programme mentor and organized activities with school personnel involved.

The Coordination Committee was the heart and brain of the SEES programme. Its purpose was not only to coordinate complex activities at classroom level together with Teachers' and Parents' Councils and School Board members, but also to encourage a variety of additional activities concerning bullying prevention (free-time activities, action groups, peer support, etc.) and integrate efforts directed at promoting non-violence. The Committee was also responsible for the involvement of all staff and the distribution of the workload. Additionally, the Committee interacted with various stakeholders in the local community and directed and coordinated their initiatives in accordance with the programme's seven steps. It was, therefore, essential to appoint a Coordinator skilled in public relations and capable of communicating with stakeholders in the local community, ensuring swift and easy presentation of the school's efforts to the public and other stakeholders.

Step 1.

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STOP VIOLENCE AMONG CHILDREN
Prevention of peer violence FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS

STEP 1. RAISING AWARENESS OF A PROBLEM'S EXISTENCE

As was previously mentioned, the first step of the SEES programme aimed at raising awareness of the problem of violence among teachers, students and school staff and motivating them to implement the programme.

Worldwide research shows that **teachers often minimize the problem because they are unable to deal with it. They justifiably feel that individual responses will not provide significant results.**

On the contrary, ineffective responses only reinforce the feeling of helplessness in relation to the problem. Adults, including teachers, distance themselves from the problem in different ways:

- Denying ("We do not have this problem in our school.")
- Diminishing ("Name calling and mocking are a part of children's normal behaviour.")
- Rationalizing ("Children should learn to fight for themselves.")
- Justifying ("If the times were different, something could be done.")
- Blaming ("Parents do not take responsibility for their children's behaviour.")
- Avoiding ("Violence should be dealt with by experts, social services or the police. I'm just a teacher.")

Hence, the first step after the initial, informative Teachers' Council meeting was the use of questionnaires in classes of primary schoolchildren (aged 11–14 years) and all classes of secondary schools. Acknowledging the actual state of affairs in their own environment gave meaning to the implementation of the programme and motivated all teachers and students to act.

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Determining the level of violence in each classroom and the whole school

The Bully/Victim Questionnaire (BVQ) by Dan Olweus[31] has been implemented during the past twenty years in many countries worldwide and is regarded as one of the best international standardized instruments for measuring continuous and repeated peer bullying in schools. The Croatian translation of the questionnaire retained the original layout, size and number of pages to allow for the comparison of results with those of other countries. The questionnaire contains 39 questions and is divided into five parts: *(a)* types of violence and number of victims; *(b)* places where violence occurs; *(c)* who enacts violence; *(d)* how do adults respond; and *(e)* how do observers respond.

The head teachers of schools participating in the programme receive the questionnaire with instructions for its assignment and tables for data entry and analysis. Head teachers examine and process the results at the class level while the data from the whole school are analysed by the School Coordination Committee in charge of the programme's implementation in each school.

The questionnaire is assigned to students aged 11–14 years (5th to 8th grade) in primary school and to the entire secondary school population aged 15–19 years. Even though the anonymity of the responses makes it harder for teachers to identify children who suffer from violence and those who behave violently, experience shows that anonymity encourages honest answers because it makes the children feel safer in their assertions.

It is interesting for teachers to summarize the questionnaire's results because they can often learn things they were not aware of before: Where does most of the violence occur? What are the most common forms of bullying? How many children suffer from bullying in the classroom? How do children perceive adults carrying out protective functions? It also offers head teachers an insight into their classes and the opportunity to compare class results with data obtained from the entire school.

31 The questionnaire is the property of Dan Olweus and was freely assigned by him to the SEES programme in Croatia. For more information, see <www.hazelden.org/itemquest/search. view?srch=Y&start=0&HAZLWEB_STORE_SELECT ED=NONE&kw=olweus+questionaire> accessed 1 March 2015.

Acknowledging the actual state of affairs in their own environment gave meaning to the implementation of the programme and motivated all teachers and students to act.

The Coordination Committee records the data obtained in each classroom and consolidates them at the school level. In agreement with the mentor, the Committee convenes a meeting for all school personnel to disclose school results and compare them to national and worldwide results, followed by a presentation on:

- basic facts about the occurrence and causes of peer bullying;
- the basic strategy of the whole-school response;
- task assignment by the principal and the Coordination Committee;
- the establishment of a protective network;
- embedding of all activities related to programme's implementation in class meetings, extracurricular activities, subject classes and in the annual school plan.

The same presentation and data can be used during the first parent-teacher meeting, with the aim of introducing the parents to the programme. Parts of the data, presented in an age-appropriate manner, can also be used during the first class meeting devoted to these topics.

Experience shows that the spring is the best period to establish initial contact between the school and the mentor. This gives schools enough time to make a decision about joining the programme and to plan overall activities. In this way, the first part of teacher training workshops can take place prior to the start of the next school year. Results of the initial applications of the Bully/Victim Questionnaire along with other data collected at this point can be found in part 6 of this Handbook.

Step **2.**

Approximately 63 per cent of students say that they feel sorry when they see someone being bullied and that they would be glad to help, and another 27 per cent of students say that they feel somewhat sorry. With our support, this 'silent majority' of 90 per cent can become loud and effective.

STEP 2. DEFINING THE ELEMENTS OF A PROTECTIVE NETWORK

Defining the elements of a protective network involves activities on several levels: classroom, school and local community. Activities to be undertaken at each level are shown in Table 1.

The preparation, planning and programming of school activities should coincide with the trainings and workshops led by mentors, giving teachers the opportunity to acquire the knowledge and skills required to carry out certain sections of the programme and to get acquainted with the materials designed for this purpose.

One of the key educational workshops for teachers compares methods of disciplining and introduces the 'restoration of values'[32] approach (restitution) as an exceptional method of responding to violent behaviour in accordance with pre-established school values. It avoids reacting to the perpetrator of violence in an angry, aggressive or accusatory manner, because responding to violence with violence is neither justified, effective, nor ethical.

Peer bullying prevention programmes implemented worldwide tend to demonstrate one of the two tendencies in responding to school violence – one relies on strict and clear punishments; the other encourages the development of socially acceptable, mature behaviour and children's personal responsibility. Evaluations of bullying prevention programmes[33] suggest that the latter model, which encourages the development of personal responsibility, is more successful in reducing violent behaviour and has a longer-lasting impact. Research on the effectiveness of education speaks in favour of a warm, compassionate and demanding teacher-to-student approach.[34] An adjustment of the restitution approach has already become a standard in juvenile courts. The use of strict and clear punishments eliminates the possibility of showing empathy towards those children who behave violently, which is crucial for the development of their own capacity for empathy. Punishment strengthens their perception of the world as a cold and unfriendly place. Children's participation in decision-making processes that relate to them and their lives is also a fundamental UNICEF principle.

For all these reasons, the 'restitution' concept was adapted for the purposes of the SEES programme and named the 'restoration of values' approach. The schools that join the programme provide

32 The 'restoration of values' approach is a method that gives teachers the possibility of responding to violent behaviour by avoiding punishment. Children who break the rules or violate previously defined classroom values are provided opportunities to re-establish the observation of threatened values or repair damaged relationships through some constructive activity of their choice that is acceptable to everyone. See Gossen, D. C., *Restitution: Restructuring School Discipline*. New View Publications, Chapel Hill, N.C., 1992.

33 Smith, 'The Effectiveness of Whole-School Antibullying Programs (see footnote 28); Rigby, *Bullying in schools – and what to do about it* (see footnote 26); Smith, *School bullying: insights and perspectives* (see footnote 2).

34 Skinner, E. A. and Belmont, M. J., 'Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year' in *Journal of Educational Psychology*, vol. 85, no. 4, 1993, pp. 571–581; Ormrod, J. E., Educational psychology: Developing learners (4th ed.), Merrill Prentice Hall, Upper Saddle River, NJ, 2003.

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teachers with training and practice in implementing and overseeing the restoration of values approach in a neutral way and motivate students to develop more mature patterns of behaviour. The text describing workshops for class meetings and the restoration of values, rules and consequences uses some of the terminology related to discipline by referencing rules, consequences and the restoration of values approach, and explains these in a way that can be used by head teachers when introducing the concepts to students.

During the first two to three class meetings, head teachers clarify with students what constitutes bullying and violent behaviour and how other students should behave in such situations; inform students of the classroom and school results of the questionnaire; design the values, rules and consequences associated with such behaviour. The values, rules and consequences defined by each classroom are compiled at the school level and incorporated into the school statute and other school regulations.

Once classrooms define values, rules and consequences, parent-teacher meetings are convened to inform parents of the school's decision to implement the programme; its commitment to becoming a violence-free school; the results of research; the values, rules and consequences adopted by their children's classes; and the restoration of values procedure. Parents are invited to provide their input and give their approval to the values, rules and consequences as well as the restoration of values approach. They are also encouraged to participate in defining the class and school rules and amending the school statute and other regulations.

This is the foundation of the SEES programme. As was stated earlier, the campaign 'Stop Violence Among Children' shaped public opinion and strengthened social values that advocate non-violence. At this stage, it is essential for schools to define their own values and attitudes with regard to violence. Confronting individual cases of violence and bullying is much more effective if all students and all classes, with the consent and cooperation of parents, contribute to the adoption of school values and attitudes in relation to violence and these values and rules are incorporated into the school's statute.

A. ACTIVITIES AT THE CLASSROOM LEVEL

The activities undertaken in each classroom in accord with the essential values of the SEES programme are crucial and should be implemented carefully and consistently. It is important that students discuss bullying and define THEIR OWN values, rules and consequences. The teacher is only a mediator who leads the activity by asking questions, prompting discussion and ensuring that all students express their opinions and attitudes. Experience shows that some overly concerned teachers bring to the classroom an already complete set of rules and ask students to agree with them. Such a method is not acceptable. Collective establishment of values, rules and consequences demands more time and requires a good balance between free and spontaneous expression and peaceful discussion, in which students do not interrupt one another. This is an opportunity for exercising democracy; for accepting each other's differences and finding common denominators within different attitudes and values.

It is important to understand that the SEES programme aims to build respect, self-esteem and personal integrity to oppose violence and to promote equality and dignity to oppose bullying. Respect, integrity, equality and dignity should not be mixed up with friendship and happiness.

Workshops for class meetings: values, rules and consequences

The following is a description of the contents and presentation of workshops led by the head teacher in a series of class meetings. The purpose of these workshops is to give students the opportunity to discuss together what violent and abusive behaviour is, clearly indicate the kind of behaviour they want and do not want in their classroom, and finally, agree on rules and the consequences for breaking those rules.

Certain potential challenges and misunderstandings can be identified by drawing on the experience of programme implementation in schools.

When shaping rules, examples are usually expressed in the form of a denial (e.g., "We will not fight," "We will not take other people's belongings without asking," "We will not encourage bullying by cheering the bully on and laughing at the bully's actions."). Teachers are often taken by surprise because they have learned that rules should not be expressed in the form of a denial. However, it is not easy for rules that limit behaviour to be formulated in the affirmative. The negation instructions are an important part of behavioural self-control even in adulthood. When children adopt rules of conduct, they pronounce them and repeat them to themselves in order to control their behaviour and impulses. This is what the SEES programme wants to achieve. Therefore, students should be allowed to act freely, be angry and argue, as long as they adhere to the values and rules.

An attempt to express rules in the affirmative could easily lead to the diffusion of the programme's efforts by developing vague concepts, such as friendship, love or happiness (e.g., "We are happy that we are together," "Broaden the network of friendship," "We like everybody."). This is neither feasible nor the goal of the SEES programme. It is important to understand that the SEES programme aims to build respect, self-esteem and personal integrity to oppose violence and to promote equality and dignity to oppose bullying.

This classroom activity is essential for the effective implementation of the next steps, especially Steps 5 and 6. A few hours of class meetings should be devoted to it.

Head teachers will decide on their own how to present certain content according to students' ages.

However, workshops should generally include the following aspects:

1. Presenting the results of the Olweus Bully/Victim Questionnaire of the school and classroom
The results of the Bully/Victim Questionnaire, formatted for appropriate age groups, should be presented to students so that they (and not just teachers) can become more aware of the findings and be motivated to engage in activities combating violence. Additionally, these results can serve as a starting point for discussions on violence. For children from 1st to 4th grade (aged 7–10 years), only overall school results will be presented since children of this age group do not fill out the questionnaire.

2. Holding a discussion about bullying and violent behaviour in the classroom and school
A discussion should be held on the basis of the classroom and school results and be guided by the definition of 'peer bullying' contained in part 2 of this Handbook. It should include examples of different types of bullying and emphasize the difference between the point of view of the child who behaves violently and the child who suffers from violent behaviour. Some types of conduct, such as mocking, may seem like a game, a joke or fun to the perpetrator, but may damage the targeted child who can feel hurt, humiliated or vulnerable. In addition, the discussion should highlight the difference between humour and violence, as well as between violent conflict, which happens only occasionally, and bullying, which occurs repeatedly and

without cause. The question of how the students feel when they witness violent behaviour in the classroom, hallway or elsewhere, and how they react, should be discussed referencing the answers to the questionnaire, "What do you feel or think when you witness another student being bullied?" "How often do other students try to stop the violence?" and "How do you react when you witness violence against other students?"

3. Making a brief presentation of worldwide results
It should be mentioned that peer violence occurs in other countries as well and that they have also developed programmes against bullying.

4. Presenting the basic outline of the school programme against peer bullying
It is important that students acquire a realistic impression of the overall scope of potential school and community activities and all the steps suggested by the school programme, including amendments to the school regulations and instilment of the school protocol. This will encourage bystanders and students who are bullied to engage actively in the programme. Research and experience show that many students do not tell adults about violent and bullying behaviour because they are convinced that adults will not or cannot effectively stop the bullying. The presentation of the proposed workflow of school activities may help to redress this trend.

5. Holding a discussion about values and attitudes in relation to violent and bullying behaviour
The head teacher should start by explaining the rules of open discussion or debate, especially if students lack prior experience of discussing and formulating joint conclusions or opinions in this way. The head teacher defines the rules: "When you want to speak, raise your hand," "Everybody has a right to say what they think," "We will not, through remarks, interrupt or belittle someone else's opinions or statements, regardless of whether we agree with them or not." The head teacher asks students if they agree with this policy and want to add another rule. The head teacher explains the rules concerning discussion in the classroom enabling students to create THEIR OWN values (and later on, rules and consequences as well). Under no condition should the head teacher impose pre-defined values, rules and consequences concerning violent behaviour, and merely ask students to agree with them.

Students should be supported to formulate their own class values in relation to violent behaviour. The head teacher should guide them by facilitating an exchange of views on the behaviour itself and the need for human communities to shape values and rules. Since primary school children's cognitive development is still at the level of concrete operations, it has proved more effective to focus the discussion through concrete questions, for example: What is a rule? Why are rules necessary and important? What rules do you know? What would happen without traffic rules? What would happen without rules in sports games? Do we need rules of conduct among people? How would you like others to treat you? What is important to you in interpersonal classroom relationships? How would you prefer students to treat each other in school and the classroom in order for all of us to feel better?

A good way of addressing these issues is through working groups, as described in the workshops presented later in this Handbook. Values related to

It is important that students discuss bullying and define THEIR OWN values, rules and consequences. The teacher is only a mediator.

interpersonal behaviour should be written on the blackboard or on a large sheet of paper in affirmative form. For example, "We want to..." "It is important to us..." "We wish..." The discussion should be guided until the whole classroom agrees on a few key values. Values are more general and broader than rules and can be referenced in a case of violent behaviour that is not addressed by the rules. They are also the basis of the restoration of values procedure. These are examples of class values (for head teacher's reference only): respect, acceptance, acknowledgment, equality, trust, security, understanding, compassion, unity, honesty, respecting cultural behaviour, socializing freely, benevolence, to know how to listen to others, to know how to speak and be respectful of others in discussion.

6. Defining class rules with regard to violent and bullying behaviour
Students should be invited to create rules for the prevention of violent and bullying behaviour that respect the recently defined values. It is important that the rules are not too aggressive or demeaning towards those who violate the values. If students propose rules that are focused on external control (e.g., setting up cameras in the hallways), clarify that the rules should relate to personal behaviour (e.g., behaviours that are or are not desirable in the classroom, rather than how the behaviour will be detected). In the end, the head teacher may suggest some additional rules and discuss them with students.

(*For head teachers' reference only* – rules may be, for example: We will not take other people's belongings without asking. We will not mock each other nor call each other derogatory names. We will not force others to do something they do not want to do. We will not encourage others not to associate with someone from the classroom. When someone says 'stop' to something, we will stop doing it. When we see someone doing harm to someone, we will tell them to stop. We will not applaud nor smile to encourage a student who bullies. We will not be an audience for a student who bullies.

When someone does not stop unwanted behaviour, we will inform the head teacher. We will invite students who are alone to join us for recess.)

The rules that students list may be submitted to a vote if the head teacher deems it necessary (e.g., if students who bully are very loud, the impression is that the rules are not accepted in the classroom). It is important to limit the number of rules to three to four in the lower grades and five to eight in the upper grades. The method for defining rules is the same as the method for determining values.

7. Introducing the school protocol to be followed if rules are broken, and agreeing on consequences
Anyone who breaks the rules and, thus, violates values defined by the students themselves should either restore the class/school values somehow or be prepared for the consequences. Reporting violent behaviour should no longer be considered as tattling but rather as an effort made towards the preservation of values and rules. Students should be familiarized with the principles of the restoration of values approach and the reparation of mistakes.

IT'S MORE FUN TO PLAY THAN TO FIGHT

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Respect other opinions!

The 'restoration of values' approach and how to apply it

Everyone who breaks the rules or violates previously defined values should be enabled to re-establish the threatened value or repair in some way the damaged relationship and improve it. The restoration of values, as an educational and disciplinary approach, implies that people (children in particular) make mistakes – and this cannot be entirely avoided. The important question is: What actions should be taken after the mistake has been made? Guiding students towards correcting the mistake and avoiding punishment encourages them to take responsibility for their actions and reinforces positive problem-solving. Therefore, the rebuilding of values is not and must not be considered as punishment.

It is essential for the head teacher to talk with the student about the value that has been breached and the rule that has been broken, and to ask the student to repair the mistake, thus re-establishing and restoring a violated value. It is important that the student gives thought to it and decides how to correct his/her mistake (i.e., independently develops the means to restore the values that have been breached) and that the student who suffered from the violence agrees to his/her proposal. This approach is based on a simple principle: when we break something, we repair it; when we make a mess, we clean it up. Often, when people make mistakes, they also have the capacity to fix or make amends for them.

For example, Brian runs over to the cafeteria line and flicks James (who is standing in line) on the head and sends him to the end of the line, while he takes his spot. What can he do to restore respect and appreciation (values defined by the classroom)? After Brian has had some time to think, he may propose various solutions such as, "I can invite him to join my dodgeball team because he is small in stature, fast, and agile" or "I can stay with him after school and show him what school work we have done while he

was absent/sick" or "I can tutor him if he's having a difficult time in some subject" or "I can ask him to tutor me and I will listen to him and pay attention to what he says" or "I can call him to join me at a sports match" or "I can accompany him on his way to and from school and protect him from other bullies" and so on. These are all useful ways of restoring class values. It is especially important that Brian himself independently forms one or two ideas and suggests them to both the head teacher and James.

The restoration of values takes into account not only the negative behaviour but also the impact of that behaviour on the student who was hurt by it. The student needs to give his/her consent and accept the suggested way to restore the value. The following are characteristics of good restoration of values:
- The person who was hurt by the action deems it appropriate.
- It requires effort and engagement from the individual who is correcting the mistake.
- It relates to the area in which the offence occurred (e.g., respect and appreciation of James).
- The choice of the ways to restore the value is associated with previously defined class values (each student will be appreciated and respected).
- The individual who has violated the values is given the opportunity to demonstrate that s/he can respect the person who was hurt.
- There is no anger, guilt or criticism coming from the teacher or other students.

If the student refuses to repair the mistake and re-establish the classroom values, or the violation of the rule is minor and/or sporadic, the student may bear the consequences that the students in the classroom have agreed to. Special attention should be given to formulating the consequences in terms of useful working activities benefiting the school/classroom community, such as cleaning up the classroom or the school campus, clearing the snow away from the school entrance, assisting the head teacher with some

activities in the classroom, etc. Consequences may also involve spending recess with the teacher on duty. One department decided that everyone who mocks other students should draw a flower in a notebook belonging to the student they have mocked. This proved to be an exceptionally good way of eliminating mockery in that classroom. Unacceptable consequences include draconian or humiliating punishments, such as writing out a hundred times 'I will be better'; exclusion from games; carrying someone's bag for a week; standing in the corner for twenty minutes; assigning extra homework. Particularly worth noting is that 'apologizing' should not be considered a consequence, nor should buying a gift. An apology, if not sincere and spontaneous, is not worth anything to the student who suffered from the violence and also places the student who behaved violently in a humiliating position. Our aim is not to teach children to be hypocritical. Buying a gift is not a consequence that the students who have behaved violently bear but rather their parents. Therefore, it is not an acceptable consequence. To do or make something by themselves, however, is an acceptable consequence.

In the same way that they agree on values and rules, students have to make a decision on the consequences that will apply when the rules are broken. A more precise description of the restoration of values will be provided in Step 5. The explanations and examples given will hopefully enable the head teacher to explain this approach to the students before requesting them to define the consequences that will apply in the case of minor violations or the student's refusal to restore the values.

At the end of this process, students should design three posters: one entitled 'Stop the Violence' containing a list of values; another containing a list of rules; the third one containing a list of consequences for breaking the rules. While making the posters, students can use colours, drawings, collages – and shape them the way they want. These three posters are then hung on a wall in the classroom so that students and teachers have a constant reminder of their values, rules and consequences and can quickly and easily refer to them when rules are broken. It is important that rules and values do not become 'empty phrases' and are updated each year in the same way they were first defined and adopted.

Successfully reducing violent behaviour depends primarily on how the classroom's values, rules and consequences are defined. It is important, therefore, to proceed as described. Outlined below are some essential elements of the procedure:

1. The active participation of all students
- It is important that students discuss peer bullying, both regular bullying and cyberbullying and formulate their own values, rules and consequences in the classroom.
- In this process, the teacher acts only as a mediator who leads the discussion by asking questions and encouraging students' participation.
- Collective agreement requires more time, but values, rules and consequences cannot be imposed from the outside. They must be the result of common choices and decisions. Students will have more respect for values and rules they have defined themselves.

Bringing up children is a process of slow and gradual change. Therefore, students need to be guided with patience instead of adults becoming angry with them when it turns out they haven't yet learned how to behave.

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2. The naming of values

- Students list the values that will guide their behaviour, prevent bullying behaviour and ensure that everyone in the classroom feels safe and comfortable.
- Students should start by defining the desired common values and, only afterwards, the rules of behaviour and the consequences for not acting in accordance with previously defined rules. Values could include statements such as, "Safety and mutual respect in the classroom are important to us," or "We are all different, but we have equal rights."
- If the students suggest a value such as "Let's all be friends," they should be reminded that everybody chooses friends for themselves. We do not all have to be friends, but we should not mock and hurt those who are not our friends or whom we do not like. Friendship does not protect against violence (in fact, violence often occurs among friends and family too). **The cure for violence is respecting each other!**

3. The formulation of rules

- Formulating rules requires a precise definition of certain unacceptable behaviours in the classroom and positive behaviours that will assist in preventing violence.
- These rules governing students' interpersonal relations should not be confused with the rules and regulations of the school's ordinance or policy, or other rules of school and classroom discipline. The latter are, of course, obligatory for every student, and the school, through its regulations, defines how these provisions have to be complied with as well as the consequences of non-compliance. However, the values, rules and consequences developed through the SEES programme are defined by the students themselves as a way of regulating their interpersonal relations. Their creation is an educational process, which encourages students to acquire a sense of personal responsibility for their behaviour. It is advisable, therefore, that the head teacher leads and moderates this process.

- Rules should be clear and unambiguous. Affirmative rules may not always be the best way to eliminate unwanted behaviours because their definition is not precise enough. Clear and understandable rules ("We will not mock others when they make a mistake") are better than ambiguous rules ("We have the right to make mistakes and not be mocked for them").
- The head teacher should summarize the many rules that children propose, and together with the students choose the four or five most important ones, so that everybody in the classroom can remember them. Too many rules are confusing. It is difficult to keep in mind 15 or 20 rules.
- All teachers who enter the classroom should refer to the class rules, as it is not just head teachers' and expert associates' but every teacher's job to conform to the rules and point out when they have been broken.
- Class rules should not: regulate relations between teachers and students ("We need to listen to the teacher" "We will respect our teachers and listen attentively in class"); stipulate students' duties ("We will do our homework regularly" or "We will not swap and copy homework"); define proper behaviour ("We dress decently"); or other rules already laid out in school policies ("We will not be late for class").

4. The selection/negotiation of consequences

- Consequences should be linked to the rule that has been broken. Therefore, if the child ripped something up, s/he needs to repair it; if the child hurt someone's feelings, s/he needs to make the other person feel good, etc.
- Consequences should be realistic; they should not propose tasks that a student is not able to complete.
- Consequences should help to change the behaviour in a preferred direction, in accordance with the class values. They should represent desirable behaviour.
- In the long run, consequences promote self-control. They allow students to recognize the benefits of adhering to the rules. Such benefits may include better relationships, a greater sense of safety, security in the classroom, etc.

- These are some examples of acceptable consequences: to assist the teacher on duty, to draw a picture or write a card to the person who was hurt, or to be on duty for the day, thus replacing someone else.
- These are some examples of consequences that should be avoided, as they are a normal part of the school routine used for other important purposes: to have an individual talk with the head teacher or school psychologist, to be sent to the principal or to call their parents to school.
- Children can sometimes think of draconian punishments (e.g., write 100 times 'forgive me', do 50 push-ups, etc.). Such consequences are punishments that humiliate a child. Teachers should try to encourage students to be clever and develop consequences that are NOT degrading instead of resorting to punishments.
- In many schools, the rule operates (sometimes informally) among children, "We will not tattle on each other" or "Do not be a tattletale." One of the key messages of the SEES programme stresses the importance of always responding to violence because by remaining silent or not reacting we are, in fact, agreeing to and supporting such behaviour. The SEES programme actively invites children to report inappropriate behaviour to adults, because only then can the protective network function. Therefore, if children suggest this rule, remind them that reporting incidents of violence is not tattling, but rather an effort invested in the preservation of common values and rules!
- Apology is often listed among potential and suggested consequences. This is usually not effective (the student apologizes but may not really mean it). Forcing students who bully to apologize encourages hypocrisy and is a form of violence against the feelings and needs of the student who behaves violently. Students whose conduct is violent occasionally have an easier time apologizing. It is best not to force students to express regret and if the students themselves suggest making an apology, as a rule, warn them of possible dishonesty and urge them to suggest other types of consequences. If a student begs pardon spontaneously, regrets should be sincere.
- Head teachers often reformulate the rules in order to make them look more sophisticated. This is not acceptable. Students should formulate THEIR OWN values, rules and consequences, and express them in their own way. Only then will students consider them their own.

Guide for class meetings on values, rules and consequences

The following is a step-by-step guide to running class meetings. Introductory activities *(a)* and *(b)* can be held at the end of a regular class meeting as a precursor to the workshops on how best to deal with peer violence, or at the beginning of the first workshop on violence. The two workshops are planned to last 45 minutes each. The exact time needed depends on the ages of students and the liveliness of discussions. Therefore, the estimated time is up to the discretion of the head teacher. It is important to cover the entire contents of workshops, so if needed, multiple workshops can be conducted. Worksheets 4 and 5 can be used with students to agree on common values, and Worksheets 3 and 7 can be used to formulate rules. Consequences should be developed by the students in the final workshop.

Safety and mutual respect in the classroom are important to us. We are all different, but we have equal rights.

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A WORKSHOP IS...

A. HEAD TEACHER'S INTRODUCTION: "In class meetings, we will work in a workshop setting and learn through this experience and discussion. We will set GROUND RULES that we all agree on and that we will all follow." (It is preferable to write these rules on a poster and hang it in a visible place.)

Do you agree with these rules? Would you like to add something? (Write it in.)

B. GROUND RULES FOR THE WORKSHOP SETTING

Conversation rules

1. We sit in a circle.

2. We raise our hand when we wish to speak.

3. We listen when others speak.

4. Everyone has the right to say: PASS.

PASS

5. Everyone has a right to express their opinion, even when it is different from that of others.
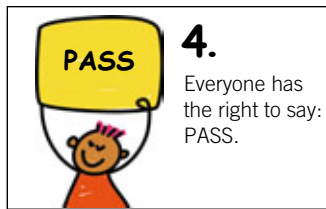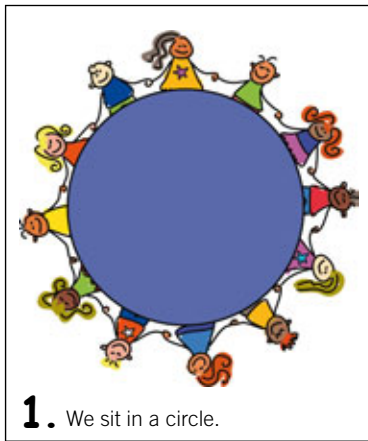
- **Let's sit in a circle.**
Rather than just listening to the person who is speaking, now we can all see him/her, without straining or constantly turning around.

- **We raise our hand when we wish to speak.**
In this way, we signal that we want to say something without interrupting others.

- **We listen when others speak.**
We allow others to speak without interruption or comments. In this way, we listen better and understand the speaker more easily. We send the message that s/he is important and that we care about what is being said.

- **Everyone has the right to say: PASS.**
If sometimes, you do not feel ready to tell others how you feel, or you do not want to vocalize your opinion about a certain situation or topic, you can say: PASS.
It is important that we participate in everything we do because we want to, not because someone has ordered us to.

If you frequently say "pass", think about what is preventing you from getting involved and expressing your opinions or feelings. Take a chance and try.

• **Everyone has the right to express their opinion, even when it is different from that of others.**
Your opinion is yours. Respect the opinions of others, especially if they are different from yours. No mocking, insults or ridicule!

Would you like to add another rule?
Do we agree with these rules?

C. ADVICE FOR TEACHERS LEADING WORKSHOPS

• **Ask questions.**
The purpose of asking questions is to encourage students to talk about a topic and help them become aware of what they experienced, felt, thought or discovered through the workshop's theme.

• **Actively listen while a student speaks.**
- This means that you will repeat what the student says (e.g., "So you were...").
- Ask for further clarification (e.g., "Can you tell me more about...").
- With your body language, voice and eye contact show that you are interested in what they are saying.
- Describe what you think the student feels and confirm it with them (e.g., "It seems to me that you are angry because...").

• **Help students to reach a shared conclusion.**

WORKSHOP I. VIOLENCE

Goal: To raise students' awareness of and sensitivity to the problem of violence
Duration: 45 minutes
Materials: Worksheets 1–4, one for each group

ACTIVITY 1. What is violent behaviour?

HEAD TEACHER'S INTRODUCTION: "In today's class, we shall discuss the topic of violent behaviour among students. We shall divide into groups of four to five students. Each group should find their own workspace. We shall start by remembering the rules for working in groups with the participation of all the members of the group. Everyone has the right to say what comes to their mind. There are no right or wrong statements, neither stupid nor smart ones. Once we go over some of the rules for group work, we shall choose two members from each group. One will write down the proposals of all the members of the group and the other will represent the group and present what you have written."

First-grade students: Instead of using sheets of paper, lead your students through the exercises and write down their examples; mark them with pictures or other symbols on the pre-prepared poster or a big sheet of paper posted on the blackboard.

STEPS

- Give each group Worksheet 1 (WS 1) and remind them that they should adhere to the group work rules.
- Limit the work time for this activity (5 minutes).
- Invite the spokesperson of the first group to read what they have written down. The other groups should listen and compare this with what they have written themselves. When it is their turn, they should report only on what is different or new on their lists.
- At the end, briefly summarize students' statements.

WS 1

Task:

Write down as many words as you can that come to mind when we say 'violent' behaviour.

ACTIVITY 2. What is the difference between violence, bullying, and joking around?

HEAD TEACHER'S INTRODUCTION: "We shall consider how we can tell whether a particular behaviour is just joking around or whether it is violence. We estimate an action to be violent when someone is deliberately trying to hurt another person. If this behaviour is repeated over an extended period, two to three times a month or more, or when the other person cannot defend and protect him/herself, it is bullying. A joke is when we all laugh and nobody is hurt."

STEPS
- Give each group Worksheet 2 (WS 2).
- Set the work time for this activity.
- Invite a group representative to read what they have written down. Write on the blackboard what the students present. The other groups should listen and compare this information with what they have written themselves. When it is their turn, they should report only on what is different or new on their lists. One group should give an example of a funny situation and the other an example of a situation in which someone was hurt.
- Allow students to give their comments and explain the criteria they used to define certain behaviour as 'violent' and other as 'joking around.'
- Guide them to recognize whether there was some kind of injury or intention to harm others and whether the other person could have defended him/herself.
- Briefly summarize the students' statements and, again, emphasize the difference between behaving violently and joking around.

ACTIVITY 3. Unwanted behaviour

HEAD TEACHER'S INTRODUCTION (Summary of activities to date): "Among the behaviours that would make our classroom an awful place, there are many that we have labelled violent. We agreed that we would not like to have such violent behaviour in our classroom. We also agreed on what is important to us: that in our classroom there should not be, for example, teasing, because it takes away, for example, our dignity, or causes all of us pain."

STEPS
- Give each group Worksheet 3 (WS 3).
- Read the task aloud and set the work time for this activity.
- Invite a spokesperson, from a different group, to read what they have written down. Write it on the blackboard. The other groups should listen and compare this with what they have written themselves. When it is their turn, they should report only on what is different or new on their lists.
- Discuss with students how they would feel in a classroom where students behaved in this way towards each other and whether they would like their classroom to be like that.
- Summarize their conclusions.
- Lead the children towards a common agreement on the three to five main types of behaviour (eight for higher grades) that they would not want in their classroom. Write them down so that, in later sessions, a poster can be made listing unwanted behaviours.

Step 2.

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WS 2

When someone is behaving violently towards you, or you are behaving violently towards someone – it hurts! <u>With violent behaviour, we hurt a person's body or feelings!</u>

 Task:

- List all violent behaviours on the first sheet.
- Think: *If someone were to treat you this way, would you be hurt by their words? Would your body be hurt? Would it provoke fear, shame, loneliness, or some other unpleasant feeling?*
- Now reorder the examples of the violent behaviours into the following three groups:

1. Hurts others with **words**:

2. Hurts someone's **body**:

3. Provokes fear, shame, or some other **unpleasant feeling**:

- **A joke is when we all laugh and nobody is hurt!** Recall one funny situation in which nobody was hurt and one situation in which someone was hurt.

**REMEMBER: We do not have the right to intentionally hurt others!
                        We have the right to feel safe, free, strong, and accepted.**

Prevention of peer violence **FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS**

WS 3

Task: Brainstorming

- Write down all the behaviours that would make your classroom and school a **horrible** place.

- How would you feel in such a classroom?

- Would you like to be in such a classroom or school?

ACTIVITY 4. Values

STEPS
- Continue with Worksheet 4 (WS 4).
- Pay special attention to the reasons that some may not behave towards each other in the ways brainstormed in Activity 3. What are we hurting with such behaviour? We still have not established values; we are just moving in that direction. Which rights are taken away?
- Lead the children towards a common agreement on the three to five main types of behaviour (eight for higher grades) that they would not want in their classroom. Write them down so that, in later sessions, a poster can be made listing unwanted behaviours.

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Task:

- Read the following sentences and think of an example of your own behaviour or the behaviour of others that may have made the school or classroom a sad place for someone else.
- Write down **why it is crucial that we do not treat others in such a way** *(e.g., because it takes away our safety, freedom, strength, joy, self-worth, acceptance, or it provokes feelings of physical or emotional pain).*

1. *Others often ridicule your appearance, call you names that you do not like, or insult you.*
   REASON:

2. *Others often ridicule your appearance or the clothes you wear.*
   REASON:

3. *Others forbid you from sitting next to them even though there is no room to sit anywhere else.*
   REASON:

4. *Others do not want to include you in games or do not invite you to birthday parties.*
   REASON:

5. *Others comment negatively on your ethnic origin, family, faith, or nationality.*
   REASON:

6. *Others demand that you give them money or they take your belongings.*
   REASON:

7. *Others hit you or threaten you physically.*
   REASON:

8. *Others curse at you.*
   REASON:

WORKSHOP II. ESTABLISHING RULES

Goal: To increase awareness of the importance of adhering to the values and rules that protect students from bullying
Duration: 45 minutes
Materials: Worksheets 5–7, one for each group

ADDITIONAL NOTE FOR HEAD TEACHERS: SETTING CLASS RULES

It has been established that setting rules collectively is an essential step in solving the problem of bullying and creating a better atmosphere in the classroom and school. Therefore, all students must take part in decision-making, determine which behaviours they do NOT accept and do NOT want, and think about behaviours that would be appropriate and acceptable for all interpersonal relations. Thus, the classroom's set of values, rules and consequences will not be imposed from outside. It will rather be the product of the students' joint decisions and choices. **There is a greater likelihood that they will adhere to values and rules that they have set themselves, as opposed to values and rules prescribed by others without consulting them.**

PRINCIPLES OF SETTING RULES FOR WANTED AND UNWANTED BEHAVIOURS IN THE CLASSROOM
(Teachers' Guide)

WHAT WE DO NOT WANT

WHAT WE WANT affirmative and in present tense

SIMPLE ← **rules** → DETERMINED BY THE CHILDREN

CLEAR (what, how)   4–8 IMPORTANT RULES

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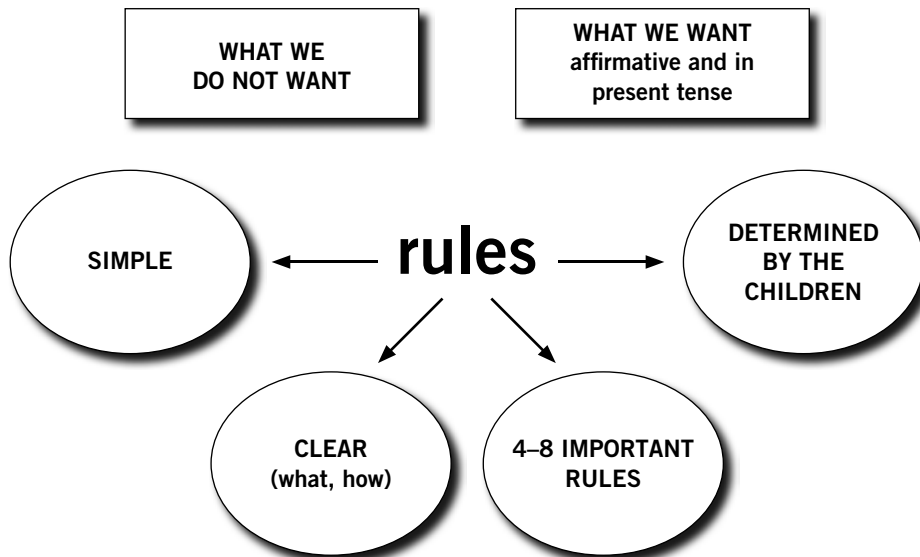
When making rules, several principles should be kept in mind. Rules should be:

- **Simple**
- Behaviours that are not acceptable should be defined precisely. **The need to stop violent behaviour should not be confused with the school's rules or discipline.**

- **Clear**
- Check that everyone understands the rules. If necessary, clarify the rules once more and check again that everybody understands them.
- The messages and images used to define the rules should be clear and coherent.
- Clearly state which behaviours are not wanted, e.g., "WE DO NOT WANT to be mocked by somebody if we make a mistake."

- **Few**
- Too many rules can be confusing and remove the focus from what really matters.
- The number of rules depends on the students' age group but should not exceed 4–8.

- **Determined by the children**
- Students will be more likely to follow the rules if they are not imposed from outside.

- **Reviewed and amended during the school year as needed (and at the beginning of each school year, they should be renewed following the same process.)**

Examples of the basic rules (according to Dan Olweus):[35]

1. **"We will not bully other students."**
We will not fight or push other students. We will not insult them, mock them, say bad words to them, slander them or spread rumours about them. We will not reject or ignore other students.
Emphasize how we NEED to act instead, e.g., "We will talk in a way that does not offend anyone."

2. **"We will help bullied students."**
We will not silently condone such behaviour. We will not cheer and smile to encourage students who behave violently. Instead, we will say to students who act violently that it is wrong to behave in such a way and that they must stop. If they do not stop, we will seek help from teachers or parents.
Children need to be clear that this is not tattling, but compassion and assistance to both the students who suffer from violence and the students who behave violently.

3. **"We will include students who are usually left out."**
We will invite students who are alone to join us for lunch, to socialize in their free time, to come to a birthday party, to hang out. We will accept their birthday invitations, offer them our help, ask for their help in what they are good at, etc.

35 Olweus, *Bullying at School* (see footnote 1).

ACTIVITY 1. Desired behaviours

HEAD TEACHER'S INTRODUCTION: "During our last class period, we talked about behaviours that we absolutely do not want in our classroom because they cause harm to another person. We called it violent behaviour. Today, we will talk about what we can do together to be good to one another as often as possible, in order for the classroom and school to be more pleasant and comfortable than before. We will again divide into groups of four to five students. Each group should find their own workspace. (Determine who is going to be the note taker and who will be the speaker for the group.) Before we start working, let us remember the group rules that we defined during our last session. (Let students remember and help them if they get stuck). Now think, how would you want other students in your classroom to behave towards you?"

STEPS
- Give each group Worksheet 5 (WS 5). Set the work time for this activity.
- Invite a group representative to read what they have written down. Write it on the blackboard or a large sheet of paper. The other groups should listen and compare this with what they have written themselves. When it is their turn, they should report only on what is different or new on their lists.
- Discuss with students how they would feel in such a classroom and ask them if they would like their classroom to be like that.
- Summarize their conclusions.

ACTIVITY 2. What are rules and what purpose do they serve?

HEAD TEACHER'S INTRODUCTION: "So far, we have discussed behaviours that we would not want in our classroom and behaviours that we would like to have. Now we are going to talk about rules. Afterwards, you will decide on rules of conduct towards each other, and we will all try to adhere to them in order to prevent bullying behaviour and to feel comfortable, respected and safe in our classroom.

"First, we will talk about rules:
What comes to your mind when I use the word 'rule'?
What types of rules do you know?
Are there any rules at the school?
Close your eyes for a moment and imagine:
- What would happen if traffic rules disappeared from the world and people could drive in whatever way they wished?
- What would happen if there were no rules in a sports game?
- What can we learn from this? Are rules important and necessary for us?"

Summarize the students' findings.

STEPS
- Give each group Worksheet 6 (WS 6). Limit the work time to 5 minutes.
- Invite the spokesperson from each group to read what they have written down. Take notes.
- Briefly summarize what the students reported. Help them realize that various rules emerge because they protect us.

Task:

- List examples of how you can act towards one another in order for your classroom and school to become a **safe** place (where you will feel respected and appreciated).

- How would you feel in such a classroom?

- Would you like to be in such a classroom or school?

WS 6

Task:

- Count and list as many types of rules as possible.
- For every group of rules, find their purpose.
- Write down ideas as they come to you, without assessing whether they are 'smart'.
- Choose 3–5 ideas that you find to be the most beneficial.
- Choose a spokesperson who will present your conclusions.

What types of rules do we have? ⟷ **What is their purpose?**

_____

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Step 2.

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What is the purpose of rules?

They protect…

… us from bodily injury and pain

… our belongings (assets)

… our feelings from being hurt

ACTIVITY 3. Rules for behaviour that can prevent or stop bullying in the classroom

HEAD TEACHER'S INTRODUCTION: "We understand how important rules are. There are different rules regarding behaviour towards one another. We agreed on the behaviours that should not occur in our classroom, and we discussed those that we would like to occur. Consider which rules could prevent or stop the behaviour that we do not want in our classroom. Consider which rules would help us engage the support of bystanders in the classroom when a student is bullied."

STEPS
- Give each group Worksheet 7 (WS 7). Limit the work time to 5 minutes.
- Invite each group representative to read their three most important rules.
- Write suggestions for rules on the blackboard. Once all the rules are written down, evaluate together to what extent each rule is important for all the students in the classroom.

- Encourage students to think about which rules could contribute the most to preventing violent behaviour. Choose four to eight rules that all students want to become the rules of their classroom. Make sure that one is included that helps everyone who observes the bullying respond and try to stop it.

WS 7

Task:
- Write down rules that could prevent or stop the violent behaviour that we do not want in our classroom. List everything that comes to your mind. Make sure the list also includes rules that encourage bystanders to help students who are being bullied.

| **RULE** | **RATING** |

1.

2.

3.

4.

5.

6.

- When you have finished, **rate each rule from 1 to 5**, where 1 signifies least important and 5 signifies most important.

- In the end, **choose the three most important rules** that can help in preventing and stopping violent behaviour, i.e., all those that everyone agrees should definitely be applied in their classroom.

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CREATING A POSTER

1. In the upcoming session, create a poster and ask students to **list behaviours that are definitely not desirable** in the classroom and the school, by which they say 'NO' to bullying!

2. Class rules can be displayed through a combination of words and pictures or drawings (a picture is worth 1,000 words). Be sure that the message of the pictures or drawings is simple and clear. Use colours.

3. Each of these behaviours can be showcased separately (through pictures and words). Hang them from a string in the classroom.

4. Afterwards, create a poster with the behaviours that you accept, i.e., those that are positive and supportive, foster respect, non-violence, conflict transformation, etc. Nurturing such behaviour and developing an enabling environment for new values in the school are important elements of the SEES programme.

ACTIVITY 4. Consequences of breaking the rules

HEAD TEACHER'S INTRODUCTION: "We have already talked about what would happen if we did not have any rules. Although it seems as though it would be great if we could do whatever we want, in fact, we agree that it would not be great because we could easily get hurt. We have acknowledged that, in real life, everything we do or don't do has consequences, as well as what we say or don't say.

"For example, if we walk in the rain without an umbrella, we will get wet; if we sunbathe without putting sunscreen on, we will get sunburned; if we are rude to our friends, we may lose them; if we tell others what our friends say to us in confidence, we will betray their trust; when you are well prepared for an exam, you will get a good grade.

"The consequences for us and others can be pleasant or good, but can also be uncomfortable or bad."

EXERCISE 1.

- Lead children through the examples to help them become aware of the various consequences of their actions.

- Write the positive and negative consequences on a board or poster in two columns.

What have you said or done that resulted in something nice or good happening to you? What was the good thing that happened? (Invite children to give their own examples.)

Do you remember something that you said or did that resulted in adverse consequences? What was the wrong or embarrassing thing that happened after that? (Invite children to give their own examples.)

Which column do you prefer? Why?

EXERCISE 2.

- Write suggestions on the board so that the children can see that there are always several options for restoring and repairing values.

- For each rule, the children should choose a proposed consequence for breaking it.

- A teacher's job is to be mindful while leading children through the list of suggestions and guide them towards achievable consequences that:
  - link with the rule that was broken;
  - help to change behaviour in a positive direction;
  - promote self-control so that they can see the benefit of complying with the rules.

- In the end, students should create a poster on the consequences of breaking the rules.

Now ask students to recall as many different ways as possible that allow one to either fix an error or accept the consequences resulting from breaking the rules.

Write down on a poster the consequences accepted by all students that the head teacher, students and other teachers can refer to in the event of minor violations of the rules.

Clearly separate the rules related to behaviours that students no longer want in their classroom from the rules describing how they want to behave (values) and from the consequences of breaking previously approved rules. Set up three separate posters (values we advocate for and/or behaviours we want; rules; consequences). The posters should be posted in a visible place in the classroom for students' and teachers' easy and quick reference.

Step 2.

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B. ACTIVITIES AT THE SCHOOL LEVEL

The Coordination Committee should collect all the class values, rules and consequences and amalgamate them into a set of proposed school values, rules and consequences. The Teachers' Council discusses the Committee's proposal and makes the final decision. The values and rules of all classrooms are consolidated by the Coordination Committee with the help of interested parents and students and displayed in the school hall on a large poster (with no more than 6–8 values and rules.)

Afterwards, the principal, in cooperation with the authorities in charge, prepares and adopts amendments to the school statute.[36] These changes must be conveyed to students, parents and all school personnel.

These amendments to the school statute (values defining school policy towards violence, rules, consequences and restoration of values, and school protocol) are an addition to the school's lawful disciplinary measures, and are used initially to respond to school violence. In cases where SEES procedures do not provide improvement in behaviour, disciplinary measures are applied.

In addition to disciplinary measures, other services and community institutions should be involved to support those students who have not managed to reduce significantly or eliminate their bullying behaviour despite the activities and measures implemented to prevent violence. The school statute and other acts should emphasize that attainment of its violence-related provisions depends on all students, parents and school personnel. Everyone in the school is expected to abide

by the school procedural protocol in cases of peer violence, thereby ensuring the protective network's effectiveness. Changes to the school statute are not just aimed at students who bully and behave violently; they concern everyone's behaviour.

In most countries, education laws contain provisions confirming the government's commitment to the goals of education reflected in Articles 19, 28 and 29 of the United Nations Convention on the Rights of the Child. These are directed to the development of the child's personality; respect for human rights and freedoms; and preparation of the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples. Citing these provisions helps schools to link them to the requirements of the programme. Some countries may also have specific, national protocols regarding incidents of school violence. It is advisable to link the SEES programme to them. Schools are also urged to include the basic provisions of the programme in their statutes and regulations because it is the only way for them to achieve their socio-educational goals.

It is vital to amend the school regulations because it sends students, parents, teachers and other personnel a clear message that the school is fully committed to preventing violence. Furthermore, it encourages stakeholders' participation in the process, including parents, and strengthens their engagement when dealing with students who behave violently, those who are suffering from violence, and other student bystanders.

During discussions and follow-up seminars with coordinators and teachers, mentors often heard the opinion that the restoration of values approach was at odds with customary disciplinary measures, disregarding the rights and obligations of students prescribed by law and determined by tradition. In Croatia, these are: written warning, admonition, warning prior to expulsion and finally transfer to another school.

36 In most countries, education laws contain provisions that define behaviour policy and enumerate disciplinary penalties for misconduct. These are usually included (sometimes detailed) in school statutes and related regulations. This Handbook uses the term 'disciplinary measures' instead of 'disciplinary penalties' and other similar terms.

It is important to underline that the establishment of values, rules and consequences and the restoration of values are educational procedures and practices that encourage students to acquire a sense of personal responsibility, respect, self-esteem and control of one's behaviour. They also help them to achieve a whole series of other goals regarding social and emotional development, usually defined in national education laws and the curriculum framework.

In some ways, the previously-mentioned disciplinary measures provide potentially useful feedback to students just as grades do, having a positive effect on students' motivation to change. Nevertheless, after giving corrective feedback, it is the school's educational mission to help students improve their poor grades or behaviour and teach them what to do differently to achieve better grades and appropriate behaviour. The corrective feedback by itself is not enough. Guidance for educating and supporting students to develop appropriate behaviour regarding violence is outlined in Step 5.

Long before the SEES programme even existed, schools that acknowledged their educational task in the area of behaviour (as well as knowledge) had actually worked with students to help them adopt values and skills likely to improve their behaviour. In the SEES programme, by responding in a timely manner, it is possible to avoid using rigorous disciplinary measures with a large number of students and to reserve the use of such measures and disciplinary procedures only for those students for whom the programme is not successful.

It is a good idea to present school values and rules in the form of posters created by the students with the help of parents and teachers and to post them at the entrance or in other highly visible places in the school. The Coordination Committee can decide whether or not the consequences of violent behaviour should be showcased prominently. Students, parents and teachers in charge of the design of such posters can formulate the consequences in such a way that children can understand them, integrating specificities of school values, rules and consequences and making sure that they do not appear as a threat, but rather as an encouragement to all and a message that the school is committed to saying 'NO' to violence. Whether displayed publicly or not, the consequences should be manifest in the school regulations and summarized as follows:

1. If a student breaks a rule, consequences will be applied in accordance with the classroom agreement.
2. If a student frequently violates previously defined values and rules or seriously threatens them, s/he will be given the opportunity to restore the violated values.
3. If a student does not wish to restore the values, other disciplinary measures will be applied as set out in the school's ordinance and regulations.

It is important that students acquire a realistic impression of the overall scope of potential school and community activities and all the steps suggested by the school programme. This will encourage bystanders and students who are bullied to engage actively in the programme.

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C. ACTIVITIES WITH PARENTS

It is crucial to invite parents to join the campaign 'Stop Violence Among Children' and to participate in the school programme. Although experience has shown that involving parents can be difficult, evaluation of the SEES programme has shown that parents' participation is an essential ingredient for the programme's success.

An external evaluation of the SEES programme undertaken in 2005 (see part 6) found that teachers regarded the most useful parts of the programme to be: students' participation (28.3 per cent), their own training in workshops (26.4 per cent), and parents' support (17.7 per cent). These findings confirmed that it was much easier to implement the programme and prevent violence when teachers worked together with students and parents. To exert a positive impact on students' attitudes and behaviour, parents must be involved as well in order for the two major educational forces and models in a child's life (parents and teachers) to work in harmony. Parents' recognition at an early stage of both the need for the programme and its methods of implementation creates a neutral and less accusatory platform for action in individual cases of bullying. This greatly facilitates the functioning of the protective network and reduces the frequency of bullying throughout the school. Furthermore, parents can play an active and beneficial role as liaisons with various local institutions and community organizations and contribute to the implementation of the programme via direct financial support, by linking the programme to other useful services, by providing materials, or by supporting logistics for particular activities.

Initially, it might be difficult to establish collaborative partnerships with parents, even while inviting them with the message, **"You are crucial to us in the implementation of this programme, please support us."** Collaboration between parents and schools in Croatia tends to be limited and is often reduced to parents coming to school only to be informed about their children's grades and educational status. In addition, there can be a substantial amount of mutual reproach.

Overall, some of the obstacles that arose in the implementation of the SEES programme were due to the relatively small number of parents who attended the parent-teacher meetings (on average 55 per cent). They were not prepared for the workshop mode, and the length of the meetings held in the framework of the programme dissuaded them. Many became impatient, and the majority did not respond to the invitation to collaborate beyond parent-teacher meetings (on average 95 per cent). At a few meetings, some parents criticized the school and declared it solely responsible for students' behaviour. However, at other meetings, parents engaged in vivid discussions and even agreed to implement the values, rules and consequences at home. Some had already done this on their children's initiative. They explained to other parents that they apologized to their children when they broke the rules themselves. Teachers were disappointed that the parents who most needed to hear about violence in schools rarely came to the meetings – this could sometimes be discouraging. Overcoming the problem is not an easy task. Changes in the methods of communication between teachers and parents require time; they should not be expected to occur quickly or smoothly.

However, it is essential to hold these meetings. Rallying support from the majority of parents makes it easier to deal with those who are critical – including parents who do not come to meetings.

The first parent-teacher meeting

The SEES programme calls for at least two class-based parent-teacher meetings. One meeting should be held at the end of Step 2, during the early stage of formulating classroom values and rules and defining the protective network; the other should be convened later on, during the programme's implementation. When preparing the parent-teacher meeting and inviting parents to attend it, it is important to stress that the approach to working together will not be similar to most standard parent-teacher meetings. The invitation should also specify the contents and duration of the meeting, clearly state that parents are being asked to join in a campaign against peer bullying and insist that their presence is crucial to the success of the whole initiative. This approach should initiate a different relationship with parents, a transition that should be gradual and openly acknowledged.

The SEES programme produced an informative leaflet for parents,[37] which outlines basic information about the programme, activities that the school has already initiated as well as activities to come. The leaflet contains information on how to recognize a child suffering from violence or behaving violently. It provides details on the parent-teacher meeting and can therefore be considered as an 'invitation' to attend and participate. It ensures that all parents, even those who do not come to the meeting, are informed of the programme and the changes that will be introduced

37 Letak za roditelje, *Stop nasilju među djecom,* UNICEF and MDG-F, 2010.

in the school. It helps to legitimize later action if necessary, in the case of individual interventions. The leaflet also encourages the cooperation of those parents who are unable to attend the meeting, and therefore it is strongly suggested that schools draft such a leaflet (or 'invitation') for the first parent meeting.

Besides this informative leaflet, the programme has published a Booklet for Parents, which presents in greater detail and depth the problem of peer violence and bullying. The booklet gives advice on how parents can recognize whether their child suffers from violence or behaves violently. It also provides an overview of a range of appropriate ways of reacting to violence and behaving towards children, in collaboration with the school.
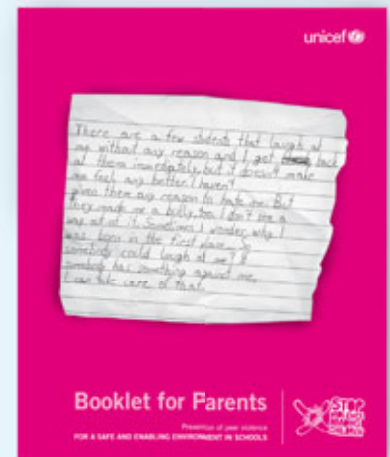
Experience shows that it is good to seek parental consent and interest in programme activities and encourage parents to talk at home with their children about the occurrence of peer bullying and new school activities, and urge them to act instead of being silent bystanders.

Among its tasks, the first parent-teacher meeting should:
- define peer bullying;
- present the findings of research, both domestic and worldwide;
- disclose school and class results of the Bully/Victim Questionnaire;
- provide a basic outline of the SEES programme with special emphasis on activities requiring parents' cooperation;
- present the class values, rules and consequences (including the restoration of values approach);
- announce the merging of classroom values, rules and consequences with school values, rules and consequences, and the resulting amendments to the school's statute. During the first parent-teacher meeting, it is important to secure parents' collaboration with the programme and their approval of the class values, rules and consequences defined by the students themselves and changes to the school statute and regulations;
- verify that the information contained in the leaflet for parents is user-friendly and clear;
- invite parents to take a copy of the Booklet for Parents, which should be available at the meeting;
- encourage parents to persuade their child to inform their head teacher if they experience violent behaviour directed at them or at any other child. Parents should not come to the school for a discussion unless they estimate that the situation is serious or the child will not be able to give an adequate explanation. Parents should be made aware that this is not an attempt to exclude them; the aim is to strengthen the readiness and responsibility of students to respond to violence;
- actively seek parents' opinions with regard to the preceding work and gather proposals on ways in which they can contribute to the programme's implementation;

- foster parents' cooperation by providing a list of all available activities they can engage in. The list should be drafted by the school's Coordination Committee according to the suggestions contained in Step 4 of this Handbook. The head teacher can then add activities related specifically to their classroom.

The Coordination Committee should prepare the materials required for this meeting. Each head teacher can add the results of the Bully/Victim Questionnaire for their classroom and the values, rules and consequences adopted by their classroom.

During the meeting, it is wise to avoid both explicit and implicit messages on parental responsibility for the occurrence of bullying, in order to avoid a discourse of mutual blame for the existence of the problem.

Experience shows that it is good to seek parental consent and interest in programme activities (values, rules, consequences, restoration of values, workshops, and other school activities) and encourage parents to talk at home with their children about the occurrence of peer bullying and new school activities, and urge them to act instead of being silent bystanders. They should be encouraged to apply at home the set of agreed-upon values, rules and consequences, as well as the restoration of values approach, rather than resort to punishment.

Programme experience indicates that parents tend to be more responsive when head teachers prepare in advance a list of school activities (see page 65) to which they could offer valuable collaboration, because parents may be overwhelmed by the amount of information they receive in this first meeting and, as a result, not be able immediately to recognize any potential role for themselves in the programme.

It is important for students to get a real sense of the extent of all the activities that will take place at the school and in the community, and of all the steps initiated by the programme, because this will empower students to get involved.

1. Parents can contribute through their profession (as psychologists, educationalists, doctors – by working with children and school personnel; as electricians – by illuminating the dark corners of the schoolyard and its surroundings; as artists – by designing school posters and other materials; as drama teachers – by creating plays on the subject of bullying, etc., depending on the specific environment in which the school operates.)
2. Due to their role in the local community, some parents may be able to connect the school to the local community (through their local clergy or religious bodies, local sports clubs or other organizations that bring children and adolescents together, local radio stations, TV networks, newspapers, centres for social welfare, mental health centres, etc.) and, through these institutions, support and/or perform activities.
3. Parents may wish to participate in teams responsible for supervising, protecting and chaperoning children on their way to and from school and/or act as mentors and friends with children who perpetrate or are targets of bullying.
4. Parents can act as a bridge between the school and the parents of children who behave violently and those who suffer from bullying.
5. Parents can help access or provide funds or non-material support to support implementation of various programme activities.

It is important to point out that parents engaging in programme activities will be assigned to parent activist groups that shall work in collaboration with the Parents' Council and the Coordination Committee.

They will not be left alone to cope with the group for which they volunteer. At the end of the meeting, the head teacher can present parents with a small evaluation form and ask them to assess the meeting and the entire initiative. The form should also include questions on their proposals, ideas and possible inclusion in the programme.

A small or passive response should not be a reason for discouragement. The goal is to improve the environment and establish a new system of values in school, thereby enabling behavioural change and shaping new values and a safe environment. The school really needs parents to get involved, not only parents whose children bully or suffer from violent behaviour. If there are complaints about the school's performance in this area, teachers should react by saying, "This is a wide social problem that exists throughout the whole of Western civilization. We want to tackle it and invite you to cooperate with us. Will you give us your support?" Instead of justifying whether the allegations are relevant or not, be open and listen to parents' suggestions and opinions!

For parents who did not attend the meeting, it is good to send a letter home, which briefly describes the issues discussed and the conclusions reached at the meeting, and also invites them to cooperate. Every parent should be aware that the school has decided to address this problem and that class values, rules and consequences were determined by students and supported by the parents who attended the meeting.

Step 2.

Step 3.

**STEP 3. ESTABLISHING AND IMPLEMENTING
A PROTECTIVE NETWORK**

Values and rules are established once there is awareness throughout the school of the existence and extent of peer bullying and all participants (students, parents, teachers and all school personnel) engage in programme activities. The next stage aims at developing strategies to deal with occurrences of bullying, constructing activities that will enable us to talk about the problem, finding ways of coping with it and thus creating a network that will protect children from bullying and ensure that the school upholds the values it has agreed on.

At this stage, some activities are carried out at the classroom level (building up social and emotional skills in class meetings, strengthening compliance with class values and rules, reporting to parents, and holding the second parent-teacher meeting); some are undertaken at the school level (supervising school spaces, installing a 'mailbox of trust' for questions, calling attention to peer bullying through regular classes); some through activist groups and extracurricular activities (peer support, theatre, journalism, ecology, arts and other groups).

**A. ESTABLISHING A PROTECTIVE NETWORK
IN THE CLASSROOM**

The establishment of a protective network in the classroom consists to a large extent of discussing topics related to the reasons children behave violently, how they suffer from violent behaviour, and how they behave as bystanders. The causes and the advancement towards more mature patterns of behaviour are debated within six themes, which are covered during class meetings.

Six themes for class meeting workshops

The purpose of the workshops is to raise awareness of the methods, causes and consequences of peer bullying and to encourage students to acquire the qualities and skills required to respond more effectively to bullying and also to confront any existing tendencies within ourselves to bully.

The workshops will help those who suffer to understand that it is not OK to be victims, those who behave violently to understand that it is not OK to bully, and bystanders to understand that it is not OK to quietly observe.

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These workshops will not stop children who have bullied others frequently and at length, nor will they suffice to fully reassure children who have long suffered from bullying and have in some ways become resigned to the suffering. Work must be done individually with such children and their parents. However, the workshops aim to achieve three important goals:

1. Provide a deeper, clearer and more thorough description of what happens within the triangle of those who behave violently, those who suffer and those who are bystanders, thereby contributing to more responsible behaviour of adults and children.

2. Increase the willingness of students who behave violently, students who suffer from violence and bystanders to change their reactions to violent situations.

3. Establish a clear, strengthened school value system through campaigning and send an unambiguous message that bullying harms perpetrators, other children and the community, and that the school is saying 'NO' to violence. This will help those who suffer to understand that it is not normal for them to be victims, those who behave violently to understand that it is not normal to bully, and bystanders to understand that it is not normal to quietly observe.

These are the six themes for class meeting workshops:

1. What pushes us to violence?
2. How do we react to violence?
3. How do we recover from violence?
4. What is my responsibility for my behaviour?
5. Who am I?
6. Is it okay to be emotional?

Workshop themes correspond to the underlying causes and reasons for bullying among students. They include:

• The tendency of children who bully to humiliate and control others through violent behaviour in order to feel better and more powerful, due to their lack of empathy (Workshops 1 and 6).
• The willingness of some children to suffer, derived from a lack of defensive social skills and low self-esteem (Workshops 2, 3 and 5).
• The school's and students' silent acceptance and tolerance of violence (Workshops 2 and 4).

Within each of these themes, there are more activities than would fit into one lesson. It is up to head teachers to choose those activities that seem most appropriate to the students' age and decide how to spread them appropriately over class meetings.

No to pushing, fighting, spitting, hurting, making faces and pulling hair.

Head teachers will determine which age-appropriate activities to perform in the classroom and customize instructions accordingly.

Several of the proposed activities are suitable for all ages, while others are too challenging for the first grades of primary school and others too childish for secondary school students. Although fixed time limits are recommended for all activities, they are only approximate and should depend on students' engagement in discussions of individual questions or insights. Activities should not be rushed. It is better to perform a few of them thoroughly than undertake a great number superficially. Some head teachers who conducted these workshops suggested that activities be done in segments rather than holding class meetings that last eight or ten hours. Therefore, the scope and choice of activities and the rhythm of processing will be determined by each head teacher according to the reactions, needs and characteristics of their students.

Experience shows that teachers in the early grades had the least difficulty in facilitating the workshops on the six themes because the playful, workshop-like approach is more often used as a didactical approach with this age group. When working with younger children, preference should be given to activities and discussions led by the head teacher/class teacher. However, head teachers who have mastered workshop methods during their teacher training did not have major difficulties in implementing these activities and choosing them appropriately, according to students' age.

In the class meeting workshops, do not use the terms, 'abuser', 'bully', or 'victim', because they reinforce the division of roles, making a successful change in behaviour less likely. Talk instead about behaviour that is violent or passive.

Some well-known peer bullying prevention programmes prescribe watching movies and discussing them in the classroom (e.g., Olweus' Norwegian Programme).[38] If the head teacher thinks of an appropriate film or text that illustrates a given topic or an activity that shines more light on a particular behaviour or encourages appropriate conduct, the proposed activities should be replaced or supplemented in consultation with the school's mentor.

38 Olweus, *Bullying at School* (see footnote 1).

Theme activities for workshops

Workshops provide a deeper, clearer and more thorough description of what happens within the triangle of those who behave violently, those who suffer and those who are bystanders, thereby contributing to more responsible behaviour of adults and children.

Every child is special.

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THEME **1.** **WHAT PUSHES US TO VIOLENCE?**

GOALS
- To establish a workshop mode.
- To understand the motives of violent behaviour (humiliation and control of others).
- To become aware of the feelings that underlie violent behaviour and the feelings of those who suffer from violence.
- To become aware of the relationship between needs, feelings and behaviours.
- To distinguish a game or joke from an insult.
- To learn different ways to behave as a response to bullying.

ACTIVITY 1. Writing with the left hand (Duration: 10 minutes)
Materials: Pencil, paper

INSTRUCTIONS

"In these classes, we will explore the theme of violence in a slightly different way. Take a pencil in your left hand (left-handed children in the right hand) and write your name."

QUESTIONS FOR DISCUSSION

How did you feel? Was it painful, funny, confusing, unpleasant, or pleasant?

CONCLUSION

"We were doing what we already knew, but it was different. In these classes, we shall work on some well-known situations, but we shall do it a little differently. We shall play games and have discussions in a different way. We shall also sit differently, so everyone can see everyone else. Therefore, we shall remove the desks and place the chairs in a circle.
When sitting in a circle, I would like us to agree on a few rules:

1. In these workshops, we will always begin by sitting in a circle. Sometimes, we will divide into pairs or small groups or set aside the chairs and engage in activities that require movement.
2. During our conversations, I would like there to be no interruptions and for everyone to be able fully to express themselves.
3. During these games and activities, I will often ask you what you think and how you feel. Let each participant think about the question, and then speak. Here, there are no right or wrong, good or bad answers. Everyone speaks for him/herself and everyone is right, even when their opinions differ from those of others.
4. We will all participate in the activities. If someone does not want to participate in a particular activity or is unwilling to answer a question, they do not have to. The only important thing is that they do not disturb others during that activity. I will sometimes ask why a student does not want to participate, but I will never try to persuade you to participate.
5. Would you like to add a rule that will allow us to work better and feel more comfortable?" (Give children time to think, encourage them; if their proposals are not quite in the spirit and do not encompass the essence of the workshop mode, do not immediately dismiss them crudely, but talk them through and help them reformulate.)

"Do we all agree with these rules?"

! Look at each student and wait for his/her approval, verbally or by nodding.

→ **ACTIVITY 2. Writing on the back (Duration: 20 minutes)**
Materials: A4 paper, a marker (for each student), pins or adhesive tape

INSTRUCTIONS

In this game, it is 'forbidden' to speak. Participants stand in a circle. Everyone sticks a piece of paper on the back of the person in front of them and writes down the first thing that comes to mind in connection with that person. All those in the circle do a 180-degree turn and again write on the back of those in front of them. Afterwards, everyone walks around and writes a thought or message on the back of several participants. Finally, participants sit down. No one discloses what is written on others' backs. The paper is not yet removed.

QUESTIONS FOR DISCUSSION

How do you feel now? Do you feel confidence or doubt in others? What do you fear is written on your back? What would you not like to be written on your back?

In this game, participants explore how people behave and become aware that what is written down says more about the authors than the holders of the notes. Ask students to remove the papers and see what they say.

How are you feeling now? Are you satisfied with what is written on the paper? What did you write about others? Thinking about what you have written, does it say more about you or the person to whom you wrote it? Why did you decide to write exactly that and not something else?
(It is important to make students aware that they are the ones choosing the message, which illustrates their desire and need rather than the characteristics of the one on whose back they wrote. Each child received a few messages that were different, showing that everyone had noticed or had the inspiration to write down something else.)

Do you think that what you wrote can cheer up or hurt someone? What can hurt us (ridicule, insults, repudiation, and disrespect)? We can joke around in different ways, but what draws us to joke around in an offensive manner?

Can we joke around and not hurt others? Can we feel powerful and good without perpetuating violence or humiliating others?

! During the discussion, establish that everyone has made a personal choice with respect to what they wrote, and those who decided to write something derogatory probably did so due to a feeling of power and strength. Discuss whether by doing so we show that we feel insecure and weak and want to prove that we are not; or does insulting others serve as a screen behind which we hide our own insecurities and weaknesses? Do we need to belittle others in order to feel powerful?

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➡️ **ACTIVITY 3. Writing the ending to the story (Duration: 20 minutes)**
Materials: Board, chalk, sheets with the stories 'Shy' and 'Coward' for each group of students

INSTRUCTIONS

Divide the students into groups of four that will read two stories together: 'Shy' and 'Coward'. They will think about the kinds of wishes, desires, needs, and feelings that are in question, and come up together with an ending for each story. Each group will read to the other groups their answers (to wishes, desires, needs, and feelings) and their endings. Draw three large ovals on the board, each divided in half. Along the upper half, write 'wishes/desires/needs' and, along the lower half, write 'feelings'. Above the three ovals, write 'Martina, Timmy, and Luke'. Write the students' responses in these ovals.

Story 1: 'Shy'

Martina could hardly wait for the end of the class because she hoped to see Victor in the corridor. However, Victor stood there with a group of boys and girls from his own class.

When Martina poked her nose outside the classroom, they all turned towards her and she thought that she would sink into the earth. Yet, she came out bravely and walked towards the teacher's room. Victor's group began to discuss something, giggle and point in the direction of her feet. Martina blushed and glanced at her feet but saw nothing unusual.

Martina's wishes/desires (needs) _____

Martina's feelings _____

Write the ending to the story:

✂️

Story 2: 'Coward'

Timmy was playing football with the boys after school. Everyone was enjoying the game when Luke suggested (since his folks were not at home) a brilliant idea, "Let's go over to my house!" When they were all sitting in the living room, he said, "Do you see that roof window? Let's see who is brave enough to climb out on the roof gutter and come down as quickly as possible. The fastest one wins." Some boys thought it was a great idea, but Timmy did not think so. He told everyone aloud, "This is stupid. I am going home." Luke began mocking him and calling him a coward. Others immediately joined Luke. Timmy felt fear and discomfort. He knew that he could not go down the gutter; he always felt nauseous from heights and, aside from that, he did not feel like doing it. He wanted to play with the boys, not compete against everyone.

Timmy's wishes/desires (needs) _____

Luke's wishes/desires (needs) _____

Timmy's feelings _____

Luke's feelings _____

Write the ending to the story:

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💡 QUESTIONS FOR DISCUSSION

How do emotions and anxieties direct our behaviour? Do they help or hinder us to reach what we are striving for? Why do we hide our feelings? Why do we make fun of others' feelings? What do we obtain in that way? In your opinion, which ending is most suitable for Martina, and why? Which ending is most plausible for Luke and Timmy?

For lower grades, use the text of Cinderella. She is a classic example of humiliation by being forced to work at pointless tasks. The discussion could also include examples from the series The Sopranos or The Godfather.

✅ CONCLUSION

It is the need to feel powerful and control others that draws us to violence. It provides us with a sense of security. If we need to feed our own feeling of power and dominance by provoking someone else's fear and helplessness, it means that deep down we are in fact insecure and distrustful of the world.

THEME 2. HOW DO WE REACT TO VIOLENCE?

GOALS
- To gain insight into the feelings of those who suffer.
- To raise awareness of the difference between rebellion and resignation to being bullied.
- To be conscious of our own rage and what we do with it.
- To gain insight into the reactions of those who bully, those who suffer from bullying, and bystanders.
- To discover the possibilities of reacting differently to bullying situations.

→ **ACTIVITY 1. Read and discuss the text, 'Mirko and the Seven Complaints' (Duration: 15 minutes) Materials: Excerpt from the book, 'Mirko and the Seven Complaints', board, chalk**

📝 INSTRUCTIONS

Immediately after reading the text, ask students **how they feel and what they do (how they react)** when someone is constantly criticizing and mocking them. Write their answers on the board under two common denominators. On one side of the board, write: **'I make peace, withdraw, avoid'**, and on the other side: **'I get angry, protest'**. Write down all the answers formulated by the students on the appropriate side of the board. With additional questions, you can encourage each student to describe more precisely their experience, feelings, reactions, and what motivates them to respond in such a way.

This is a short excerpt from the book 'Mirko and the Seven Complaints'.[39] *The book was originally written in Croatian and has not been translated into English. However, these excerpts, which are used in the workshops, can speak for themselves and it is not necessary to be familiar with the whole book to understand and use them.*

39 Rundek, M., *Mirko i sedam prigovora: knjiga zagonetka s ljekovitim biljem (Mirko and the Seven Complaints: A Riddle Book with Curative Herbs),* Golden Marketing, Zagreb, 2005.

Mirko and the Seven Complaints

As you will observe, there is much criticism and gossiping about our hero! In fact, it is in this criticism and gossip that you should look for him! In this life, sometimes the traits that others hate us the most for are, in fact, the virtues, opportunities, and characteristics that distinguish us from each other and define us as singular, unique and precious beings!

In this story, there are plenty of poisonous creatures. Because of this or that, but mostly for personal reasons and in order to obtain more space, pleasure or power they say to us every day, "You are no good because you are small; because you are withdrawn; because you do not smile enough; because you have black or yellow skin." They push to find and exaggerate our flaws but fail to study their own. In fact, covertly telling us that we do not have the right to live! All those who criticize, insult, belittle, pity and humiliate us secretly tell us that they are better, more important, and more significant; that they have more rights to happiness, respect and dignity than we do. And that, of course, is not true.

His name was Mirko, and he was calm, quiet and withdrawn.

Poisonous creatures criticized Mirko for various reasons, but mostly it was these seven criticisms:

"Mirko, why are you so small?"
Mirko really was small and did not know why.

"Mirko, you are so slow!"
"Cheer up, get going, do something, decide, take action, you are constantly dragging and resting, you are late again, you are lazy, incompetent, too comfortable!"

"Mirko, you are such a wimp!"
There are some who are very cautious and protective with their hearts and store them safely in well-guarded vaults or clothe them in bulletproof vests when going on dangerous and uncertain adventures! Mirko never did this. He carried his open heart always with him, like others would carry an umbrella or a picture of their family. Wherever Mirko went, his heart went with him! Willingly or not! And what does the heart do? Ah, mostly stupid, unnecessary, superfluous things that can hardly be explained by reason. The heart justifies, understands, feels, and senses; the heart forgives and loves. What nonsense... "Nonsense, dear Mirko! It is all nonsense!" said Mirko's acquaintance every time he saw him. "There is no use in this! No benefit! No money! What are you? Impractical, stupid, incapable, and to anyone who is rude to you, you say thank you! A wimp, that is what you are, Mirko! A wimp! Butter, jam, marmalade!"

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"Mirko, why are you so withdrawn?"
"Mirko! Hey, Mirko! Mirko, is anybody home?" After extended banging and shouting, Mirko would cry out, "Why don't you leave me alone? I would like to rest! I'd like to be alone with myself!" "What did he say? I did not catch that." "He said he would like to be alone with himself!" "With himself?" "Yes. Awfully surprising, I think Mirko is not normal! He went totally insane! How could anyone be alone with themselves? As if he had company! No, no. It is very strange! Our Mirko went crazy!"

"Mirko, why are you constantly drooling?"
"Oh dear Mirko, you are drooling again!" they used to tell Mirko. "What is it, you have a cold again? I cannot believe it! You're constantly getting colds, you're always sick! You sniffler! Slob! Baby! What is it, you do not want to grow up, deal with problems and life?" That is how they ridiculed Mirko, heckled him, and haughtily diagnosed him. "What is it, Mirko, you're all wet? Are you crying?" "No," said Mirko, "I am not crying. Something went in my eye." Oh, no. Nothing went in Mirko's eye. And he really was completely wet. Yes. These were tears. Real tears. If you dip a finger in the water in which Mirko swims to the best of his ability and sometimes drowns in it, and sometimes slips... So, if you dip your finger in that water, which Mirko carries with him, and you put it in your mouth... hmm, yes. It is salty. It could be the sea, but it's not, because it tastes like sadness/sorrow.

"Mirko, what's that on your head?"
This is not about Mirko's hairstyle! What then? It is about those oval warts, tentacles, horns, antennae, radar, or whatever you call that thing next to the leafy plume, located on Mirko's head. "Mirko what's that on your head?" "Antennae," said Mirko when in a good mood, such as today. "Mirko, are you an alien?" "Yes!" "So where did you come from?" "I fell from Mars! And that's why everything is weird and strange, and I cannot, by any means, adjust to life on earth!" "Oh, that Mirko is very strange!" they said about Mirko behind his back. "Strange and dangerous! Philosopher and dreamer, therefore...suspect. Oh, you know what? Something's fishy here!" With his unusual antennae, he caught all sorts of things that moved about and whirled through the air. CNN, MTV, three national television channels, and often, quite accidentally, he received other people's sadness, hatred, anger and resentment (he was so sensitive that he 'caught' many feelings of other people by means of his antennae). When he suspected something bad, Mirko would, as was nicely written in criticism number five, get sick! Because he was, as we already know from criticism number three, delicate and sensitive – butter, jam, marmalade!

"Mirko, why are you alone?"
Mirko is just silent because he does not know why he is alone. Why is the moon alone among the stars, why does the lonely sun still shine and give warmth?

Do you think that Mirko received only seven complaints? You are terribly wrong! Not seven, but seventy-seven! But the story ended on the seventh objection because this number has already established itself in the books, and generally in life! Having lived through seven and more criticisms and complaints, Mirko had completely changed... He stopped eating, then he stopped sleeping, and thus, he even stopped dreaming. Then he ceased to breathe properly, so he stopped going outside. He looked dull, lost, as if he did not notice anything... Then he would feel hurt somewhere inside, maybe the stomach, at first, a bit and then it got stronger and stronger, and eventually, he got into bed and did not get out of it! "Wow, look at you, Mirko!" said one of the criticizers, "You must go to the doctor, dear Mirko." Mirko wanted to go to the doctor, but... did not feel like it... He did not care.

One quite small but great and determined doctor (whom you will meet in the next workshop), after a thorough examination, wrote Mirko's diagnosis. It read: intoxication multiplex 300 per cent with perplexities and complications. Or, in short and clear language: Too much blackness! Too much criticism!

CONCLUSION

To conclude, use the students' responses to demonstrate that, as a rule, we rebel and counter-attack or we avoid by withdrawing and suffering. When we calculate that we can stop the criticizers and the mockers, we are more likely to rebel; when we feel that they cannot be stopped, that they are rougher and more violent than we are, we avoid them as much as we can, we withdraw and suffer.

! Try to draw on examples provided by the students that relate to the times when we are alone and it is harder to stop the criticizers and mockers than when there are more of us ready to oppose such furious and violent behaviour.

→ **ACTIVITY 2. The shape and colour of my anger (Duration: 15 minutes)**
Materials: Paper, coloured pencils or markers

INSTRUCTIONS

Each student gets a piece of paper and draws an outline of the human figure. Then, they look carefully with their 'inner eye' inside the body and observe where their anger occurs and settles. How many different types of anger are they aware of? (Because we are not always equally angry – sometimes we are just a little angry, sometimes a lot, sometimes we are more depressed or hurt than angry and, in other situations, we are outraged and overcome by our anger.) What colours and shapes do these angers take on? What do all these angers and furies remind them of?

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Afterwards, the children choose the colours and draw shapes representing their anger in silhouette, on the spot of their body where they feel it. Then, they show and share their drawings as they sit in pairs. They show and tell each other what they do when they get angry and rebel at school and at home. Finally, give a title (name) to each drawing.

QUESTION FOR DISCUSSION

How do you react when you are angry, furious, and when you rebel?

CONCLUSION

"From your responses, we can conclude that we get angry in different ways and with different intensities. Some of us are more willing to suffer, while others react immediately; sometimes we get outraged, overcome by fury, we REALLY rebel – that is, sometimes we react attacking those who bother us. Thus, we go into battle against a person. It is often a matter of 'getting back' or 'measure for measure'. Sometimes, we respond by trying to stop or prevent someone from attacking us. Therefore, because we resent what is being done to us, we invent ways to stop an attacker.

! "It is important not to suppress our own anger and emotional response because those are signs of feeling danger and are, therefore, valuable. Whenever possible, one should find a way to stop or prevent an attacker. This is much better than striking back in the same way because we can hurt ourselves and others. Also, some attackers are stronger than we are."

→ ACTIVITY 3. Act out a bullying situation (Duration: 20 minutes)

INSTRUCTIONS

Get four volunteers to act out a situation in which one student will be violent, another will passively endure the violence, the third will silently watch, and the fourth will try to help the student who is attacked. It is important that students participate voluntarily and are not forced. The rest of the students divide into four groups. One group stands behind the attacked student, another behind the student behaving violently, the third behind the student who helps, and the fourth behind the student who acts as a silent bystander. These groups are asked to identify with the role behind which they stand, to see how people feel in this position and to think about what they could do. The 'actors' are presented with a situation in which the violently acting student says to the victim that, after school, he must not run home, but go with him and another two boys to carry their bags.

The volunteers act out the situation and, afterwards, each group is asked how they felt and what they would propose to do in this situation. After listening to the suggested alternative responses, the teacher invites students who put forward a different response to come and act it out. Try as many proposals as appropriate and then discuss different solutions in the spirit of discovering what we can do to stop the violence and the violent ones while at the same time trying not to be violent ourselves or agree with/accept violence.

THEME 3. **HOW DO WE RECOVER FROM VIOLENCE?**

GOALS

- To become aware of one's own self-esteem and inner anchor of self-confidence.
- To build a positive image of personal value.
- To adopt strategies of support and self-support in difficult situations.
- To adopt strategies of relaxation and self-control when experiencing tension and strong feelings.

→ **ACTIVITY 1. Read and discuss the text 'Mirko and the Seven Complaints' (Duration: 5 minutes)**
Materials: Excerpt from the book, 'Mirko and the Seven Complaints'

Do you remember how Mirko laid hopelessly in his bed in resignation?

Mirko yawned, closed his eyes and tried to roll over to the other side of his bed when he heard a strange sound – as though a thousand bubbles of soap had burst. Then, along a non-existent dirt road passed an ambulance no bigger than a peanut with the siren on. When Mirko opened his eyes, he saw next to his bed an unknown person with a stethoscope and a big black bag, the kind usually carried by doctors during house visits. "Who are you? Where do you come from?" "You yawned! Admit it, you yawned!" said the person smiling and winking. And so, Mirko realized that by yawning, he had 'yawned out' the doctor.

QUESTIONS FOR DISCUSSION

Where did Mirko's inner doctor come from? What is it that we have in ourselves that can encourage us and heal us in difficult moments? What makes us feel good? Accepted? What makes us love ourselves? Who has planted our doctors in us and from what are they constructed?

→ **ACTIVITY 2. Draw your inner doctor (Duration: 10 minutes)**
Materials: Paper, coloured pencils or markers

INSTRUCTIONS

"Think about your 'inner doctor', then draw and/or write down what your inner doctor looks like and what s/he is made of. Who has 'planted' hope in you? Self-worth? Pride? Who has loved you and to whom are you important? Who sees you as beautiful and good just the way you are?
What experiences have built up your self-esteem, e.g., grandfather sitting you on his knee and saying, 'This is my grandson/granddaughter', your mom baking a cake every week for you?
What sends you a message that you are important, valuable and precious?"

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After students draw their inner doctors, they break into groups of four, show their drawings and tell who/what has built their doctors in them.

→ **ACTIVITY 3. What I like most about myself (Duration: 15 minutes)**
Materials: Ball or another soft object

INSTRUCTIONS

Groups of four now divide into pairs. Each member tells their partner what they most like about themselves, which trait they like the most, and what are the things they are good at or successful at. For example, "I like that I am patient and can successfully repair a bicycle," "I like the fact that I know how to entertain myself and play video games." (In the lower grades, children should be asked only what they are good or successful at.) Following this, all students should stand in a circle. Find a ball or other soft object that will be held by the one whose turn it is to speak. Those to whom the ball is thrown state what their partner has said to them. ("Ian likes the fact that he is patient and can successfully repair his bicycle.") Once students have presented their colleague in this manner, they throw the ball to another student in the circle, and this continues until everyone takes a turn. If the ball falls on the floor, the student who is closest to it takes it and continues the round.

→ **ACTIVITY 4. How the doctor cured Mirko (Duration of the five exercises below: 55 minutes)**
Materials: Excerpts from the book, 'Mirko and the Seven Complaints'

INSTRUCTIONS

Read the text, then go ahead with the discussion and the exercises.

After various tests, Mirko's doctor had established a diagnosis: "Poisoning! Beyond any doubt!" "Poisoned by what?" "What do you mean by what? Complaints! And these are, of course, nerve agents, like gas used in war." The doctor reached into his mysterious black bag and took out an equally mysterious black book on which black letters read, "Everything you always wanted to know about poisons, but you never dared to ask." "There really are a lot of poisons!" said Mirko in surprise. "Yes," the doctor said, "they are used in life's battles to inflict losses upon an opponent." In the black book, there was a list: looks (skewed, cross, hostile), words (insults and profanity soaked in bitterness and fired at people's backs like arrows), and deeds (aimed at discrediting other people's feelings, thoughts and spiritual peace).

→ **Good breathing (Duration: 10 minutes)**

QUESTIONS FOR DISCUSSION

How did the doctor cure Mirko?
How did he get rid of the blackness and the neurotoxins?
First, the doctor gave Mirko a balloon to inflate. That is how Mirko blew out his various troubles, worries, angers, and all manner of blackness. In the end, the balloon was huge and completely black, and the doctor threw it into a container.

How can we help to blow away our blackness and poison?
We can talk, share with others and seek their opinion but, before we do, we often sigh, wanting to blow away the sorrow, just like Mirko.

Learning to breathe well can help us cope with our grief, and eventually blow it away.

INSTRUCTIONS

"First, stand up. Without changing anything, listen to your breathing. How deep does the air that you breathe go? Show with your hand. Does it seem easier to inhale or exhale? In order to breathe well, it is important that the air goes down into the diaphragm so that our bellies move. Do not take much air, just exactly as big a ball of air as you need, and with every subsequent time that you inhale, drop it lower and lower into the diaphragm."
(Wait a bit for all participants to breathe in all the way.)

"For good breathing, it is more important to exhale all the air than to breathe in deeply. More important is the air that is used up and retreats to the corners of our lungs to be exhaled well and, with it, all the blackness that it has gathered. After this, breathing continues by itself, easily. Let's see how long everyone can exhale.

"Now that we are breathing well, I invite you to compare shallow and deep breathing. Start to breathe shallowly – it will naturally be faster. After 10 such breaths, pay attention to your hands, feet and spine. How do you feel in these places? Now, again breathe calmly and deeply (not much air as you will get dizzy). After 10 breaths, pay attention to your hands, feet and spine. How do they feel now? If we compare the sensations throughout our body when we breathe deeply and then shallowly, do you notice a difference?"
(With shallow breathing, it feels like we are floating, we do not feel our legs, our hands are stiff, and we have no strength. With deep breathing we stand firm, our hands are warm and we feel safe and stable.)
"If this body sensation increased, what feelings would follow?"
(With shallow breaths: anxiety, fear and insecurity; with deep breaths: security, strength and power.)

CONCLUSION

"After a short time of shallow breathing, we begin to feel insecure and anxious. We have seen how security and strength can be recovered by good and deep breathing. Whenever we are caught up with some criticisms or anxiety, it is important to start breathing deeply and thus, alleviate anxiety."

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→ Compliments (Duration: 10 minutes)

The next thing Mirko's doctor did was to give him sweets that were called 'compliments', and recommend that he take them every day. "They melt the bitter taste in your mouth; they purify; they disinfect! They help you to breathe easier! They strengthen your resistance to infectious diseases and certain poisons and help you feel brighter and more comfortable!"

QUESTION FOR DISCUSSION

"Do you remember when you last complimented somebody honestly and spontaneously from the heart, and not out of politeness, or calculations?"

INSTRUCTIONS

"Look at the person to your left and observe them, not only their exterior appearance but also their inner self. What do they do? What do you know about them? Find something you really like about that person. Look at the person to your right and do the same. When you have found what it is that you like about them, tell it first to one, and then to the other. Remember that sincere compliments are healing and use them whenever you like something about another person."

→ I love you (Duration: 10 minutes)

The next thing that the doctor did for Mirko was surprising and unexpected. He told him, "I love you!" "What?" asked Mirko. "I love you!" repeated the doctor loudly and embraced our hero, Mirko. The whole room became red. Mirko blushed and objected, "It is not true! You don't love me! Why should you love me?" "I love you for no reason," said the doctor. "I do not need a reason. I love you because you are as you are!" "Why should you love me? I am nothing special... No one likes me..." "Many criticizers do not love you," the doctor said. "It's true, but I really love you and am cheering for you! Do not forget, you yawned me out, and I know you well from the inside, I know exactly and in detail what your soul is like!"

INSTRUCTIONS

Refer students to the drawings of their inner doctor and get them to read again what he was made of. (Wait for the students to look.) "In your drawing, he is telling you, 'I know you well inside, deep inside the soul; I love you and cheer for you!' Stop for a moment and listen to him... Every night before going to bed, and every time someone's criticism, ugly words, insult or humiliation trouble you, see your doctor and listen to what he says!"

→ Smile (Duration: 10 minutes)

Do you want to hear what happened next in Mirko's treatment? It was dawn, and the doctor invited Mirko to look out of the window and greet the sun. With all the effort, goodwill, compliments, and expressions of love, Mirko could not move. "I know! Paralysis!" the doctor said. "It is common in poisoning! I know it! Every time someone bit you, harmed you, made you sad, or hurt you, you said nothing! All you did was: (a) frown, (b) cringe, (c) freeze! And so, you got sick from (a) wrinkles on the forehead, (b) tied knots in the stomach and elsewhere and (c) paralysis! For this, I prescribe acupuncture! Yes! And a massage! And chiropractics!" Having said that, the doctor gave a secret sign to Nurse Anesthesia and then they threw themselves on our hero and started to tickle him horribly and vigorously...! Mirko grinned. And he laughed. He laughed harder and harder from the top of his lungs, so nicely and happily that all of the wrinkles on his forehead ironed out, the knots were loosened and untied and the small wimp, Mirko, shifted and moved.

💡 QUESTIONS FOR DISCUSSION

Aside from tickling, what can make you laugh (a joke, pun, wisecrack)? And what else?
Encourage and welcome answers that say: evidence of kindness, thoughtfulness.
What can bring a smile to your face?
Even just a small smile without words or special meaning entices someone else's smile! Before the next class meeting, count how many times your smile has brought a smile to the faces of those who rarely smile. Tell us about it next time.

→ Relax (Duration: 15 minutes)

After Mirko, the doctor and Nurse Anesthesia had warmed up in the sun and dried away various sorrows and many unwept tears, they went for a walk through the green glades, and when they got tired (Mirko was still not completely healthy and in top shape) they sat under a tree, chewed on blades of grass and rested. The doctor noticed Mirko's typical, worried look. "Are you worried about something, Mirko?" he asked quietly. "Well..." Mirko hesitated. Even with just a small amount of effort, he knew he would find something to be worried about. "Do not!" said the doctor. "Today, you should not worry, think, or have problems! Everything around us is peaceful and calm. Is the grass concerned?" "No," said Mirko, "it just breathes..." "Yes, one should know how to relax," the doctor replied.

Step 3.

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"How do you relax when you are tense?"

✎ INSTRUCTIONS

Write down students' answers in two columns: **'releasing energy'** and **'relaxation'**. When we are very tense or angry, it is best to release energy but, at the same time, we must be careful not to hurt others (as in some examples that were given, "I yell at my little sister," "I get into a fight."). For example, through the following activities: sports, dancing, throwing a ball, throwing bottles into a container, beating rugs, etc.

The following are some brief exercises to share with students that can release excess energy.

Hand squeeze
Put one hand into the other. Press them slightly, then, as hard as you can. Raise your elbows horizontally and push your hands towards each other, first slightly, then, as hard as you can. Lift your shoulders half way up, then, as high as you can, all the way up to the ears, squeezing the neck muscles. Show your teeth and make the most horrible grimace you can. Release the most terrible sound that you can. Then, suddenly drop your hands down, exhaling loudly, shaking them and leaving them hanging while breathing correctly. (Repeat the exercise with students after first demonstrating it.)

Singing while tapping on the chest, 'Ah' → 'I'
For this exercise, students stand with their feet slightly apart and knees relaxed. They sing, 'Ah', while tapping hands on their chest. It is important that the voice is moderately strong so that the sound can be easily produced. After about one minute of this singing, ask students to turn 'Ah' into 'I' and then, sing some more.

Exercises for relaxation

The ball is in your hands
Connect the palms (as in prayer), then, slowly, while inhaling, open them so that the fingertips remain connected (as if there were an inflated balloon in your hands). While exhaling slowly again, reconnect the palms. Stay focused on your hands. Repeat this several times until you feel relaxed.

Massaging your forehead
Find the two indentations that are located somewhere above the top of the eyebrows, roughly halfway between the eyebrows and the hair. Massage these spots slowly with your index finger, using a circular motion while breathing until you relax.

Breathing along with your pulse
Sit comfortably, with your back straight and hands relaxed on your lap. With one hand, feel the pulse above the fist of the other hand and feel your heart beat. When you catch the rhythm, begin to inhale deeply into the abdomen. Count six beats, keep the air in for three beats, exhale during six beats, take a break during the next three beats and then, start again. Repeat until you relax or feel comfortable.

✓ CONCLUSION

"Today we have learned:
- that listening to others when they want to share their concerns is a valuable experience;
- how to breathe when things are difficult;
- to give compliments and to say when we like something;
- to love ourselves from the inside;
- the power of a smile;
- how to relax."

THEME 4. WHAT IS MY RESPONSIBILITY FOR MY BEHAVIOUR?

GOALS
- To encourage sincere ways of approaching others.
- To be conscious of ways of responding and behaving towards those who are similar and those who are different.
- To become aware of the influence of group dynamics and pressure as regards rough behaviour.
- To become aware that the meaning of competition is to become faster and better.
- To develop positive comparisons and not to humiliate the loser.
- To become aware that giving to others brings personal well-being.
- To understand that everyone is responsible for their own behaviour, no matter what others do.
- To understand the distinction between responsibility and guilt.
- To acquire fundamental knowledge about human and children's rights.
- To develop sensitivity to violations of human and children's rights.

→ **ACTIVITY 1. Introduction (Duration: 10 minutes)**
Materials: A poster with the text, 'Smile'

You can use the following text to create a poster for the classroom and/or read it to students.

Smile

A smile costs nothing but gives a lot. It enriches those who receive it without making poorer those who give it. A smile takes only a moment, but the memory of it can last forever. No one is so rich, or so mighty that they can get along without a smile. No one is so poor that they cannot be made richer by a smile. A smile creates happiness in the home, fosters goodwill in business, and is a sign of friendship. A smile brings rest to the weary, cheer to the discouraged, sunshine to the sad, and is nature's best cure for trouble. Yet it cannot be bought, begged, borrowed, or stolen, for it is of no value to anyone until it is given away. Some people are too tired to give a smile, so give them one of yours, as no one needs a smile so much as he who has no more of his own to give.

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QUESTIONS FOR DISCUSSION

Have you been breathing, relaxing, talking to your internal doctor who loves you, and listening to others when they wanted to share something important and personal?
Have you been smiling at people? And how did they react to that? How many smiles have you elicited?
Did you have fun or were you uncomfortable while smiling?

ACTIVITY 2: To which house do I belong? (Duration: 25 minutes)
Materials: Colourful ribbons, coloured paper, adhesive tape

INSTRUCTIONS

Prepare little dots (or self-adhesive strips) in three different colours (e.g., red, green and blue) so that one third of the classroom has dots of each colour. There also has to be one black dot. In addition, specify three corners in the classroom by pasting a large piece of coloured paper in each of the three colours – one colour in each corner. Each corner is a tribal 'house' of one colour. Tell students that from this moment on to the end of the activity, they must not speak. They can show with their hands and grimace with their faces but not speak. While students have their eyes closed, stick the dots on their forehead so that they cannot see the colour. Stick the black dot on the forehead of someone who is emotionally stable and generally accepted in the classroom but is not a leader. When, upon a signal, everybody opens their eyes, they see others' colours, but not theirs. Students are tasked to find out what colour is the dot on their forehead and then, go to their 'house'. The game ends when all the students find their 'house' and settle in. Everyone will find the tribe and the 'house' to which s/he belongs only with others'. It is important that, throughout the activity, nobody says anything. The participant with a black dot will not have his/her own 'tribe' or 'house'. How will the others act towards him/her?

QUESTIONS FOR DISCUSSION

How did you signal to someone that s/he belongs or does not belong to your 'tribe'? Have you helped those from other 'tribes' or not? What prompted you to act this way? How did you feel when someone invited you to the 'house' or pushed you out of it? How do you think the person who did not belong anywhere (black) and was expelled from your 'house' felt? Did you act the same at the beginning, when you were just looking for the first or second person of your 'tribe', and in the end when you already had your house? What was the difference? What caused the difference? Would you have behaved in this way had you been alone?
If one member of a 'tribe' embraced the student with a black dot, how did the rest of the 'tribe' members react? Did they then expel that member or did they agree with the embrace? What did they feel at that moment and what were their thoughts?
Can you think of some situations where you excluded someone who was different from you or where someone excluded you because you were different, thought differently, or wanted something different?

CONCLUSION

"When we act alone, or are uncertain of our status, we behave more carefully than when we are in a group. The group encourages us to act like the others and to be rough – as though we were no longer solely responsible for our behaviour.

"When we are, due to a certain trait, different from the majority, we are often isolated, which indicates that we do not know how to deal properly with differences among us. Just as we have isolated, in this game, the student with a black dot, we often exclude, in actual activities, those who are somehow different."

→ **ACTIVITY 3. Discussing texts 'Competition' and 'Selflessness' (Duration: 20 minutes)**
Materials: Text, 'Mutant Message Down Under'

INTRODUCTORY QUESTION

What, in our culture, symbolizes Heaven, and what symbolizes Hell?
Who deserves Hell and who deserves Heaven?

Read an excerpt from the text, 'Mutant Message Down Under'.[40]

Competition

According to Aboriginal belief, life and living take place in movement, progress and change. They speak of alive and non-alive time. When people are angry or depressed – when they pity themselves or experience fear – they are non-alive. Breathing does not determine whether someone is alive or not. It just tells others whether the body is ready for burning or not.
Not all people who breathe are in a state of life.

It is all right to feel unpleasant emotions and find out what consequences they carry, but it is not a place where it would be wise to stay. The soul takes on human form to play, to discover how to be happy or sad, jealous or grateful, etc., but it is necessary to learn from our experiences and ultimately decide what is painful and what is not in order to be able to choose.

We talked about games and sports. I told them that we were interested in sports and that the players are paid much more than teachers are. I offered to show them how we do this and proposed to form a line and start running as fast as we can. Whoever runs the fastest will be the winner.

They looked at me with their beautiful, big, dark eyes, and then looked at each other. Finally, someone said, "But, if someone wins, everyone else must lose. Is this fun? Games are supposed to be fun. Why would we put a man through such an experience and then, try to convince him that he is really a winner? It is difficult for us to understand something like that. Does this work among your people?" I laughed and shook my head. "No."

40 Morgan, M., *Mutant Message Down Under*, HarperCollins, 1994, p. 137.

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QUESTIONS FOR DISCUSSION

What is the difference between games and competitions?
(Entertainment, learning, socializing, and demonstrating skills, abilities, power)
How does it feel to win? How does it feel to lose? (Invoke examples of famous athletes. How do they respond?)
How do we comfort ourselves when we lose? Do we still love competing if we know that there is no chance for us to win? What do we do then? Can you imagine a society in which there is no competition, rather, all activities are completed through cooperation and sharing?

CONCLUSION

"The feeling of victory (in competition) is sweet to the winner. The feeling of defeat is sour. Those defeated find comfort by telling themselves that they were better than before or that they will win next time. While competitions that serve to gauge our skills, abilities and knowledge make sense because they stimulate us to be better, others are used exclusively to enable people to feel like winners by harming others."

Now listen to another text, *Radio with a Soul, Mental Exercises Chosen by S. Šarunić, Family Radio, Zagreb, 2002.*

Selflessness

After a long and courageous life, a brave samurai dies and is granted paradise. By nature, he was curious, so before he went to Heaven, he asked if he could have a little look around in Hell. An angel agreed and took him to hell. He found himself in front of a large hall. In the middle, there was a large common table with many assorted and delicious meals, yet all who sat there were exhausted, pale, dead from starvation. "How is this possible despite all the goods that they have on the table?" the samurai asked his guide.

"You see, when they entered here, they all got very long chopsticks, longer than their arms. They can only use these long chopsticks to bring food to their mouths. They are not allowed to touch anything with their fingers. Since their chopsticks are longer than their arms, they failed to bring food to their mouths." The samurai looked at the poor folk who were struggling in vain with the chopsticks to put a bit of food in their hungry mouths. The chopsticks were just too long. The samurai sighed and asked the angel to accompany him to Heaven. There he was welcomed with a new surprise.

Just as in Hell, in Heaven, there was a great hall with a lavishly set table, but unlike Hell, around this table sat happy and cheerful guests. They had identical chopsticks, exactly the same length as those in Hell, but the lucky ones in Heaven were not tortured with how to put food in their own mouths – they fed one another. With the long chopsticks, they put food in each other's mouths. They were so full of food and friendship that they could hardly contain their joy.

Selflessness can make the one who gives and the one who receives happy.

💡 DISCUSSION

"If we give to others what we have, we are all rich and we all have. If we win and strive to be the best (with no regard for others), we may win but even then, we are left without all the other things that others have. If we do not give to them, they will not give to us.
We create our own Heaven and Hell here on Earth, depending on how we behave.
Those who learn to give to others create a paradise for themselves – those who do not, create Hell out of the same place or situation."

→ ACTIVITY 4. Who is responsible? (Duration: 20 minutes)

Before starting this activity, the teacher needs to understand concepts of personal responsibility for the choices an individual makes and the difference between guilt and accountability for behaviour according to the contemporary humanistic approach.[41]

There are always many different ways to respond to any situation – from compliance and humility to arrogance, aggression and imposition. How to react to a particular situation is an individual choice and decision. For example, when someone steps on my foot in the crowd, I can suffer and be silent or I can say politely and humbly, "Excuse me, you are standing on my foot, would you kindly move your foot?" or, calmly say, "Excuse me, can you move your foot a little?" or, be upset and say, "Hey man, you are standing on my foot!" or, be upset, angry and offensive and say, "Hey man, don't you see that you are standing on my foot?" or, I can be rude and insulting and say, "Hey man, until you learn to live among people, go back to the wilderness where you came from!" Maybe I can curse at him – even attack him. What I say and how I say it is my choice.

Let us say I choose, "Excuse me, can you slightly move your foot?" The man who is standing on my foot can also respond with a wide range of responses. He can say, "Oh, I am sorry, terribly sorry, I don't know how to make it up to you." He can also just move his foot and not say anything at all. On the other hand, he can also reply, "Why are you so sensitive?" or "Oh well, so what? I have only stepped on your foot and you make a whole issue out of it," or even, "Ah, my dear Miss, if you are so delicate, don't come into the middle of a crowd of people!" or he can be even more insulting, and can even curse or hit me. What he will choose out of this range of behaviours is his responsibility. Of course, if I choose a calm approach, there is a greater likelihood that the man standing on my foot will likewise respond calmly. But as we all know from experience, this is not always the case.

Let us suppose then that I choose a calm approach, "Excuse me, can you move your foot a little?" and the man replies, "Ah, my dear Miss, if you are so delicate, don't come into the middle of a crowd of people!" I can respond in a variety of different ways, from very humble and polite to arrogant. Of course, the man, with his angry and

41 Humanistic psychology begins with the existential assumption that phenomenology is central and that people have free will. Personal agency, the humanistic term for the exercise of free will, refers to the choices we make in life, the paths we go down and their consequences. The humanistic approach emphasizes the personal worth of the individual, the centrality of human values, and the creative, active nature of human beings. (McLeod, S., *Humanism*, published in 2007, updated in 2012; see <www.simplypsychology.org/humanistic.html> accessed 1 March 2015.) Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem) and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centred and is typified by the child taking responsibility for their education and owning their learning. (Huitt, B., A Link to An Overview of Humanistic Education; see <http://homepage.ntlworld.com/gary.sturt/human.htm> accessed 1 March 2015.)

insensitive response, is calling for an argument, but I can accept this or not – it is my decision. I can reply, "It is not I, sir, who is delicate, but you who are boorish and arrogant," or I can also calmly step back and say, "Thank you for moving your foot." It all depends on my choice.

Metaphorically speaking, at the beginning of any situation involving interpersonal interaction and communication, we stand on the square from which different streets branch out. By choosing a relaxed approach to the situation, we encourage those with whom we speak to take a calm approach. They can agree to it, or they can choose to adopt an arrogant approach and invite me to do likewise. If I consent to do so, we can exchange insults, and our communication will proceed down that route. Alternatively, I can continue to respond to them in a reasonable manner and invite them to join me in this approach. They can accept or decide to adopt an accusing or violent approach, and so forth. So, at each stage of the interaction, each individual is responsible for the approach that they adopt, and how they will respond to the other party.

It is customary when disciplining children to ask, "Who started it?" But this is completely unnecessary and actually counterproductive. It forces adults to act as judges rather than formative educators who guide children towards developing personal responsibility for their own behaviour and cultivate their decision-making skills and behaviours. Another flaw in the 'who started it' approach is that a child cannot be held responsible for what the other child did. In any incident, each child could have acted differently. Conflict situations among students are an opportunity for them to take personal responsibility for their own conduct. But holding only one child responsible for the whole incident, for his/her own behaviour and the consequent behaviour of others, prevents them all from learning the important lesson of personal responsibility.

Therefore, it is much wiser, and better for children's formative development, that teachers consider the situation from multiple viewpoints (who chose which behaviour and could it have been otherwise; each child is responsible for their own choice as well as for all the good and bad consequences that arise from this choice) rather than find out who is to blame.

There is also a significant difference between the concept of guilt and the concept of responsibility. A focus on guilt tends to concentrate exclusively on the negative consequences of one's choice/behaviour. In the best-case scenario, when a student accepts his/her own guilt and truly feels guilty, s/he accepts the assigned punishment and will be obedient for some time. What remains in the shadow is the question of the motive for such behaviour. What the student really wanted is certainly important because desires, wants and needs are never inherently bad. What can be unacceptable are the means through which we try to achieve them. By neglecting the desires and needs of a student, we actually send a message that s/he is not important, that others are more important and so we withhold respect for the student and thus, endanger the development of that student's self-esteem.

What also remains unaddressed is teaching students how to behave differently in order to acquire what they need or want in a manner that produces positive rather than negative results. This is one of teachers' basic tasks. Therefore, when it comes to addressing accountability and responsibility, the focus should not be placed solely on the negative outcomes of one's choice, but also on the reasons and motives for making such a choice, and for all the good and bad consequences that arise from it. Thereby, children are encouraged to learn from their current choices about themselves and about the world. When they realize that they are the ones making the

choices, the consequences that follow are no longer seen as punishments but as an integral part of their decision (provided they know the consequences in advance). This approach relates to the definition of values, rules and consequences and the restoration of values, not to punishment.

INSTRUCTIONS

"Listen to the following situations. In every example, John and Peter's behaviour is in question.
Your task is to assess to what extent John is responsible and to what extent Peter is responsible.
How responsible is John for his behaviour and how responsible is Peter?
Your assessment will be presented in percentages."
(In lower grades, the assessments can be measured in dots or in some other appropriate way.)

1. It is recess. Peter is sitting at his desk, reading. John comes and hits him on the back of the head and when Peter lifts his head, John pulls him by the nose.

? To what extent is John responsible? To what extent is Peter responsible?

2. It is recess. Peter is sitting at his desk, reading, with his feet in the aisle. John comes and asks Peter, "Why do you keep your feet out?" and without waiting for a response, he hits him on the head and pulls his nose.

? To what extent is John responsible? To what extent is Peter responsible?

3. It is recess. Peter is sitting at his desk, reading, with his feet in the aisle. John comes and says to Peter, "Tuck in your feet!" Peter responds, "I won't!" so John hits him on the head and pulls his nose.

? To what extent is John responsible? To what extent is Peter responsible?

4. It is recess. Peter is sitting at his desk, reading, with his feet in the aisle. John comes and says to Peter, "Move your feet!" Peter responds, "I won't!"
"Well, I'm not going to jump over your feet," says John.
"Yes, you will," says Peter. John hits him on the head and pulls his nose.

? To what extent is John responsible? To what extent is Peter responsible?

5. It is recess. Peter is sitting at his desk, reading, with his feet in the aisle. John comes and says to Peter, "Move your feet!" Peter lifts his feet and blocks the passageway for John. John gets angry, hits Peter on his head and pulls him by the nose.

? To what extent is John responsible? To what extent is Peter responsible?

Step 3.

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! The teacher writes students' assessments on the board so that, for each situation, a range of percentages is recorded. For example:

	Peter	John
1.	0%	100%
2.	10–20%	80–90%, etc.

💡 DISCUSSION

Once all five situations have been read and responsibility assigned (not allowing too much discussion), ask students why they assigned responsibility as they did. Point out that, in every situation, both John and Peter were 100 per cent **responsible** for their behaviour. If someone challenges me, it is his/her responsibility. They decide for themselves how they will behave. It is my decision how I will react to their provocation. I can remove myself, I can turn it into a joke, I can get into a fight – it is my decision. So John is 100 per cent responsible for striking and pulling Peter's nose and Peter is 100 per cent responsible for where he keeps his feet and how he responds to John's behaviour. In reality, the question of 'who started it' is not an important issue. It serves only to determine who is more and who is less guilty. Instead, it is better to talk about responsibility for good and bad **behaviour**, rather than good or bad **people.**

→ **ACTIVITY 5. Children's rights (Duration: 20 minutes)**
Materials: Text on children's rights from the United Nations Convention on the Rights of the Child

In 1989, the United Nations adopted the Convention on the Rights of the Child. Almost all the countries in the world have committed themselves to respecting these rights.

They include:

• **The right to dignity:** All human beings are born free and equal, with the right to have their dignity respected. All rights apply to all children without exception. All decisions concerning the child shall be in the best interests of the child. No child shall be subjected to torture, cruel treatment or punishment.

• **The right to freedom of thought and expression**: Every child has the right to freely express his/her opinions and to have his/her views taken into account, as appropriate. Every child has the right to a nationality, religion and conscience under the supervision of parents.

• **The right to privacy**: Every child has the right to protection from interference with their privacy, family and home and from slander and accusations.

• **The right to education**: Every child has the right to receive a basic education. The State must provide free and compulsory primary education and make secondary and higher education affordable for everyone. School discipline must be in accordance with the rights and dignity of the child.

- **The right to personal liberties**: Every child has the right to his/her culture, religion and language. Every child has the right to leisure, play and participation in cultural and artistic activities.

- **The right to judicial and social protection of their rights and freedoms**: The State shall protect the child from all forms of abuse and implement appropriate programmes to prevent and mitigate child abuse and deal with the consequences of abuse. A child who has come into conflict with the law is entitled to due process that respects their dignity, takes their age into account and aims to reintegrate the child into society.

INSTRUCTIONS

After reading and discussing these children's rights, students will divide into groups and be given a couple of short stories. Each group will read and think about the rights that have been violated in these stories.

Examples

1. Sonia is sharing a school desk with Maya. When Maya goes to recess, Sonia peeks into her things, reads what Maya has written in her diary and then, tells the other girls in the classroom. They all laugh behind Maya's back, make jokes and tease her about what Sonia read from her diary. Maya is confused, hurt and embarrassed.

? Which of Maya's rights have been violated?

2. Mariana's acquaintance returns the CD-ROM of her favourite group to her. Several students in the classroom see the CD-ROM and start mocking her because she listens to this group. They mock the songs and shout the chorus of some songs in her ear, they snatch her CD-ROM and throw it around the classroom until, in the end, the CD-ROM was too scratched to work.

? Which of Mariana's rights have been violated?

3. The teacher asks the class for volunteers to prepare the Christmas play at the school. Many students respond, including Paul. Joseph, Mathew and Samantha throw a fit, calling Paul ugly names (jerk, stutterer) and say that they will not participate if Paul is in the play.

? Which of Paul's rights have been violated?

Teachers themselves can add examples that are more appropriate to their students' situations. Later, they can continue working on human and children's rights during the class meeting to find examples of each right and freedom, and make a poster illustrating human and children's rights.

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THEME 5. WHO AM I?

GOALS
- To support and develop a positive self-image and self-respect.
- To become aware that mockery and humiliation prevent us from being what we are, and instead force us to be what we are not, which in turn limits the development of our self-esteem and self-worth.
- To become aware of who we are and accept ourselves as we really are.

"Today we address the question of what we actually are."

→ **ACTIVITY 1. Draw a symbol that represents you well (Duration: 15 minutes)**
Materials: A4 paper, coloured pencils, paper for badges, safety pins

INSTRUCTIONS

Tell the students to draw a symbol that describes them well. This could be an animal, plant, natural phenomenon, object, symbol, whatever they think is appropriate, and whatever represents them well. Once they have finished, collect all the drawings, show one to the group and say,
"Give me five attributes that are nice, supporting, healing and that describe what you see in this picture."

Repeat the five attributes and say,
"Who is _ _ _ _ _?"

The student whose drawing it is raises their hand and gets their picture back. The students then have to write those five attributes on the back of their pictures, and so on for all the drawings. (In the lower grades, teachers may ask students to provide only three or four attributes.)

Afterwards, give the students small pieces of paper and safety pins. Ask them to draw their symbol on a small piece of paper and wear their drawing for all to see.

→ **ACTIVITY 2. Reading excerpts from the book, 'Mirko and the Seven Complaints'**
(Duration: 30 minutes)
Materials: Crayons, coloured pencils, paper, excerpts from the book 'Mirko and the Seven Complaints'

As the doctor was treating Mirko, a variety of strange things were happening. After blowing the balloons and sucking on the compliment candies, Mirko closed his eyes and sighed. It was a REALLY BIG sigh! Why BIG? Because Mirko sighed out two hundred mockings and ten cross looks, four sneers and three blows to the head, hundreds of oppressions and exploitations, five or six ugly sentences, and one giraffe! "Do you know, Mirko, how a giraffe crept inside you?" "Well… how should I know…? I keep leaving one small window open and I often sleep with my mouth open. It must have slipped in one night, snuck up to the bed, and jumped in me!" Mirko guessed. "No!" the little doctor shook his head. "They criticized you for being small and you made a fatal mistake! You let the criticisms in and you took them seriously. One night before bed you thought, 'MAYBE it would be better if I were a giraffe!' The next night, 'It would be so GOOD to be a giraffe!' And on the third night, 'Oh, how I would LOVE to be a giraffe!' Three times, you called it, and it really came! It crept inside you and, since it was fed with criticisms, it grew and grew until it reached its natural size and squeezed some very important organs in you! It is really good that you got rid of this giraffe!"

DISCUSSION 1.

Has anyone made fun of you or humiliated you because you are small? When and in what situations?
Afterwards, were you sorry for being so small? What did you do then?
Have you ever wanted to be bigger or tried to make yourself bigger because of that? How?

After Mirko finally believed and received, with an open heart, the doctor's 'I love you!' he closed his eyes and sighed deeply. The sigh was quite large because Mirko sighed out forty mischievous comments, twenty slanders, six lies, three insults, twenty poison arrows, and finally, a big pile of sand and one whole ostrich! "Ha! We finally got rid of this silly ostrich! And do you know Mirko, how he crept inside you?" "Well… how should I know...?" The doctor interrupted him, "You made it!" "Me? I created the ostrich?" Mirko said in surprise and wanted to argue a bit. "Yes! You!" the doctor raised his eyebrow. "You have made it out of three thoughts. The first was, 'Oh, it would be easier if I were gray, I would not be noticeable and nobody would bother me!' The second was, 'Oh, it would be easier if I were fast and feathery, such creatures have it best in life!' And the third was, 'Oh, I am so terribly tortured and strangled and mocked by them. If only I did not have to hear nor see them. I wish I could push my head in the sand like an ostrich!' And since it was fed by criticisms, the ostrich grew and grew, and got fatter and fatter, crushing some of your very important features!"

DISCUSSION 2.

"Remember situations in which you withdrew like an ostrich, pretending to be unnoticeable. Just so that nobody would see you, you covered up, hid, and quickly disappeared. You pretended not to see what was happening.

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Applying a special kind of acupuncture and massage by tickling Mirko made him laugh so hard that he laughed out ten completely impossible demands, twenty looks of hatred, several tripped feet, four puns and two plots! He also laughed out all those who stepped on his blister! Enemies, villains, and those who have tormented him, exploited him or were rude to him! And finally, two fears, three panics, and one malicious three-headed dragon. "Oh ho ho!" the doctor said to Nurse Anesthesia. "Laughter really is the best medicine against criticisms! Dissolves them like muriatic acid! Of course, Mirko got the dragon through criticism as well. It went like this," he said. "They said that you have to do everything on your own! Know all the answers without asking questions! That you must not make mistakes! And that you must think of everything and everybody! And for that, you need, not one, but at least THREE heads! They were complaining that you are a wimp and that you will fail because the world is for the tough and the mean, and from those mouths rose dangerous fires! Three heads, tough and mean and cruel, and from those three horrible mouths, came three blazing fires!" "But it's not bad to be a dragon!" said Mirko. "They're powerful and dangerous, and everybody respects them." "Mirko, my boy!" shouted the general practitioner and looked at him with a smile, "Dragons do not exist! They are an illusion, a lie!"

DISCUSSION 3.

While lying in the grass and relaxing, Mirko recalled all his strength and courage, all the troubles he was silently enduring; all of the holes he fell into and crawled out of along the way, all the bacteria and viruses that he had overcome. The whirlwind that was torturing him the whole time suddenly rose up to his throat and Mirko coughed. It was a nasty cough! He coughed out two ruffians who, in actuality, are not tough at all, two stupid girls who pretend to be smart but actually have no idea what is going on – are liars, crooks, traitors, and all those who do not care! Mirko coughed out all of these and, ultimately, he coughed out a large, black, bristly sea urchin! "Mirko, tell us, do you know how that big, black sea urchin came to live inside you?" "Well… Once, when I was on the beach, I swallowed a mouthful of water to see how salty it really was. Who knows, maybe he snuck in on a drop of ocean," Mirko suggested. "No!" the doctor said. "You got it through criticism! They told you that you were a sniffler, a slob, and a baby! They told you to wipe your tears, tough it out and start fighting! But you couldn't wipe your tears, so you created an ocean out of them. You did not want to fight, so you grew spikes, and that's how a big, black, dangerous, prickly sea urchin was created in you!"

💡 DISCUSSION 4.

"When we receive criticism because of how we are, we want to hide it and be who we are not.
Find at least two traits or behaviours for which you are trying to prevent criticism: the features that you want to show in a better light so you are accepted and not mocked or insulted. Let out all of your giraffes, ostriches, dragons, and sea urchins, and draw them."
(If students are supportive, we can also propose to show them and talk about them to a trusted peer.)

When Mirko's treatment was completed, the doctor weighed Mirko, and it was shown that, after releasing giraffes, ostriches, dragons, sea urchins, and all those wrong looks and insults, he weighed exactly ten grams. To the dot! Not a single gram more! It's true. Mirko himself, now that he has learned to accept and love his traits, felt as light as a feather. Then he paused and asked, "Who am I really?" "You are Mirko," confirmed the doctor, "**S**low, **N**ever in a hurry, **A**t times in sadness, **I**nternally beautiful, **L**ucky and eager and diligent… **S**imply **N**ot **A**nxious **I**n **L**ife."

? Who actually is Mirko?

The doctor added, "For someone LIKE THAT, it's okay to be small and soft, and hurry nowhere. It's absolutely okay to have sensitive antennae on his head! And it is all right that he always carries his house with him, which he enters and exits whenever he wants; whenever he pleases! That's what houses are for! The one LIKE THAT," smiled the doctor, "one like that, **S**oft, **N**atural, **A**dmirable, **I**nnocent, **L**ively, can survive unimaginable droughts, rain, and cold."

✂

Step 3.

→ ACTIVITY 3. What am I really like? (Duration: 10 minutes)
Materials: Paper, pencil, coloured pencils

✏️ INSTRUCTIONS

"Now look at the picture that you drew in the beginning. Take a new piece of paper and draw some traits or behaviours that you are trying to hide, when in fact they are your valuable qualities. These are the qualities that you rarely show, perhaps you are shy of them, or do not love them because others do not love them. When you have drawn them, find at least three good aspects for each of these traits or behaviours. Find what makes these traits dear and useful to you. Before the next class meeting, locate and select one person whom you trust and share the drawing with them. Tell them about the traits or behaviours that you try to hide and what the good aspects of these traits are. Ask them if they recognize the same good aspects or some other ones."

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→ **(ALTERNATIVE) ACTIVITY. What am I really like? (Duration: 20 minutes)**
Materials: Paper, pencil, coloured pencils

INSTRUCTIONS

"Draw a big circle. In the middle of it, draw a smaller one. Divide the outer ring into four parts. First, write words describing your 'good' and 'bad' traits on separate pieces of paper. Then, post or tape these underneath the heading written in the inner, central ring, 'my good traits'; then in the outer ring's four sections, 'my strong aspects', 'what I know and can do', 'what I do not like', 'what I would want to be like'. Now, after you have come up with your answers and have written them down, take crayons and draw pictures or symbols in the assigned areas of the circle."

These are shown and shared/discussed in pairs or threesomes.

THEME 6. IS IT OKAY TO BE EMOTIONAL?

GOALS
- To be conscious of and share personal feelings.
- To develop a sense of acceptance of personal emotions and empathy.
- To become aware of how the reactions of others affect my feelings.
- To adopt ways of responding supportively to the emotions of others.
- To become aware of the feelings of those who bully, those who suffer and those who are bystanders.
- To adopt different ways of behaving that provide support in situations of bullying.

→ **ACTIVITY 1. Face of emotions (Duration: 5 minutes)**
Materials: Sketches of faces of emotions

INSTRUCTIONS

Show students sketches of faces with different emotions. Ask them to choose an emotion and remember an event in which they felt this way, and not to disclose to anybody which emotion they have chosen. The first student shows their face, while others try to imitate it and guess which emotion it is out of the proposed ones. Then someone else, with a different emotion and event, is invited to show their face. Others mirror the face and try to guess which emotion it is. This continues until all the faces have been shown.

(Make sketches of faces with expressions, such as angry, proud, insulted, scared, happy, sad, concerned, and bored.)

Sketches of faces with expressions

angry

proud

insulted

scared

happy

sad

concerned

bored

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ACTIVITY 2. Sharing feelings (Duration: 10 minutes)

INSTRUCTIONS

Tell students to choose someone whom they can trust and form pairs (or trios). They should sit down together and tell each other the emotions they have selected, an event that they remember, and how they felt at that time. When one member from the pair (or trio) re-tells their event and emotion, the other member(s) should recall an event which made them feel likewise, and share it with the other(s). It is important to listen and not to interrupt, and then, to share a similar personal event.

QUESTIONS FOR DISCUSSION

How do we show our emotions? Do we show them often or do we hide them? Which emotions do we show most frequently and which do we hide? Why is this so? To whom and when do we show our emotions most easily? From whom and when do we hide them the most? How do others react when we show our emotions?

Discussion: What do others say and do when I am…? (Duration: 15 minutes)

Students stay in the same pairs or groups. Write down the following questions on the board:

When I am **sad** and I show it and tell others:
What do they usually/often say and do?
What would each of you like? What would suit you better?

When I am **angry** and I show it and tell others:
What do they usually/often say and do?
What would each of you like? What would suit you better?

When I am **scared,** when I am **afraid,** and when I show it and tell others:
What do they usually/often say and do?
What would each of you like? What would suit you better?

When I am **happy** and I show it and tell others:
What do they usually/often say and do?
What would each of you like? What would suit you better?

Write the answers on the blackboard in two columns: **'They say and do'**, and **'Would suit me better'**.

CONCLUSION

Finally, the teacher comments on how others generally comfort us and tell us how we should not be upset, angry or scared and often, how we need just the opposite. We need them to listen to us and say that they understand how we feel, and maybe tell us how they felt in similar situations and what they did (as the students did earlier).

In the upper grades, students can be asked why they think it is not customary to show emotions and why others often convince us that we should not feel the way we do, instead of truly listening. The answers may include: because we are afraid that others will make fun of us and misuse our emotions; because when we empathize, we tend to remember our own emotions; because it is easier to escape from our own emotions by avoiding the emotions of others.

"Now that we are aware of this, we can do two things:
1. Be a better support for each other.
2. Say to others, "Do not... (comfort me), but... (listen and try to understand me)."

Discussions on TV series, movies, etc. can help the upper grades; teachers can also use articles from newspapers (see examples on pages 102 and 103) to prepare for the workshop.

→ **ACTIVITY 3. Acting out situations (Duration: 10 minutes)**

INSTRUCTIONS

Students will again act out situations as they did in the second thematic workshops, except that now they will focus more on emotions rather than on how they behave and how they might behave.

Ask for student volunteers to act out a situation in which one student will be violent, another will suffer from violence, the third will silently watch, and the fourth will try to help the student who suffers. It is important that students genuinely volunteer and are not persuaded. The rest of the participants will divide into four groups. One group will stand behind the student who suffers, another behind the violent one, the third behind the bystander, and the fourth behind the student who helps. These groups are asked to identify themselves with the role behind which they stand, observe how a person feels in this role, and, while remaining true to their emotions, think about what they could do and what would happen as a consequence.

Ask the actors to choose the situation they want to act out and then make a short presentation. Each group standing behind the role player tells us how they felt when identifying with their role, what they would have done about the emotions, and what might have happened if a different approach had been taken.

! Special attention should be paid to the emotions of the violently behaving student, especially arrogance and power, but also the emotions lying beneath (the need to continually prove something, inner turmoil, uncertainty, anxiety). It will be easier for those who are not violent to speak about this after they have identified with the violent student in the role play. Students who have identified with the sufferer may act out crying and telling their parents, friends or teacher what happened and how they felt. They could, in fact, show how difficult it is for them, and simultaneously increase the capacity of others to understand and help in this situation. This may strengthen the capacity of the violently behaving student to accept their frustration, anxiety and uncertainty as something that happens to ordinary people and to seek support from others. One or more of these situations can be acted out, depending on the time available and the students' motivation.

Step 3.

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Večernji list - News column: The Art of Living (Jasenka Pregrad)
May 31, 2003 – What are emotions for?

In contemporary times, it seems to be more important whether or not we will succeed, how we look, and what impression we leave on others, than how we feel. We often hear people talk about positive and negative emotions. In this strange division, positive emotions would be, for example, love, joy, happiness, pride; negative emotions, fear, anger, rage, sadness. It is logical within such a division to try to avoid negative emotions and to strive towards positive ones. Often, people ask me how not to be angry, because this anger that they carry in their stomach makes them feel sick. We rarely even show fear or sadness, as if it were shameful to be afraid, anxious or sad. So, we are running away from our own emotions, hiding them and sweeping them under the rug. We are almost ashamed that we even feel this way. Such an attitude towards our own feelings has dire and extensive consequences for the choices we make in life and for our mental and physical health.

Have you ever thought about the purpose of emotions? Emotions are road signs through life and are, therefore, essential for survival. Just like pain. Can you imagine life without pain? It would be lovely, some might say. However, without pain telling us that something is threatening our bodies, we could not protect, preserve or care for ourselves. We would burn our hand on the stove without even noticing it; we would walk with a broken leg and thus, completely damage it. Pain tells us to stop, to make good behavioural choices in accordance with our organism, to cherish and protect ourselves. As the pain helps to protect our body, emotions help to preserve our soul and our mental integrity.

Emotions are based in the nerves and endocrine system, which evolved long before the brain, meaning that, for the survival of the species, they are more important than thoughts, and cannot be controlled by our will. Thus, the emotional reaction occurs first in the organism (e.g., excitement) and only afterwards do we assess the situation and give it a name. We say to ourselves, "I am afraid," or, "I am happy." Emotion comes first and is named by the brain, and not vice versa. Therefore, the sentence, "I should not feel this way," does not mean anything because emotions do not behave according to rational rules. They are the primary reactions of an organism that show the relationship between the organism and its environment. When we are afraid, it means that something is threatening us; when we are angry, something is tormenting us or endangering the integrity of our boundaries. When we are happy, what is happening is good and useful to us. When we are sad, we have lost something that is precious to us. Thus, emotions are road signs that tell us what is happening to us. In addition, they give us more energy to escape from danger when we are frightened, defend our own boundaries and integrity when we are angry, and continue doing what is good for us when we are happy.

Consequently, emotions are not positive or negative, only pleasant or unpleasant. The pleasant ones tell us, "stay here," or "give more," and unpleasant ones, "look out, it is dangerous," or "do something." They are all necessary for orientation in life and essential and proper care of our psychological being. When we do not allow ourselves to be afraid, angry, anxious, but rather, sweep these emotions under the rug, we cannot take proper care of ourselves. When we are more concerned about the impression we are going to leave on others and whether or not we are going to succeed, rather than giving thought to how we feel, we easily suppress our emotions and skip over how we feel. We even do things that humiliate and anger us, and head into ventures although we are afraid. It is like walking with a broken leg or holding a hand over a fire even though it burns us. Only when we respect and embrace all of our emotions can we take good care of ourselves. Emotions are wise and, therefore, they should be allowed to guide us through life while the brain devises the best strategies for behaviour and obeys the road signs set by emotions.

Večernji list - News column: The Art of Living (Jasenka Pregrad)
June 7, 2003 – Respecting emotions, but not emotionally

Just as our physical pain is a message to take care of ourselves and preserve our organism, our emotions are road signs that tell us what our relationship with the world is and, thus, enable us to look after our soul. To suppress emotions and pretend that nothing has affected, angered, humiliated, saddened, touched, or impressed us, is a seriously dangerous business for two reasons. First, we would not be able to orient ourselves well in the world or take care of ourselves. If we convince ourselves that we are indifferent, it is none of our business, we do not act in order to defend ourselves and, in some way, we do not respect ourselves and our own integrity. Second, we contain the energy that was created by emotions. In fact, every emotion is accompanied by an increased amount of energy that we need in order to act and protect ourselves; to escape from a situation that is not good for us or to continue with what is.

This connection between emotions and energy is much older than the people on earth. We inherited it as a biological blueprint, so our hearts beat faster, the adrenal glands secrete more adrenaline, blood surges through blood vessels, and everything happens by itself without it being decided by us. We always first get excited, and then examine the situation, and then interpret what has happened to us. Emotions do not ask for permission to come, or whether it is okay, but they come, and we try to understand them, consider them, and give them names. Nature has connected emotions with energy so that the body can take care of itself (to escape, attack, sustain). The trouble is that we humans have a biological blueprint (with a lot of energy) and rules of right, good, decent behaviour. It is not polite, nor dignified to shout at employees. It is not appropriate to slap a professor, boss or child when we feel attacked. We say it is cowardly to escape from a situation when we are afraid, rather we should be brave, and that it is not OK to cry when we lose somebody or something valuable, as if grieving had nothing to do with crying. Thus, while respecting the norms of human, civilized behaviour, we have a surplus of energy that we do not know what to do with. Therefore, we block it, suppress it in the body, and convince ourselves that we do not feel what we actually feel. In some ways, we are trying to anesthetize ourselves in order not to feel anything.

So, what do we do with this excess energy? First, it is important to recognize the emotion or excitement, even when we do not quite understand what it is about or why we respond more harshly than we think we should. We can use this energy to build a behavioural strategy in a particular situation, which will solve the problem without refuting, destroying or belittling the situation or person that threatens us. For example, if my boss is forcing me to work overtime without having asked me whether I can or not, and at no extra pay, I may be angry, tell everyone around me that he is brash and brazen; I can yell at people from my household for every little thing; I can 'snap' the next day at work and bark at my boss or can be grumpy and withdrawn. None of this, however, will solve the problem. It will not change the situation that threatens me. It is wiser to use that energy to develop strategies that will solve the problem of working overtime. This may include negotiating with the boss, initiating workers' resistance, acquiring advice from legal protection services or seeking a new job. For all this, we need energy, and it is good that we have it.

Thus, emotions are worth respecting because they allow us to take better care of ourselves and to build a rapport between the outer world and ourselves. The energy they bring, along with life experience, can be used effectively to defend ourselves and for acting thoughtfully instead of fighting. Such an approach focuses on solving problems rather than denigrating 'the enemy'.

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ACTIVITY 4. Reading the text, 'What happened with Mirko in the end?' (Duration: 5 minutes)
Materials: Excerpt from the book, 'Mirko and the Seven Complaints'

Just as Mirko's doctor and Nurse Anesthesia appeared one day upon a single sigh in their small ambulance, in the same way, upon Mirko's sigh of satisfaction, which was light as a feather, the doctor and the nurse disappeared. Mirko was cured, so he set out on a journey since he was already Simply Not Anxious In Life. He was in a good mood. But, of course, as soon as Mirko seriously began his journey, criticizers commenced as well. They all surfaced from the seven criticisms, formed a long line and started mocking, "Butter, jam, marmalade! Butter, jam, marmalade!"

Then, who knows why, but probably because of the treatment, Mirko suddenly and clearly saw why the criticizers were yelling, "Butter, jam, marmalade!" Each of them had at least ten kilos of butter on their head and, on their lips, sweet marmalade! Suddenly, he clearly understood why they criticized and gossiped, why they were so wicked and evil. None of the creatures standing before him had a heart. They had all sorts of other organs, except for the most important one. The organ responsible for good things and seeing things in depth; they did not have that one! He suddenly realized where five thousand of his best heart beats had disappeared at the beginning of this story!

They said, "Hey, Mirko, very nice that you got better, we will now and again bother you a bit! And choke! And torture! And kid around! And poison you!" Mirko replied, "NO!"

✔ **CONCLUSION**

Whether the Mirkos among us will be bothered and choked depends, of course, on their 'internal doctor', as well as on all of us who can be their 'anesthesias'.

Activities 1.1, 1.2, 1.3, 4.1 were modified from the Handbook 'For Yes-Peace and No-Peace. The Doors to Non-Violence' developed within UNICEF's project 'Peaceful conflict management in school and trauma reduction'.[42]

42 Uzelac, M., *Za Damire i Nemire. Vrata prema nenasilju (*For Yes-Peace and No-Peace. The Doors to Non-Violence), Mali korak, Zagreb, 1997. 'Yes Peace' is the literal English translation of 'Damir', a Croatian male name; and 'No-Peace' is the literal English translation of the Croatian word 'nemir', which means restlessness.

Respecting and supervising compliance with previously defined values and rules

Besides processing the six themes during class meetings, head teachers must ensure respect for classroom values and rules. This will include promoting and supporting active adoption of values and rules by students and other teachers who work in the classroom. It is crucial to the overall success of the programme that class rules are respected, because if they are not, they simply remain 'dead letters' on a page, and implicitly send students a message that the school does not intend to tackle the problem of bullying behaviour seriously. This would certainly encourage students prone to bullying to do so even more often. Experience has shown that it is beneficial to monitor the frequency of rules violations, to hold occasional discussions with students (e.g., once a month) and to label the rules that are broken most often and those that are least violated. It is important to watch, together with students, the process of behavioural change in the classroom and compliance with previously defined values and rules. This kind of oversight implies that the head teacher converses with other teachers and gets their impressions regarding the extent to which the class values and rules are respected. It is a good idea occasionally to create new posters with a different design in order to visually refresh defined values, rules and consequences, or produce additional materials, such as cartoons that describe the most violated rules.

B. IMPLEMENTING THE PROTECTIVE NETWORK IN THE SCHOOL

An essential element of the whole-school response strategy is that everyone in the school participates in the programme so that everyone, within their scope of work, assumes responsibilities with regard to the prevention of peer bullying. The Coordination Committee and the principal will decide on the division of tasks and duties. Experience shows that it is good to organize a workshop led by the school mentor, aiming to elaborate and work out specific activities and assignments for all school personnel.

Figure 6.
ELEMENTS OF THE SCHOOL'S PROTECTIVE NETWORK
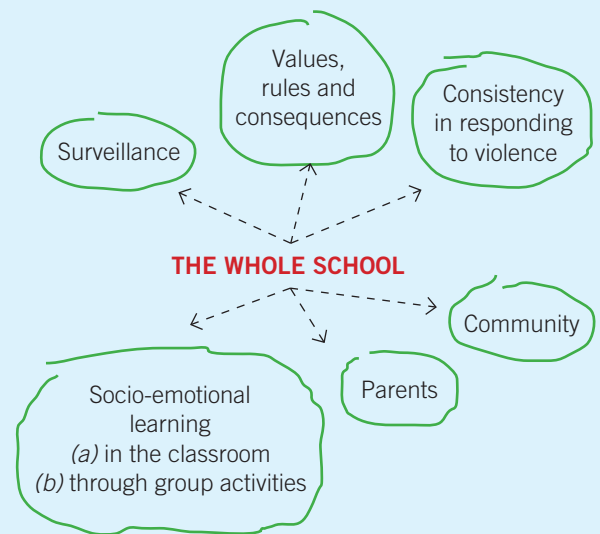
Outline review of the distribution of duties and responsibilities:

1. All school personnel
- recognize the various situations where bullying occurs;
- apply the school procedural protocol when dealing with bullying incidents;
- consistently implement and monitor agreed-upon activities and behaviour.

2. The principal and the governing bodies of the school
- amend the statute and other relevant bye-laws concerning disciplinary measures regarding violent behaviour, school values, rules and consequences and restoration of values;
- incorporate amendments into the school policy or any analogous laws regulating the school rules;
- provide space and resources for extracurricular activities;

Step 3.

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- establish a system that monitors the change process;
- schedule the watch duty in school spaces and on school buses;
- collaborate with the local community.

3. Teaching staff
- monitor recess and students' arrival at and departure from school;
- implement preventive-formative activities;
- take responsibility for respecting values and rules, applying consequences and the restoration of values;
- transfer knowledge and information to parents;
- encourage children's attitudes against violence through teaching and formative education via the regular curriculum and extracurricular activities.

4. Support staff
- assume responsibility for specific parts of the school grounds (e.g., parts of the lunchroom, restrooms, parts of the schoolyard, etc.);
- get acquainted with the basic principles of the procedure (detection, reporting, monitoring, recording);
- strengthen and encourage positive behaviour.

5. Administration
- generate conditions for the programme's smooth implementation.

6. Members of the school associate services (school psychologists, pedagogues, speech therapists, social workers)
- dispense professional training to colleagues in the field of violent behaviour;
- advise and assist the staff;
- work with peer support groups;

- give advice to parents;
- work individually with students who bully and those who are bullied.

7. Subject teachers
- find sections in the regular curriculum that can integrate themes of violence and peer bullying, and build on these units.

Adult surveillance

Research as well as programme results show that the majority of bullying occurs out of adult sight: in the schoolyard, hallways, restrooms, and classrooms. It is crucial, therefore, to organize **adult monitoring** in order to supervise school premises and to be at hand should students need to communicate incidents of violence and ask for assistance in stopping them. All successful school programmes stress the importance of surveillance of school premises as a programme element. Teachers and other staff on duty should further explore hidden corners of the premises they are in charge of. They should talk with students who may sometimes accompany them on these walks because these students are often the ones who suffer from bullying and by walking alongside school staff they try to gain protection. Since the schedule of monitoring includes all employees, procedures should be defined and rehearsed in case an adult finds him/herself at the site of a violent incident or a student reports violence occurring outside adults' presence. It is imperative for all adults to act consistently in line with the procedures – always, whenever they observe violence, and towards every student regardless of gender, academic success or social status.

An essential element of the whole-school response strategy is that everyone in the school participates in the programme so that everyone, within their scope of work, assumes responsibilities with regard to the prevention of peer bullying.

The mailbox of trust

As part of the programme, the school should install a **'mailbox of trust'** in a visible place, which allows students to insert their questions, thoughts, opinions, and suggestions related to bullying. Head teachers should explain to students the purpose of this mailbox. Some children are not comfortable publicly reporting on peers who behave violently; some are not even comfortable expressing their questions and thoughts.

The mailbox receives letters, and a group of student volunteers, together with a school associate, open the letters, respond to them and place the answers on the school bulletin board, making sure not to disclose the identity of those who have written (through handwriting or by revealing specific details). The school associate reports to the Coordination Committee on specific proposals or calls for help, as well as the most frequently asked questions, as this could be a guideline for further actions to be undertaken either at individual level or at school level. Some peer support groups have invented e-mail or Facebook electronic in-boxes, which prove to be better adapted to some schools and/or different age groups.

The basic idea is that children can anonymously and without risk of exposure share their questions, thoughts and feelings about witnessing violent situations. When a letter requires a more compelling response than being posted on a bulletin board (e.g., witnessing severe violence or threats of suicide) it is the responsibility of the school associate in charge of this activity to find a way of locating the author of the letter without jeopardizing their anonymity.

Letters should be answered bearing in mind the two functions of this anonymous and public correspondence. First, the responses should address a particular child and exhibit compassion, give support and point to what to do in the situation described in the letter, and how to do it. Second, these responses are also an important part of the wider social education process aimed at the whole school community. These public responses to children's queries, comments and experiences continuously foster school values and a climate of intolerance to violence.

The job of answering the letters from the mailbox of trust is an essential part of the school's campaign and should be taken seriously. Superficial or inadequate responses do not provide support, compassion or practical advice for a child who is suffering and may even carry a message that one should continue to suffer in solitude. This is not in accordance with attitudes and values that explicitly advocate speaking out and confronting both violence and acceptance of violence. Violence grows if it goes unchallenged. This is why the slogan of the SEES programme was **'Not reacting = Approving'**.

Other activities

Various **extracurricular activities** organized within schools can be dedicated to preventing and reducing peer bullying. Leaders of these free activities can work with students to design specific initiatives within their areas of interest that are, in some way, related to the topic of bullying (literary groups, drama groups, sports teams, choir, art, ecology, debates, etc.).

If students are motivated in different ways and through different measures to address the issue of violence, they will say and do much more than their teachers who only need to support them. However, if students are not motivated, a large part of advocacy against peer violence remains the teachers' task – a task that becomes much harder, more exhausting, lonelier, and frustrating.

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EVERY CHILD NEEDS CARE.

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It is possible to **gather students** who want to get more involved in activities against bullying. Head teachers can inform students about the various activities available and the principle of voluntary participation and connect them with the relevant school associate. They may convene all registered students (if there are more than fifteen students, the first meetings should be held in groups according to age) and debate with them how they would like to address this phenomenon. The adult leader can make suggestions and give ideas that were previously proposed in the school, or refer students to the list on this page. In principle, to prevent student activists from slipping into the role of 'passive implementers', it is best that actions originate from their own initiatives and are based on the real and proven needs of the school. Following this exchange of views, the leader should call a meeting of the students who have opted for the same type of activities and coordinate implementation. If necessary, the leader may require the support of other teachers and/or school personnel.

Experience has shown that it is beneficial to monitor the frequency of rules violations, to hold occasional discussions with students to follow the process of behavioural change, and to identify the rules that are broken most often and those that are least violated.

Although each school and their activity leaders should, together with students, plan different ways of addressing violence, some of the initiatives developed in Croatia included:

- Public opinion surveys on peer violence undertaken in the local community, school, sports clubs, etc.
- Interviews (psychological profiling) conducted with students who behaved violently, students who suffered from violence and adults, followed by the anonymous publication of these interviews accompanied by editorial comments.
- One issue of the school newspaper, or two pages in each issue, devoted to peer violence.
- Video recording or film on the subject matter.
- Theatre play on the subject (preferably by drama teachers familiar with Forum-theatre).[43]
- Display of posters throughout the school, to be renewed on a weekly basis in order to maintain students' interest in combating peer violence. Fostering dialogue through posters in a direct or provocative way and inviting students to express their opinions through mailboxes of trust or by writing on the posters provided.
- Bulletin boards (e.g., entitled 'Our seven steps towards a violence-free school') on which are posted photos, students' submissions, brief reports on agreements with parents and the local community, or announcements and documentation of joint actions aimed at creating a safer and more enabling environment, and that illustrated success, achievements and positive change.

43 This is a type of theatre created by Augusto Boal as part of what he calls 'Theatre of the Oppressed', largely used in educational institutions because it overcomes the division between actors and spectators – everybody takes part in the play – and because of its effective power on all included.

A CHILD
NEEDS TO BE
HEARD

Peer support groups

The idea that peers can assist in the establishment of friendly ties through joint peer activities underpins the concept of the peer support programme. This programme builds on the inborn ability of children to express and share their feelings for the benefit of others. Children have an innate need for companionship, to feel competent, and to contribute to family, community and society.[44]

Adolescents, and to some extent children, are often reluctant to share their concerns and difficulties about their relationships and about forming friendships with adults. There are different reasons for this. Most often, they think that adults will not take the problem seriously or will further worsen the situation. They are more likely to seek help from their friends, brothers or sisters. The evaluation of the SEES programme confirmed this: 70 per cent of primary and 80 per cent of secondary school students who suffered from abuse turned to a friend for help; and 63 per cent of primary and 57 per cent of secondary school children turned to their parents. These data clearly demonstrate that young people, especially adolescents, rely on the support of their peers. This is why peer support is an important part of many school programmes against bullying. The SEES programme, as well, foresaw an improved system for organizing this kind of natural support by providing professional support and guidance to children who were recognized as peer helpers. Peer support is usually initiated as a result of the natural desire of most young people to relate to one another in a collaborative and friendly manner. A peer support system is based on this intrinsic motivation and promotes the potential of youth to show responsibility, sensitivity and compassion for others.[45]

44 Ansbacher, H. L., Ansbacher, R. R., (eds.), *The Individual Psychology of Alfred Adler: A Systematic Presentation in Selections from His Writings.* Harper & Row/Torchbooks, New York, 1964.
45 Cowie, H., Smith, P. K., Boulton, M., Laver, R., *Cooperation in the Multi-ethnic Classroom. The Impact of Cooperative Group Work on Social Relationships in Middle Schools,* David Fulton Publishers, London, 1994.

The term 'peer support' covers a range of different, though related activities. In essence, it uses the knowledge, skills and experiences of children in a planned and structured way in order to understand, support and inform, while assisting others in developing skills and raising the self-confidence of those who need help.

Training provided to individuals in peer support groups usually aims at strengthening their listening, communication and social skills, and their capacity to advocate for change. In this part, a full comprehensive programme is outlined for gathering students who are motivated to provide this kind of support to others; educating them by using workshop methods; and supervising their activities throughout the school year.

What can peer helpers do? Peer helpers can:
- become protectors of younger students on the playground;
- accompany children on their way to and from school;
- work together with the school associates and participate in writing responses to questions posted in the mailbox of trust;
- learn to recognize and incorporate new, unsafe or isolated students into a peer support group;
- provide support to children prone to violence in order to help them change their behaviour and successfully implement the restoration of values;
- prevent bystanders from cheering when conflict arises;
- encourage their peers in the classroom to assist in learning or mastering other skills;
- always express their attitude towards injustice, intolerance of diversity, insults, stereotypes, or prejudices in the classroom;
- use 'their area' (designated classrooms or space in the school) to regularly be available to those who wish to address them and to whom they can teach strategies to better stand up for themselves or control their own behaviour;
- direct both children prone to violent behaviour and those who suffer from violence to seek adult assistance.

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However, it is important to be cautious when relying on peer helpers to support children who suffer from bullying. First, because these children should not be kept in the position of weak and insecure children unable to defend themselves. This is, in fact, one of the reasons they are being bullied. Second, it is too demanding a task for most children. Peer helpers may provide them with some care and protection (such as accompanying them on the way to and from school or during recess, inviting them to their birthday parties etc.), but it is adults who must assign such tasks and be accountable for the overall plan. Otherwise, peer support can easily slip into safeguarding children who suffer and keeping them in the position of being victims. Such action could also jeopardize the overall school policy of supporting developmentally both children who suffer and children who behave violently. Assigning peer helpers only to support children who suffer could send an implicit message to children who are violent that they are expected to continue acting violently.

Peer support groups will decide for themselves which activities they want to implement, according to their preferences and capacity. This is the only way to guarantee that these altruistic children do not exceed their personal limits while helping others.

It is important to ensure that peer helpers who are providing support to children who bully and children who are bullied do not overstep their boundaries and take upon themselves more responsibility than they should. Therefore, it is necessary to appoint a psychologist or someone from a similar professional background appropriately trained to guide them, oversee their work and advise them throughout the school year. It is essential to take care of the mental health of peer helpers. Unfortunately, not all schools have a psychologist or school associate competent enough for this kind of guidance.

Because of this, a peer support programme is not recommended for all schools.

Peer support is usually initiated as a result of the natural desire of most young people to relate to one another in a collaborative and friendly manner. A peer support system is based on this intrinsic motivation and promotes the potential of young people to show responsibility, sensitivity and compassion for others.

**C. WORKSHOP PROGRAMME FOR STUDENTS
WISHING TO PARTICIPATE IN PEER SUPPORT GROUPS**

**PEER SUPPORT PROGRAMME
'FROM MYSELF, TO HELPING OTHERS'**

1. Purpose

One of the key principles of the SEES programme is the whole-school response to violence. This means involvement in the programme of all students, teachers, school personnel, parents, and the local community. Readiness to implement the programme in turn implies willingness to respond to violence in accordance with the key slogan 'Not reacting = Approving'.

Students themselves are most familiar with the relationships in classroom/school and are the most frequent witnesses of peer bullying. Children who are victims of bullying share their distress most commonly and most easily with their peers. The peer support programme, 'From myself, to helping others', is designed specifically for such peers who would be 'natural helpers' and aims to educate and strengthen them by providing professional support and guidance.

2. Goals

The immediate goal of the peer support programme is to strengthen group members' social and communication skills. Other goals include: to encourage and assist peer support groups to implement the programme; promote the concepts of support, cooperation, and non-violent conduct; refer children who suffer from bullying and children who bully to adult help; and clearly and unequivocally respond non-violently to violent behaviour.

3. Specific objectives

(a) To get to know oneself and others
(b) To develop social skills
(c) To develop social responsibility

4. Expected results

These are the expected results of peer helpers' training:
- greater recognition of their own feelings and needs, as well as those of others;
- increased tolerance for diversity;
- improved communication and social skills;
- clearer recognition of violence and more active response to it.

Greater impact of peer helpers on other children is expected by achieving these results.

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5. Participants

The programme is designed for students of 5th, 6th, 7th, and 8th grades (aged 11–14 years), but most of the exercises are appropriate for secondary school students as well. Students can voluntarily register for the programme by responding to a public invitation (see Appendix 1) and filling out a short questionnaire (see Appendix 2).

The leaders of the peer support group, with the help of school associates and the head teacher, select two interested students from each classroom. It is crucial to select pairs in all classrooms so that they can support each other and ensure that class partners represent both genders. Experience indicates that girls engage more easily and frequently in these activities. Therefore, special attention should be paid to motivating boys for their inclusion in the peer support programme.

When choosing class representatives, make sure they do not bully or suffer from bullying. Priority should be given to children who have previously demonstrated characteristics of potential peer support members (kindness, patience, perseverance, desire to help, well-developed social skills, etc.). Academic achievement is not a selection criterion.

Once the timetable for the meetings has been laid down, it is important to notify parents formally that their child wishes to become a peer helper (see Appendix 3).

Leaders of peer support groups are usually members of services associated with the school or teachers who have experience in implementing this type of workshop. After conducting the introductory training workshops, they continue assisting the members of the peer support groups.

6. Implementation methods

The peer support programme comprises two parts: *(a)* training through educational workshops; and *(b)* implementation of specific activities agreed upon by peer helpers with the support of the programme leader.

The training provides a total of five 3-hour workshops to be held once a week. Individual schools decide whether this will take place during regular school hours or on a separate schedule. Workshops are conducted by a pair of leaders. The maximum number of members for each peer support group is 16.

During the second part of the programme, leaders negotiate with the group members the specific tasks that they will assume. A list of possible activities can be found on page 109. Students can choose activities from the list or propose other tasks they feel motivated to carry out.

Group leaders supervise the group, assist peer helpers in the implementation of agreed-upon activities and tasks, and meet regularly to discuss problems encountered in order to procure support, guidance and advice.

Adequate space should be provided to facilitate the group's work, including by fostering group cohesion and mutual support, and to ensure that there is sufficient privacy to allow students to confide in each other and ask for support.

7. Evaluation

Evaluation involves comparing the responses to the questionnaires completed before the workshop with the responses of those completed two months after the workshop.

To ensure that the peer support programme produces the expected results, it is important to observe the reactions and behaviour of children during the workshops – group dynamics, members' satisfaction – and to seek feedback at the end of each workshop. Head teachers can be another valuable source of information as they have access to a range of opinions on the members of the peer support groups and their influence in the classroom and the school in general.

The following is a list of behaviours and reactions that can be used to measure the programme's success:
- increased sensitivity of peer helpers to violent behaviour;
- understanding of basic communication concepts/terms;
- demonstrated knowledge of communication skills;
- clearer identification of stereotypes and prejudices and greater understanding of their impact on behaviour;
- greater sense of competence and readiness to react when witnessing peer violence;
- the number of situations in which group members react to violence.

8. Sustainability

To warrant sustainability, programme leaders should organize several peer support groups annually. For the principle of peer support to become ingrained, organized teacher training is recommended. Interested head teachers may create peer support groups at the classroom level following appropriate training and education.

GENERAL NOTES FOR WORKSHOP IMPLEMENTATION

The programme has an abundance of exercises that can be adapted to different age groups or replaced by similar ones with the same goals. At the end of each exercise, children are given the name of the exercise and leaders explain its purpose and goal. It may happen that, due to time restrictions, exercises cannot be completed in full. **When planning workshops, keep in mind that it is better to do less more thoroughly than try to cover everything as quickly as possible**.

Exercises for elevating energy (also known as 'energizers') can be found in Appendix 5, designed to replenish the group's energy when it faces fatigue, oversaturation of information, or the need to change work dynamics (e.g., if there is a decrease in concentration, in-between static sitting exercises insert a short, fast, physical activity).

Before the workshop begins, acquire the complete material required and prepare the area where the workshop will take place by arranging chairs in a circle and removing anything that would distract or impede the workshop leaders.

Step 3.

WORKSHOP I. GETTING TO KNOW YOURSELF AND OTHERS (I)

→ **CONTENTS**
1. Introduction (5 minutes)
2. Getting to know one another and agreeing on the workshop's ground rules (60 minutes)
3. Similarities and differences (60 minutes)
4. Emotions (40 minutes)
5. Conclusion (15 minutes)

1. INTRODUCTION

The leaders introduce themselves and present the workshop's themes, which should cover the following:

(a) How to recognize our own feelings and others' feelings.
(b) How to cooperate with others.
(c) How to ask someone for something.
(d) What our rights are.
(e) How to tell someone 'no', and why you may find that difficult.

It is important that leaders do not have a 'we will teach you' attitude, but rather get across to participants that "We have come to you so that we can learn something together about ourselves and others through discussion and games. This may help you later to apply some of these ideas when socializing with other students."

2. GETTING TO KNOW ONE ANOTHER AND AGREEING ON THE WORKSHOP'S GROUND RULES

2.1. MY NAME AND BADGE

Duration: 10 minutes

Goal: To introduce group members and achieve a sense of importance, acceptance and identity
Materials: Sturdy cardboard paper cut into a rectangle with a hole in the middle through which we pull a string or thin rope, coloured markers or pencils.

Exercise
1. Participants take the cardboard paper and draw a figure that represents them. What best describes me (what am I like?). They write their name on it when the drawing is complete.

2. Participants introduce themselves in a circle (leader starts first): "I am Elena, and my symbol is _____ because _____."

2.2. ESTABLISHING THE GROUND RULES FOR GROUP WORK

Duration: 15 minutes

Goal: To establish ground rules in order to create a sense of security and mutual accountability and facilitate group work

Materials: Board and chalk, a large piece of flip-chart paper, thick markers

Exercise: Brainstorming

All participants express their ideas on the rules, which are written down by the leader without any comments. The leader's task is to moderate the process of rulemaking by simplifying and specifying rules that may be too broad or complex without changing their meaning. When everyone's ideas are written down, the rules with the highest number of votes are adopted as the group's ground rules and recorded on a large piece of paper pinned to the wall so that everyone can clearly see them.

Subsequently, participants agree on a method of alerting the group when rules are broken without blaming or attacking those who have violated the rules. It is acceptable, for example, for the one who has noticed a violation of a rule to stand up and point to the rule that has been broken.

A possible introduction to the rulemaking process is given below as well as some potential rules:

"Because we are a small community here, like every other community, we must establish rules for living together. Every game has its rules; each community has its regulations. We have already seen that not everyone can participate equally in all activities. Therefore, some might perceive exercises and games as being imposed. As we want everyone here to feel good, we are arranging the basic rules of conduct for all of us during the programme."

Sample rules/principles:

1. Let us listen to each other. Although different, we are all equally important.
2. Everything we say here stays here.
3. No mocking or insulting! We are here to give each other support and understanding.

2.3. THE TREE OF EXPECTATIONS

Duration: 10 minutes

Goal: To determine participants' expectations regarding the workshop; making them aware that their expectations, as well as their right to ask for something they want from this workshop, are both important. Compare their expectations.

Materials: Flip-chart paper prepared in advance with a painted apple tree. The number of apples should correspond to the number of participants in the group.

Exercise

Workshop leaders ask participants to think briefly about personal expectations (what they expect from today's meeting for themselves). After they have thought about their expectations, they stand up, one by one, say them aloud, and write their main expectation from this workshop/meeting on their apple.

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2.4. **WHAT I KNOW ABOUT MYSELF**

Duration: 25 minutes

Goal: To get to know yourself and others; recognize similarities and differences
Materials: Collage paper in three different colours, worksheets (with a list of different traits attached), writing supplies

Exercise
The leader hands out worksheets on which various human traits are written. They must include 'intolerant' and 'self-starter'. Each participant receives three different coloured papers (e.g., blue, green and red). Each participant lists five characteristics on each of the three papers. The leader determines the meaning of each colour: one colour, **traits that we have**, another, **traits that we do not have**, and the third, **traits that we do not have but would like to have**.

The leader should explain any words on the list that might be ambiguous and ask participants if anything else needs to be clarified. Once everyone has sorted their traits, they divide into four groups to exchange assessments so that each participant can say what they wrote and observe similarities and differences. Afterwards, participants return to the big circle and the leader facilitates a group discussion.

Suggested questions for discussion
• How did you feel while performing this task?
• Did you recognize some traits of your own that you were not previously aware of?
• Why do you want to have certain traits and not others? What do you think you would gain with such traits?

EXAMPLE 1 – Traits

I am...

INTELLIGENT	RIGID	FEISTY
SOCIABLE	UNSUCCESSFUL	SELF-INITIATING
HELPLESS	CALM	CREATIVE
SELF-ASSURED	SATISFIED	TOLERANT
INTOLERANT	GRUMPY	KIND
PROBLEMATIC	DOUBTFUL	WITHDRAWN
CHEERFUL	OUT OF CONTROL	EMOTIONAL
INDECISIVE	LIKEABLE	IMAGINATIVE
WORTHLESS	INSECURE	SUCCESSFUL

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3.   DIFFERENCES AND SIMILARITIES

3.1.   THE COIN HAS TWO SIDES

Duration: 20–30 minutes

Goal: To express, and advocate for, one's own attitudes; to accept diversity
Materials: Two sets of cards with various traits printed on them

Exercise
Participants split into two groups and sit in a circle. The exercise may also be conducted with all the participants sitting in one circle. The two-circle option is useful for a larger number of participants (more than 10). Place the cards with the written traits face down in the centre of the circle. These may include courage, arrogance, determination, shyness, anger, openness, curiosity, idleness, diligence, honesty, wisdom, selfishness, rudeness, humility, and tolerance.
(If the group leaders believe that some of the younger students will have difficulty in understanding some of the traits, replace them with others that are simpler but still attractive.)
Each group member draws a card from the pile, reads a feature, and states the benefits of the chosen trait. A participant may also be asked to role-play someone who possesses this attribute, explaining its advantages. The student sitting next to them gives counter-arguments about why this trait may be bad for the person who owns it, and then explains the good qualities of the card they drew. Repeat this process until everybody has presented both the benefits and drawbacks of each trait.

In this exercise, it is important to emphasize that the person is not assessed, only the trait.

Suggested questions for discussion
• What was the purpose of this exercise?
• What have we learned from this exercise?

3.2.   THE RAINBOW OF SIMILARITIES AND THE RAINBOW OF DIFFERENCES

Duration: 30 minutes

Goal: To know each other better; notice similarities and differences; understand and respect diversity; develop mutual tolerance
Materials: Cassette/CD player, relaxing music, large sheets of paper (one for each pair), coloured pencils

Exercise 1: Introduction at the square (5 minutes)
The leader invites participants to stand and give each other enough free space around which to move. Then, s/he reads the following instructions:
"You are passing through a town square full of people but you do not know anyone. You are walking without a goal in mind. When the music pauses, you approach the person you know the least in the group and introduce yourself, e.g., "I'm Freddy, and I love to read comic books."
This game lasts until all participants have been introduced to a few new people. After the last pause in the music, let the couples who have just met stay together for the second part of the exercise.

Exercise 2: The colours of the rainbow (30 minutes)
In pairs, the participants hold a short discussion to find three characteristics that they share and three traits that are different.
The leader reads the following instructions:
"Ask your partner about their habits, what they like (plants, animals, people, things, activities), what they are afraid of, what they hope for, what kind of plans and desires they have, etc. On large sheets of paper, let every pair draw a **rainbow of similarities** and a **rainbow of differences**."
Each pair presents their drawings to the entire group.

EXAMPLE 2 – A rainbow of similarities and a rainbow of differences

A rainbow of similarities
and a rainbow of differences

We do not like mathematics
We like chocolate
We have a younger brother

Rainbow of similarities

Martin is a boy · Tina is a girl
Tina has a dog · Martin has a turtle
Tina likes history · Martin likes biology

Rainbow of differences
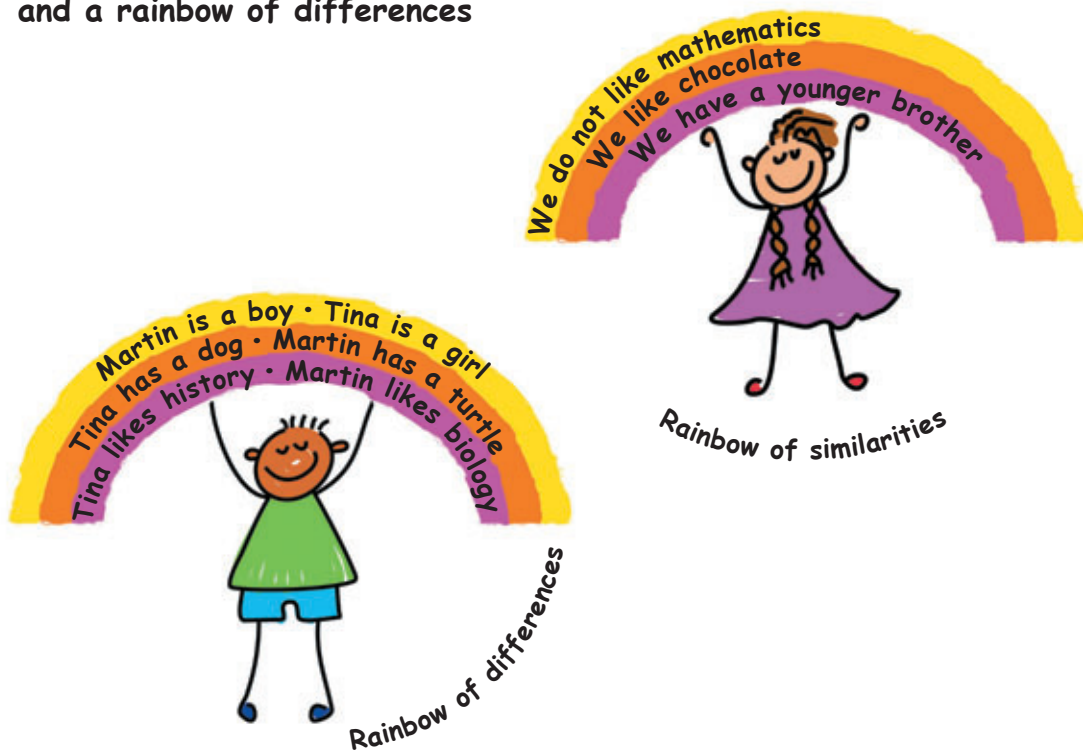
Suggested questions for discussion
- Things we have in common, as well as our differences, can bring us into conflict. Do you have an example of this from your life?
- Did the answers surprise you?
- Would you want others to have the same preferences, fears and desires as you do? Why or why not?
- Have you ever tried to convince someone to like what you like? Has anybody tried to convince you of that? How did it make you feel?
- What are the difficulties when socializing with those who are different from us? What is good in such socializing?

4. EMOTIONS

4.1. HOW WOULD YOU FEEL IF…?

Duration: 40 minutes

Goal: To develop empathy; sensitize students to the effects of ridicule, social exclusion and other aggressive behaviour; recognize and deal with one's own emotions and feelings, and those of others; develop a dictionary of emotions

Materials: A5 cards (10 per participant), markers, art supplies, softball or similar object

Exercise 1: Gathering

Participants gather in a circle and are asked to finish the sentence, "I feel sad when _____." The leader finishes the first sentence and throws a ball or some other soft object to a participant who then has to continue the sentence. This participant repeats the original sentence and expands it thus, "_____ is sad when _____, and I am sad when _____." S/he then throws the ball to another participant who repeats the previous sentence and adds their own. The ball continues to be thrown until everyone in the circle has had a turn. Alternatively, you can begin a sentence with "I feel happy when _____."

Exercise 2: How would you feel if…?
Each participant receives 10 cards and a marker. They write on the cards, "What I would feel like if..." answering 10 hypothetical scenarios. Younger participants can make drawings that represent an emotion. Encourage them to find different words for each scenario. After each scenario:
- Ask each participant to raise their card and show others in the circle what they have written or drawn.
- Explain that everyone has different feelings and has the right to experience a situation differently.
- Talk about the different feelings that were presented and create a dictionary, give a more in-depth definition of some of the words, if required. The dictionary should be written on a large piece of paper, which can then be decorated and placed in a highly visible spot. During the workshop, this dictionary should serve as a reminder of the vast range and variety of emotions.

Ten scenes: How would you feel if…
- someone made fun of you because of your looks (hair, height, weight, nose, etc.)?
- you were awarded the first prize at an important school event?
- you were always the last one to be chosen for a team or game?
- someone said that you were especially gifted at playing drums?

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- someone called you names (such as fool, or garbage)?
- someone helped you solve a problem that has been troubling you for a long time? (Remember something that has long troubled you.)
- nobody, absolutely nobody, wanted to play with you? (Imagine yourself alone in the schoolyard or playground.)
- someone lied about you and you had to bear the consequences, even though you were not at fault?
- you had nothing to eat and were forced to beg on the streets?
- someone hugged you or held your hand when you were afraid? (Remember what you are afraid of.)

Exercise 3: Creating a rainbow of emotions
Ask participants to choose one card from their 10-card pile. Let them decorate it with colours, drawings and anything else that comes to their mind in order to most accurately reflect the emotion described. Form a line by holding the cards sorted according to the alphabetical order of emotions. Ask the participants to form a semi-circle so that everyone can see all the cards. Give everyone time to see the rainbow of emotions that they have just created. Invite participants to explain why they decorated their card the way they did. Make sure that everyone understands the meanings of all the words. If there is a word that not everybody understands, ask for examples of when such a feeling arises.

Possible questions
Are there emotions in our rainbow that are:
- difficult to express?
- difficult to talk about?
- difficult to reveal?

The leader sequentially reads the emotions from the cards while participants indicate difficult and unpleasant emotions, by raising their right hand; pleasant emotions, by raising their left hand; neither, by raising both hands. Comment on the variety of our emotions and the luxury of freedom to feel differently about the same situation.

Exercise 4: Completion
In the final game, every student in the circle forms a sentence: "Now I feel _____ because _____."

5.   CONCLUSION

Duration: 15 minutes

Materials: Post-it notes in three different colours, three A4 sheets, pens

Exercise
   Distribute post-it notes in three different colours (each participant gets one of each colour). Write each of the following questions on a separate A4 sheet, leaving enough space for participants to paste their answers below. Mark the colour of the post-it note on which participants should write their answers to each question, and then ask them to stick their answers into the space below each question.

1. Did the workshop meet your expectations?
2. Which part did you like most?
3. What will you remember the most from this workshop?

The leader announces the topic of the next meeting.

WORKSHOP II. GETTING TO KNOW YOURSELF AND OTHERS (II)

→ **CONTENTS**
1. **Introduction (10 minutes)**
2. **Needs (50 minutes)**
3. **Empathy (15 minutes)**
4. **Support (30 minutes)**
5. **Inner strengths (60 minutes)**
6. **Conclusion (15 minutes)**

The Tree of Expectations

1.   **INTRODUCTION**

1.1.   **THE TREE OF EXPECTATIONS** (see Workshop I)

2.   **NEEDS**

2.1.   **LIFE PYRAMID**

Duration: 30 minutes

Goal: To help students recognize personal needs and respect the needs of others
Materials: One piece of paper, flip chart, and copies of the story, 'The Happy Man's Shirt'

Exercise
1. Each participant receives a copy of the story, 'The Happy Man's Shirt'. The leader or one of the participants reads aloud. After the reading, initiate a discussion with the participants about their comprehension of the story.
2. Participants divide into three groups with the following instructions:
(a) "Think about what you need in life in order to be satisfied, happy, to grow and develop. Write down everything that you can think of with regard to this (people, traits, objects, occurrences). Try to be realistic! When finished, rank everything you wrote with numbers from one up, marking the most significant with one, and the less important with larger numbers. You have 10 minutes."
(b) "Now imagine that all the things you wrote down are stones that you will use to build a pyramid. At the bottom, place what you care about most. These are the foundations that support the pyramid. Arrange the stones so that what is least important to you is at the top of the pyramid. Share what you wrote with friends in the group. Now try to build a group pyramid while respecting others, but also advocating your stones. Present the group pyramids to each other and, then, if you want, create a pyramid of the whole group."

Suggested questions for discussion
- What have we learned about ourselves, and about others? Do we have similar or different needs?
- What are our needs at the bottom of the pyramid?
- How do we satisfy the needs at the bottom of the pyramid? How about those at the top of the pyramid?
- In what ways are we similar, and in what ways are we different when satisfying needs?
- Did we have fun, respect each other, and cooperate with each other?

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The Happy Man's Shirt

There laid a caliph on silk cushions, terminally ill. Doctors from across the entire country stood around him, agreeing that only one thing could heal him: the shirt of a happy man would need to be placed under the caliph's head. The servants scattered in and around every town, village, and in every cottage, searching for a happy man. However, every person they asked about happiness had only worries and troubles. Realizing that they would not find a happy man, and in fear as to whether the Sultan was still alive, they took a shortcut back to the court. In a meadow sat a young shepherd playing a merry tune on his flute. "Are you a happy man?" they asked him. Surprisingly, the young man replied that he was happy. They did not believe he could be happy here in this field surrounded by sheep... "Then will you give us your shirt?" asked the servants.

"But I do not have a shirt."

2.2. MY DAY

Duration: 20 minutes

Goal: To identify needs; to develop the ability to assess situations
Materials: None

Exercise

1. Students should imagine a day that they can spend as their hearts desire, from the moment they awaken until their bedtime – 5 minutes.
2. In pairs, students tell each other their scenario and give it a title (e.g., "Emma goes to the Caribbean," "David plays chess with the world grandmaster."). Afterwards, try to find out which need they have in the scenario (travel, play, be with someone, etc.) – 10 minutes.

Suggested questions for discussion in a large group
- What did most of you want? Is this a possible or an impossible desire? Could you achieve such a day? What is holding you back (space, people, means, etc.)?
- If you have imagined the impossible, can you make some adjustments, some alternatives that would satisfy the same need? Think about the need in question.

3. EMPATHY

Empathy is participating in the feelings of others and identifying with their feelings. There is a closely related concept of empathetic listening with respect to the message's content but also to the speaker's feelings and desires while facilitating communication through paraphrasing.[46]

46 Čudina-Obradović, M., Težak, D., *Mirotvorni razred (Peacemaking class)*, Znamen, Zagreb, 1995.

3.1. IF I WERE YOU

Duration: 15 minutes

Goal: To identify with the feelings and conditions of others
Materials: None

Exercise

1. Participants divide into pairs. Person 1 imagines that they are Person 2 and says, for example, "If I were you I would be called Iva. I would have blue eyes, short hair, and a little brother named Robbie. I would be a huge sleepy head and I would like helping others to learn maths." The roles alternate with each participant stressing the positive characteristics of the others.

2. Participants divide into groups of four to five members. The first member of the group shows how they act when they are happy. Others mimic and freely build upon the demonstration. Another member shows how they grieve while others imitate; the third, how they rest; the fourth, how they care; the fifth, how they perform a home chore that frustrates or angers them.

Suggested questions for discussion
- What were we doing (living through situations, traits, and feelings of others)?
- Did we recognize their feelings?
- Do we look similar when we show our feelings?

4. SUPPORT

4.1. A MAN IS MAN'S GREATEST NEED

Duration: 15 minutes

Goal: To practise giving and receiving support
Materials: None

Exercise

Explain that participants will practise giving and receiving support. Participants sit in a circle. One enters the centre of the circle, turns towards one of the students and says something positive about that person. Then, this person enters into the centre and says something nice about the next person and so on until everybody takes a turn. Be sure that something positive is said about everyone in the group. While the person in the middle of the circle contemplates what to say, the others should not interfere with gestures or words.

Suggested questions for discussion
- How did you feel when you heard positive statements about yourself (good/bad, satisfied/dissatisfied, embarrassed/important, anxious/relaxed, cheerful/worried)?
- When someone says nice things about you, do you feel attacked or supported?
- Was it harder to give or to receive a positive statement? Why?

Conclusion
"We all want to be appreciated and recognized by others. We all need support. If you want to give and receive support, start speaking positively about others (and yourself), and state exactly what you really think."

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Ways of expressing positive messages

- Try to be original. Say something like, "I like the way you laugh" rather than "I like the way you look."
- Make or write an original statement that can be applied only to one specific person.
- If your message applies to two or three other people in the group, then you were not sufficiently clear. Try not to highlight simply what everybody knows and sees or show the most obvious feature of a person.
- Try to tell every person what you have noticed in terms of their importance or success in the group and why you would like to get to know them better.
- Make your message truly yours and use the person's name. Speak or write a message in first person singular, and use expressions such as, "I wish for you" or "I feel."

4.2. THE TORN HEART

Duration: 15 minutes

Goal: To develop empathy and awareness of the power of positive messages
Materials: Large heart-shaped papers with the text, 'I'm important', written in large letters inside the heart; sticky tape; a story, 'The Torn Heart'

Exercise
Each participant sticks to his/her chest a large paper-shaped heart. The leader reads the story, 'The Torn Heart'.
Instruction
"Every time you hear of something that may hurt the person in the story, that causes this person to feel badly or have a low opinion of themselves, point your thumb down and tear a piece of your paper heart."

Suggested questions for discussion
- How do you think Simon feels? Why does he feel this way? What impact would such feelings have on him if he were treated like this on a daily basis?
- Describe a situation where you acted in this manner, or saw someone who behaved like that. Imagine and describe how that person felt.
- Ask participants for positive messages that support and empower. What would you say to Simon? What would you do for him to make him feel better? With each reinforcing message that someone says, let participants raise their thumbs upward.
- How do you think Simon would feel now, after hearing all these messages of support?

Conclusion
"What would you want to remember from this activity if you forgot everything else?
What will you do today for a friend? Can you commit to doing or saying this?"
The leader goes around the classroom from student to student asking them to state the nice things they are going to say or do today.

The Torn Heart

One Tuesday morning, when the alarm rang, Simon did not get up from his bed. Ten minutes passed and his mother opened the door and said, "Come on, you will be late for school again. You are SO lazy." (TEAR)

"But Mom, I don't feel well!"

"Why do you always act like a little baby?" (TEAR) asked Simon's mother. "You never feel well when you have gym class. Get up and get dressed. Your brother is already ready!" (TEAR)

Simon quickly got dressed and went into the kitchen to eat something. His older brother Thomas had just finished. "I'm going, Mom," Thomas said.

"Wait, Simon!" said their mother.

"That nerd is always late," (TEAR) said Thomas, "and I don't want to be late for school."

Simon ran after his older brother and they arrived just in time for the school bus, but just as the bus doors closed, Simon remembered that he had left his homework on the desk. He asked the driver if he could wait for him to fetch his homework.

The driver looked at him, "What is wrong with you, numbskull? (TEAR) This is not a taxi! After all, it serves you right when you're late!" (TEAR)

When he arrived at the school, Simon told his teacher that he had forgotten his homework, to which she replied, "Simon, this is the fourth time this month that you forgot your homework. Have you really been doing it? I am beginning to think that you are lying. (TEAR) I am afraid I am going to have to talk to your parents about this."

Simon loved sports, but he hated gym because he was the smallest of all the boys in the classroom. That day they were supposed to play basketball, which was one of the worst games for Simon. The teacher asked the children to divide into two teams, Lions and Tigers. In a few moments, there were ten boys on each team and Simon was the only one who remained unpicked. (TEAR)

The Lion's team captain said, "We don't want him. He's not a good player." (TEAR)

"He's not a Tiger. He looks more like a scared cat," (TEAR) said the captain of the Tigers. The other boys started laughing. (TEAR)

In the end, the teacher put Simon with the Lions, but he was sitting on the bench the whole time because the captain did not want to include him in the game. (TEAR)

That day after school, Simon's brother Thomas played football with his friends near their house. Simon was much better at football than basketball. Football was his favourite sport. He asked Thomas if he could play. "No way," said Thomas, "you would ruin the game." (TEAR)

Their mother heard this and said, "You should let your brother play with you, Thomas."

"But Mom, he's too slow (TEAR) and he's always in someone's way." (TEAR)

Step 3.

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5. INNER STRENGTHS

5.1. FLOWER OF SELF-ESTEEM AND GOLDEN STAMPS

Duration: 60 minutes

Goal: To increase self-awareness and self-esteem
Materials: Paper, pens, post-it notes, small format

Exercise
1. Ask participants to draw a large flower with six petals on a sheet of paper and mark the petals from one to six.
Instructions
"On petal number 1, write two advantages with which you were born.
On petal number 2, two of your own qualities or two positive traits.
On petal number 3, two skills that you have successfully developed.
On petal number 4, two of your own successes.
On petal number 5, two obstacles that you have successfully mastered or two problems that you have successfully resolved.
On petal number 6, two goals that you plan to achieve.
In the middle, write 'SELF-ESTEEM IS…' and complete the sentence."
It is important to give instructions gradually. Do not move on to the next petal until everybody completes the previous petal.

2. Participants, in groups of five or six, discuss what they have written.
How did you feel and what was it like when remembering what you had to write?
Which was the easiest petal to fill? Which was the most difficult one to fill?
Each member of a small group selects one petal and reads it aloud to others. Everyone in the group reads how they completed the sentence 'SELF-ESTEEM IS…' (15 minutes)

3. On a new sheet of paper (one sheet per participant), participants draw a large mirror with a handle and write their name above it. The drawing of the mirror circles around the group and each participant writes down, on yellow post-it notes (golden stamps), two qualities that they respect in the owner of the mirror and sticks them on the mirror. Once the mirror is filled, it is returned to the owner who writes down one of his/her strong traits on the handle of the mirror or a feature that helps carry the mirror. (Remember some of your petals!)

Suggested questions for discussion
- Did you find it difficult to talk about your accomplishments?
- Do you praise yourself at least sometimes?
- Is recognition by others important to you? Which matters more?
- Do you also give out golden stamps to people around you?

Homework
Write or say at least two positive traits to each member of your family or to someone in the classroom.

6. CONCLUSION (see Workshop I)

Flower of self-esteem
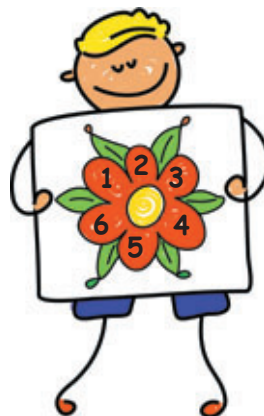
WORKSHOP III. SOCIAL INTERACTION SKILLS (I)

→ **CONTENTS**
1. Introduction (10 minutes)
2. Communication skills (155 minutes)
3. Conclusion (15 minutes)

1. INTRODUCTION

1.1. THE TREE OF EXPECTATIONS (see Workshop I)

2. COMMUNICATION SKILLS

2.1. VISUAL OBSERVATION

Duration: 20 minutes

Goal: To become aware of observation skills as a prerequisite for successful communication
Materials: None

Exercise
Participants divide into small groups. Each group needs a volunteer. Other group members take a good look at the volunteer and then close their eyes (or turn away from them). During that time, the volunteer makes seven changes (e.g., unties their sneakers, takes their sunglasses off, rolls up their sleeves, etc.). With a younger age group, four changes are sufficient. When they are ready, tell participants to open their eyes and detect the changes. The exercise lasts until each group member has detected seven changes.

2.2. NON-VERBAL COMMUNICATION

Duration: 40 minutes

Goal: To become aware of non-verbal communication
Materials: None

Exercise
1. Divide the group into two or three smaller groups and ask them to act out a familiar story or fairy tale using mime. It is important that everyone is involved. Groups should spread out so that they do not disturb each other while rehearsing the play. They have 20 minutes to agree on the show, the cast, and staging. After the rehearsal, the groups perform in the order they wish. Other students make up the theatrical audience who applauds at the end of the play and, afterwards, tries to guess which play was performed.
2. A variation of this exercise may be to give randomly selected students and volunteers a previously defined role in fairy tales and stories like Little Red Riding Hood, Cinderella, Snow White, Puss in Boots, etc. and for older secondary school students, some interesting texts, stories or novellas.

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Suggested questions for discussion
- Ask the actors how they felt. Was it hard?
- Do we know how to interpret non-verbal messages?

2.3. FACES OF EMOTION

Duration: 20 minutes

Goal: To identify non-verbal messages
Materials: None

Exercise
Participants take turns to mimic facial expressions conveying different emotions: How do I look when I am angry, disappointed, scared, anxious, hurt, lonely, proud, enthusiastic, worried, etc.? Each expression travels around the circle and participants try to imitate it and guess which emotion it is.

2.4. BAD LISTENERS

Duration: 15 minutes

Goal: To learn to listen and become aware of the problem of non-listening
Materials: None

Exercise
Participants sit on the floor in a semicircle. A volunteer leaves the room. The leader briefly instructs the volunteer to narrate, in five minutes, the contents of their favourite movie or a film they have recently seen. Then, the other participants and the leader agree that 'listeners' will give the narrator visible signs of indifference and inattention, looking in other directions, scratching themselves, cleaning their nails, looking at the clock, coughing, etc. The narrator enters, sits in the middle of the semicircle and starts talking. The role-play stops after a short time and all the listeners thank the narrator by applauding his/her efforts.

Suggested questions for discussion with the narrator
- What was happening when you were telling the story?
- How did you feel? What would you prefer to have done?
- How did you see/notice that nobody was listening?

Suggested questions for discussion with the listeners
- How do you think the narrator felt when they were talking, and you were not listening?
- How would you react if you were the narrator?

2.5. RULES OF ACTIVE LISTENING

Duration: 30 minutes

Goal: To learn the rules of active listening, 'I-messages'[47] and paraphrasing
Materials: Large paper and thick markers

47 I-messages are sentences that use direct form, speaking about oneself, not about others. These are milestones of universal communication skills.

Exercise

1. Participants divide into two groups and sit in two concentric circles. On a given signal, those sitting opposite one another start talking about a given theme with their partners, so that the ones from the outer circle talk, while those from the inner circle listen. They have five minutes to talk about one topic. Then, the same theme is carried over to the inner circle, and those from the outer circle now listen. Make sure that the circles are large enough for participants not to interfere with each other while talking. Listeners are asked not to interrupt ("Why did you..."), nor give advice ("You could..." "You should have..."), nor mention their own experiences ("I was also…"). Topics discussed should have a personal character (happy, funny, or exciting experiences). They may be related to friendship, love, successfully completing a task, and may be a pipe dream. Participants speak in the I-FORM about how they felt when something happened that they are now talking about (maximum of two subjects).

Examples of topics
- My funniest experience.
- When I was most angry.
- Imagine that you are a mighty king or queen.
- What would you do for the children of this school?
- What would you want for your birthday?

2. Afterwards, everyone shifts one place to the left and changes partners. Introduce another issue, a new process and new rules. Before the other member of the pair speaks on the same topic, s/he repeats what s/he just heard. It starts with the sentence, "If I understand correctly, you are…" Participants are told that this is called paraphrasing, to repeat in their own words what they have heard about the topic, the main facts and the feelings. This helps in making sure that our thoughts have not wandered off, and for the one who speaks to better see the other's point of view ("If I understand correctly, you have been banned from their group, you were no longer told when and where the group was meeting – and you were angry and offended."). The same pair then switches roles.

Suggested questions for discussion
- Which did you prefer – to listen or to speak?
- How did you see that the other person was listening?
- Which topic was the most interesting to talk about?
- Are you satisfied with how your partner explained what s/he heard?

Conclusion

"Most people prefer to speak than to listen. Moreover, while others are talking, they are thinking of what to say next when the other party stops talking, or they interrupt in mid-sentence. This can be seen as disrespectful or as a personal attack and can result in a complete misunderstanding. If we do not hear what is important, we can act completely inappropriately. Parents often do not listen to what their children are saying. Many children do not have a habit of listening to one another. If you want to be good peer helpers, it is important to listen, and to know how to listen. What do the ones who know how to listen do?"

3. Participants divide into three groups and write together on a large piece of paper all the things they did not do while they were the listeners, and then they compare: WE DID NOT… (interrupt, jump in, take somebody's turn, attack, mock, etc.). Based on this, we conclude that a good listener……. The three groups write down on another large sheet of paper all the things they did while they were listeners. Put all these sheets on the board and read them together.

For example, the list may consist of:

We did	We did not
LOOK AT THE SPEAKER	INTERRUPT
LISTEN PATIENTLY	TAKE SOMEBODY'S TURN
LEAVE A SILENT PAUSE FOR REFLECTION	ATTACK
SMILE	SPEAK OF OURSELVES
SEE YOUR PERSPECTIVE	IMPOSE OUR OWN ADVICE
RETURN BACK WHAT YOU SAID	LAUGH AT YOU AND HUMILIATE YOU
ACCEPT WHAT YOU SAID (WITHOUT EVALUATION OR ASSESSMENT)	ACT AS 'CLEVER ONES'
ENCOURAGE YOU THROUGH POSITIVE GESTURES	

2.6.   THE LANGUAGE OF THE SNAKE AND THE LANGUAGE OF THE GIRAFFE

Duration: 30 minutes

Goal: To establish the distinction between accepting and rejecting speech (accusations, attacks, aggression); active listening; empathy; recognizing and naming emotions; I-messages; development of listening and attention skills

Materials: Pre-prepared situation cards (cards of snakes and giraffes), colourful box for cards, board and chalk or flip-chart paper and a marker

Exercise

1. The group leader tells the participants, "Now we will perform an exercise in which we will rehearse the speech of acceptance and the speech of rejection. First, we will show you two different ways of acting in the same situation. You will try it and, afterwards, we will talk about it." Then, the leader reads to the whole group the text from the TEACHER card, in the most expressive way possible, first in the language of the snake and, then, in the language of the giraffe. Afterwards, the leader asks the group members to note the differences between these two ways of speaking.

Instruction for the leader

Explain to the participants that the **language of the snake** is *cold* and *offensive*. A person who speaks in this way criticizes, blames and labels other people and does not give them the opportunity to justify themselves. The **language of the giraffe** is *warm*, *friendly*, *honest*, and *expresses feelings and desires*. This type of speech is open and is an invitation to continue the conversation. The characteristics of each language can be written on the board.

2. The remaining cards are placed in a colourful box and twelve volunteers draw alternative snake and giraffe situation cards.

Instruction for the participants

"You should now read your card several times and be prepared to act out in front of the group the situation described in the card as faithfully as possible." Invite the first volunteer to read their card, and then the second volunteer whose card should describe the same situation but in the opposite language.

Participants who did not draw a card are given the instruction: "Now listen carefully and watch the others act out situations so we can later talk about them." Once all situations are performed, encourage the discussion both with the participants who spoke in the snake's language and those who spoke in the giraffe's language. Repeat to them the difference between the language of a snake and that of a giraffe. Display a formula for the language of the giraffe.

Formula for the language of the giraffe

SPECIFIC BEHAVIOUR ......MAKES ME FEEL .. I NEED/WANT/WISH...
WHEN THIS HAPPENS ......I FEEL.............. AND I WOULD ASK YOU TO...
                                        I NEED...
                                        I WANT...
                                        I THINK...

Ask the students how they felt while they were performing, how the observers felt, and whether they would have performed some situations differently.

Suggested questions for discussion

- What are the languages of the snake and the giraffe like? Do we all sometimes use the language of the snake? What happens to us then? What are the reactions of those whom we address? What are the reactions of people to whom we speak in the language of the giraffe? What happens when we are using the language of the giraffe?
- When do we use the language of the snake, and when the language of the giraffe?
- How did you feel while you were performing in the language of the snake, or that of the giraffe?
- How do you feel when people with whom you are talking use the language of the giraffe or that of the snake?
- Which language encourages conversation and which does not?
- How did you feel as observers? How did the performers feel?
- List a few examples of snake and giraffe language from everyday life by parents, siblings, school, friends, neighbours, relatives, etc.
- What have we learned from this exercise? Which language is more useful? Which language do people use more often?

3. **CONCLUSION** (see Workshop I – use the same feedback procedure.)

Interactive situation cards

Language of the snake	Language of the giraffe
GIRL You made me wait for a full hour.	**GIRL** I am angry because I have been waiting for quite a long time. I want you to respect our arrangement.
CONDUCTOR Get your feet off the seat! Do you keep your feet on the table at home?	**CONDUCTOR** Please do not keep your feet on the seat. I would like other passengers to be able to sit on a clean seat.
DRIVER Why are you even driving a car if you don't know how to park it?	**DRIVER** Could you please move your car a bit, you closed in my exit. It makes me mad, I am in a hurry, and I cannot leave.
PARENT Every day you come home late from school but today you really did it!	**PARENT** I am worried when you come home so late. Generally, I would like you to come home earlier, to see each other more often, to gather the whole family. When you stay out for so long, I am scared that in these worrisome times somebody might harm you.
PRINCIPAL You, Miss, are always late for school!	**PRINCIPAL** I noticed you were a little late today. I would like the school schedule to be orderly so please try to come in on time.
SALES PERSON Why are you looking around the shelves so much? Merchandise should not be touched.	**SALES PERSON** Excuse me, but other customers next to you would like to take something from this shelf. Can I help you find what you are looking for?
TEACHER This is not the first time you came without homework.	**TEACHER** I would like you to excel in maths so I am dissatisfied that you are not doing your homework.

WORKSHOP **IV.** SOCIAL INTERACTION SKILLS (II)

→ **CONTENTS**
1. Introduction (10 minutes)
2. Assertiveness (80 minutes)
3. Cooperation (30 minutes)
4. Helping (45 minutes)
5. Conclusion (15 minutes)

1.   INTRODUCTION

1.1.   THE TREE OF EXPECTATIONS (see Workshop I)

2.   ASSERTIVENESS

2.1.   DISCUSSION

Duration: 10 minutes

"During our last workshop, we talked about many new concepts and we practised some skills.
• What do you remember from the last workshop?
• Do you recall the language of the snake and the language of the giraffe that we discussed during our last workshop?
• Did you in the meantime try to speak in the giraffe's language?
• In which situations did you speak like the giraffe, and in which did you speak like the snake?
• Can you think of any situations in which you could have said something in the language of the giraffe but did not? How would you phrase it now in the giraffe's language?"

2.2.   HOW TO SAY 'NO'

Duration: 30 minutes

Goal: To learn how to say 'NO'; make decisions; advocate for oneself and one's rights
Materials: None

Exercise
Divide the students into pairs. The task is for one to try to get something that the other person possesses or wears (glasses, watch, shirt, pen, etc.), using any verbal means of persuasion that they can think of. The task of the other person is not to give what is demanded from them. The roles are then exchanged. When a pair finishes this game, they switch partners in order to experience different methods of persuasion and practise different methods of rejection.

Suggested questions for discussion
• How did you feel in the role of the person who was seeking and in the role of the person who needed to say 'NO'?

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- Which role was more difficult?
- In what way was it different with different partners? What did you learn from this exercise?
- Did it occur that you wanted to say no, but for some reason you were persuaded? Why and in what situations should you know how to say 'NO'? If a person knows how to say 'NO', what does that say about him/her?
- Who managed to get the required item? How did you manage to get this? Were there similarities in the methods used by others who received the requested item?
- How does this situation look in real life? Can you think of a situation with a friend, sister or brother from everyday life that reminds you of this exercise?

2.3.   I HAVE THE RIGHT

Duration: 40 minutes

Goal: To distinguish between effective self-advocacy and ineffective self-advocacy, or self-advocacy at the expense of others

Materials: Large sheets of paper; a poster with a list of strategies

Exercise

Place a large poster with a list of good choices for strategies for self-advocacy on the board. It is important to emphasize that self-advocacy should not be at the expense of others. Divide students into three groups to role-play: a) children who suffer from bullying, b) children who bully and c) children who respond to bullying. Give each group a brief written instruction:

"Each of you represents an individual who has some or all of these characteristics:

First group: By mocking and ridiculing those who are somehow different from the majority, you push them away from your group. You are prone to fighting and shoving others. You force those who are weaker than you to do what they do not want to do. You have destroyed several things belonging to people from the classroom because you were angry. You like to take revenge, you get mad quickly, act self-important and want to be the boss of the classroom. You often spread false rumours about people from the classroom, etc.

Second group: You are withdrawn, shy, often alone, physically weaker, poor, insecure, quiet and awkward in the schoolyard and an unfortunate student.

Third group: You are confident, know how to self-advocate, peaceful, calm and benevolent. You help others, are a good and trustworthy friend, respect all those who are different, and are popular."

The leader reads statements from the poster 'I have the right'. The task of a volunteer from each group is to provide examples of behaviour that are characteristic of their group (e.g., think of a sentence that would convey the character type they represent). In addition to the content of the message, attention should be paid to the tone, pronunciation and accompanying gestures, in such a way that the third group has a corrective function. This is why their 'performance' should be the last one. Hence, for every 'right' there are three examples. In order to make the task easier, the leader reads 'the examples in brackets' accompanying each of these 'rights'.

Suggested questions for discussion

- How do we self-advocate? How did each group do this? What do you think about these three ways?
- What did the second group miss? What was the first group like?
- What did you not like? Will the groups achieve what they want?
- How can the first and second group fix their mistakes?
- What do we do when we are provoked and mistreated? What are well-chosen strategies in such situations?

POSTER FOR THE BOARD
The text in capital letters indicates examples that are not written on the poster, but are said by the leader of the workshop.

I have the right to:

- **seek what I want – even if I never get it**
  (GIVE ME SUPPORT BECAUSE I FEEL MISERABLE)

- **express my ideas – even when people think they are stupid**
  (MAKE A COOLING OFF AREA IN THE CLASSROOM)

- **have my feelings – even when others think that I should not feel that way**
  (MY DOG DIED)

- **make mistakes – especially if I did everything I could**
  (TO BREAK UP A FIGHT)

- **always try again – even if others think that I will not succeed**
  (HELP RECONCILE WITH FRIENDS AFTER AN ARGUMENT)

- **change my mind sometimes – even if others think that I should not**
  (I DO NOT WANT TO GO OUT WITH YOU)

- **be appreciated and treated with respect – even when my actions are criticized**
  (YOU MESSED UP DURING SCHOOL COMPETITION, BUT OTHERWISE YOU ARE A GOOD FRIEND)

- **sometimes say 'NO' and not feel guilty**
  (I WILL NOT DRINK BEER ON THIS BIRTHDAY EVEN THOUGH I AM PART OF THIS GROUP)

- **complain when something is not fair – even when I have to accept it**
  (I GOT A 'D' FOR THE SAME NUMBER OF POINTS FOR WHICH MY FRIEND GOT A 'B')

- **be proud of MY achievements – even if it upsets others**
  (I CAN JUMP THE FURTHEST IN GYM CLASS)

Step 3.

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3.   COOPERATION

3.1.   ASSEMBLING THE SQUARES

Duration: 30 minutes

Goal: To develop cooperation among group members to achieve a common task; develop a sense of group cohesion and group solidarity, and a sense of teamwork and respect for others; practise group problem-solving and non-verbal communication

Materials: Envelopes – one for each participant; multicoloured A4 paper from which to make sliced triangles; envelopes prepared in advance containing parts of the triangles that each participant should assemble (four triangles in the end should form a square)

Instructions for the group leaders: Cut four triangles according to the outline. Below is a chart that shows how to cut the triangles into three parts, following the lines inside each triangle. Place the parts in four separate envelopes in such a way that one cannot assemble a triangle out of the three elements that are in each envelope.
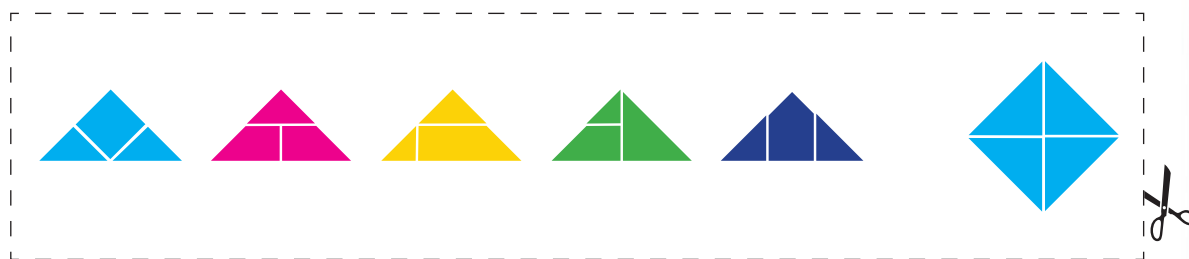
For lower grades, the triangles can be coloured (meaning that the triangle assembled by each child will be unique). For the upper grades, triangles do not need to be coloured – making the task more challenging.

Exercise
Participants divide into groups of four. Each person in the group receives one closed envelope of four shapes that make a unit containing all the necessary parts of a triangle.
The task of all groups of four is to MAKE ONE COMMON SQUARE.

- Each person in the group should assemble a triangle out of three parts.
- The only way any participant can get all the pieces necessary to make his/her triangle is to receive a piece from another participant or for the group to organize a shared communication space in the middle of the table where everybody can put their pieces.
- There should be no talking during this exercise.
- All the triangles in the group have the same size and consist of three parts.
- The winner is the group that first solves the puzzle. It should receive a small prize – badges or a certificate issued by the group leader.

The aim of the exercise is to assemble a common square!

Suggested questions for discussion
- What was the purpose of the exercise?
- How did you feel while you were solving the puzzle?
- How did the collaborative relationship work? Was there one? Was it difficult to exchange parts of the triangle without speaking? How did you feel while you were collaborating?
- Is it easier to do something alone or with others?

4.   HELPING

4.1.   THE TELEPHONE CALL

Duration: 45 minutes

Goal: To practise the skill of active listening, provide support, and help a partner to find a solution to the problem
Materials: Phone call cards with text, chalk

Exercise
This is a role play in pairs. Participants sit in two concentric circles with their backs turned, imagining that they are having a confidential telephone conversation. One participant tells the other about his/her problem. Participants from the outer circle receive phone call cards with the description of roles and situations that their partner does not see. After reading their card, they have to call their partner and talk to him/her about their problem but without revealing it immediately (as if hesitating to explain it). The partner who is sitting behind will encourage them to talk, try to understand their feelings and give them support (but not advice). Through appropriate questions, the partner will guide the person who calls towards a solution that, in the end, will be their own decision. When the participant with the problem reaches a solution, the conversation is over.

Recommendations
Before the exercise, repeat the rules of active listening and the definition of empathy. Work through OPEN and CLOSED questions to provide deeper insight into the problem. Ask students how OPEN and how CLOSED questions begin. Write some suggestions on the board.
Subsequently, a volunteer can act out the first role-play game in front of everybody. The group leader will personify an encouraging friend who uses open questions, thereby demonstrating the task and the rules. Then, move on to practise in pairs.

It is the problem-definition process that helps a person who is facing a problem, not the 'solutions' and tips that we often tend to impose on others. People need to reach their own decisions, understand their own problems, and explore all the possible solutions and consequences of these options. We can help by understanding, listening and asking the right questions.
In any discussion, we can use two types of questions: CLOSED questions, to which we respond with YES or NO, but they stop the process of independent reflection and finding a solution. Whereas, OPEN questions, such as "What do you think is the simplest thing you can do?" "What do you think would help you?" "Do you have any idea about how to behave now?" allow the person who has a problem to think about their situation and examine various possible solutions.

5.   CONCLUSION (see Workshop I)

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Phone call cards

"I was attacked by a group of boys from school when I was coming home yesterday. They say it was revenge because I was a tattler.
I don't know what they are talking about, but I'm afraid."

"I feel lonely and anxious. No one understands me.
I try to fit in, but I am too different."

"I hate tattletales, but today I tattled on someone from the classroom to the teacher."

"When I am mad, I literally go wild.
I have to hit the one who made me angry."

"They mock me when I don't know the school material.
They call me dummy, idiot, cretin."

"I do not have modern and expensive clothes and the girls from my classroom do not want to go out with me. Although they have never said that they were ashamed of me, I think that is the basic problem."

"Every day, a boy from a higher grade stops me in the school restrooms and asks me for money. If I say that I don't have any, he hits me in the stomach and threatens me."

"I am an excellent student. I consider cutting class stupid, and I never do this. The boys from the classroom beat me up."

"Both girls and boys in my school call me derogatory names. They say that I have kissed a few boys. This is not true, but I cannot prove it."

WORKSHOP V. SOCIAL RESPONSIBILITY AND CONTRIBUTION TO THE COMMUNITY

→ **CONTENTS**
1. Introduction (10 minutes)
2. Rights (30 minutes)
3. Stereotypes (40 minutes)
4. Discrimination and isolation (80 minutes)
5. Conclusion (20 minutes)

1. INTRODUCTION

1.1. THE TREE OF EXPECTATIONS (see Workshop I)

2. RIGHTS

2.1. QUARTETS

Duration: 30 minutes

Goal: To develop cooperation and group decision-making with respect to children's rights
Materials: Pen and paper for each participant; summarized text of the United Nations Convention on the Rights of the Child

Exercise

1. Participants are divided into two groups. They sit in a circle. Each student gets a sheet of paper and a pen. The instruction is: "Let everyone, for themselves, write four words/sentences on their paper in response to the following question: What rights should be provided to children of your age?" – (5 minutes)

2. "Once you have written down the four rights that you think should be recognized to children of your age, pair up with someone from your group. Together, list the eight rights on a sheet of paper and extract four rights that both agree in common." It is important not to add new rights, but out of the eight find the four both participants agree are most important.

3. Once participants complete the second assignment, each pair joins with another pair from the group and shares their respective four rights. Then, both pairs (four group participants) decide which four rights are agreed in common and list them.

4. This process is repeated so that two groups from the second assignment join and create a new combination of four commonly agreed rights. The instruction may be the following: "Now, sit again in a circle. List eight rights on the paper (four from each group) and again, this time as a group of eight members extract four rights agreed in common. In this way, you will get four common rights that your group of eight believes should be guaranteed to children of your age. Your rights will be compared to the rights of the other group to see how similar or different they are."

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Suggested questions for discussion
- How did you agree on the ideas?
- Was it harder (or easier) as the group got larger?
- To what extent are you satisfied with the final choice of children's rights?
- What do you think about this process of joint decision-making?
- How does your quartet differ from the other group?
- If the quartets differed considerably, what contributed to this difference?
- If the quartets were similar, what contributed to this similarity?

After the discussion, participants are given a summarized text of the Convention on the Rights of the Child. Participants compare the rights of their quartet with the rights contained in the summary to see whether the rights they have written down fit with the categories found in the Convention on the Rights of the Child.

- Would your quartet look the same if you were to repeat the exercise?
- How did you like this exercise?

3. STEREOTYPES

3.1. WHAT ARE YOUR NEIGHBOURS LIKE?

Duration: 40 minutes

Goal: To encourage students to notice how stereotypes are a form of discrimination and to challenge typical stereotypes
Materials: Markers, shoeboxes (16), envelopes containing one word that refers to the members of a certain profession, a particular group or gender

Exercise
1. Start this exercise with a game of word association regarding labels applied to members of a profession, group or gender (e.g., dentists, models, blondes, or football players). In the middle of the circle, place envelopes with a word inside that denotes a member of a profession, gender, class, or other grouping.
The student who starts the game draws an envelope and reads the card inside. If the word on the card indicates a group to which the player belongs (e.g., blonde), s/he must return it to the centre of the circle and draw a new one. If it does not, then they read the card aloud. The person to their right must say the first thing that comes to their mind in response to the word. For example, if a student reads out the word 'blonde', the person sitting to their right will say what comes to their mind in connection with that keyword. Then, the next person in the circle draws a new keyword – it is important that the person does not belong to the group named on the card – and the one sitting next to them states their association. In the second round, roles are switched and the ones who were previously associating now speak the keywords.

Suggested questions for discussion
- What did you think, feel, and see while playing this game?
- Were you able to quickly find associations?
- Were there any associations that were difficult to speak about?
- Which words did you blank on?
- Did you choose some unusual words?
- Why? How did you feel at that time?

2. Continue by posing a question as to whether the students know what **stereotypes** are. Explain briefly that stereotypes are images or ideas in which one set of features (whether desirable or undesirable) is attributed to all members of a group or to the group as a whole.

3. Afterwards, each participant receives an empty shoebox. If it is not possible to organize enough shoeboxes, the exercise can be done on paper and each student can instead write on paper a member of some profession, gender, group, or other category, depending on which envelope they draw. Then, everyone passes his/her paper to the person on their right. As the papers circulate, everyone will attribute to every group, a 'typical' feature. If we have enough boxes, students are divided into groups of four and are told that in this activity they will pull out one of the cards contained in the envelopes. After they pull out the card, each student writes on the cover of his/her box the profession, group or gender that they drew (e.g., Models are… Computer geeks are… Blondes are… Football players are… Dentists are… Merchants are…) and sends it to the right so that all four members of the circle write down on the four sides of the box 'typical' features of the category stated on the box. When the box is returned to its owner, they write their stereotypes as well.

4. In the end, the boxes are formed into a WALL. Each 'brick' (shoebox) can be read. Certain statements may prompt discussion. After debating about a particular member and the stereotypes attributed to them, the brick is removed from the wall.

Suggested questions for discussion
- Is there anyone here who is a member of one of the categories on the WALL? How do you feel?
- Do you know someone in the WALL? Do you think the same about that person as is written on the WALL?
- What typical features do you have?
- How do you interpret this WALL?
- Is there a group that you would want to belong to? Why?
- What do you think about the fact that we placed someone in this WALL without being previously introduced to him/her?

Categories in the envelopes could include:

MODELS ARE...
BLONDES ARE...
MERCHANTS ARE...
COMPUTER GEEKS ARE...
FOOTBALL PLAYERS ARE...
WEALTHY PEOPLE ARE...
OPERA SINGERS ARE...
DENTISTS ARE...

MANUAL WORKERS ARE...
DOCTORS ARE...
POLICE OFFICERS ARE...
EXCELLENT STUDENTS ARE…
GYPSIES ARE...
SINGLE CHILDREN ARE...
THE UNEMPLOYED ARE…
BOSSES ARE…

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4.   DISCRIMINATION AND ISOLATION

4.1.   BREAKING THE CIRCLE

Duration: 30 minutes

Goal: To experience how it feels to be a part of a minority or majority; to analyse the strategies that we use in order to be accepted into a group; to become aware of when and in which cases we want to be part of the minority/majority

Materials: Pen and paper for each observer

Exercise

1. Ask for two pairs of volunteers. When the first two respond, tell them that they have just been nominated for the role of 'observers' in this exercise and that their role is to record the behaviours they perceive. Explain to the second pair of volunteers that the rest of the group are their friends whom the leader has just awarded a holiday on the coast. Both volunteers really love this group but, for some reason, the group has turned their back on them and they have become 'outsiders'. They want to get back into the group and have a beautiful summer vacation, but the group will accept them back only if they manage to break into the circle and re-enter the group.

2. The observers should record the following: What are the people from the circle talking about? What are they telling the outsiders? What are they doing? How are they acting to prevent the outsiders from breaking into the circle? And what are the people who are trying to break into the group talking about and how are they behaving? The observers are told to record all the strategies used by the ones trying to break into the circle and all those used to prevent them from doing so.

3. The participants in the circle are asked to form a stronger circle by standing 'shoulder to shoulder' in such a way that there is no free space between them. Those trying to break into the circle try to reach their goal by any possible means, while those forming the circle try to prevent them from doing so.

4. Participants have two minutes to break into the circle. After the time expires, they join the group forming the circle regardless of whether they succeeded in breaking into the circle or not. Other students take on the roles of outsider and observer.

5. In the event that there is any sign of aggression, the leader should immediately stop the activity. Students are informed about this beforehand. Once all participants have completed the exercise, they come back into the circle. During the discussion that follows, try to record on a flip chart the methods most commonly used by participants to enter the circle; all the behaviours used by the outsiders to break into the circle and return to their group; as well as behaviours used by the group to prevent them from doing so. Summarize which behaviours were most often repeated.

Suggested questions for discussion
- What happened and how did participants feel as 'outsiders'?
- How did those who formed the circle feel?
- In your opinion, how did those who were thrown out of the group that they loved and belonged to feel? How did those who were never accepted by the group feel?
- Do you remember any specific situations in which you felt like an 'outsider' in relation to a group, or a situation in which you desperately wanted to be part of that group?

4.2. STEPPING OUT

Duration: 45 minutes

Goal: To foster empathy towards those who are different; increase awareness of differences; understand the consequences of belonging to a particular social group or a minority

Materials: Envelopes with role cards (one per participant); paper with claims/issues, plenty of space (large room)

Exercise

1. In this exercise, group members try to act out a role to the best of their knowledge and respond to specific questions from their role's perspective.

Distribute envelopes containing the role cards. Each participant receives an envelope containing one role. At least three participants should draw a card that tells them to be themselves. Emphasize that their roles should remain undisclosed and should not be shared with others. The roles are secret.

2. Participants stand side by side in a line and contemplate their roles. Ask them some questions that will help them to prepare for their roles. Pause after each question to give them time to think about their roles.

Suggested questions for discussion

- What is your childhood like? What kind of house do you live in? What are your parents' professions?
- What is your daily life like? What do you do in the morning, afternoon, and evening? What do you do during the holidays? Where do you go? What do you do in your free time?
- What are you afraid of? What makes you happy?

3. The leader reads statements relating to various situations and events. Each time, participants move forward if they can answer 'yes' to a particular statement. If they cannot answer affirmatively, they remain where they are. The statements are read one by one with a long pause between them, so that participants have enough time to determine whether they are allowed to step forward, and to look around and see where they stand in relation to others. In the end, everyone writes how they felt in their role.

Suggested questions for discussion

- How did you like this exercise?
- How did you feel when you were not allowed to step forward?
- How did you feel when you were allowed to take a step?
- When did you realize that others were not moving as fast as you were? (Ask those who stepped forward most.)
- Could you guess who was who? (Read some extreme roles.)
- How easy was it to play the role you were given? How do you imagine the kind of person that you played?
- Are you sure that the information and 'images' you had about people you played are real, or are they based on prejudices and stereotypes?
- Does this exercise represent our society in some way? How?

Note: It may happen that participants say that they are not acquainted with the life of the person they have to play and that they cannot identify with the role. Tell them that it is important to try to use their imagination as much as possible.

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Roles

You are 14 years old You are poor You live with your dad who is an alcoholic	You are 13 years old Your parents are unemployed You are poor
You are 13 years old School is hard for you because you have problems with studying and you are teased about it	You are 12 years old Your parents are rich
You are 14 years old You are a young pop star You have a lot of fans	You are 12 years old You live with your mom Your parents are divorced Your mom is really strict
You are 13 years old Your dad frequently beats you and your mom Only your dad works, but he does not give you or your mom enough money for a quality life	You are 14 years old You do not have many friends You are often insulted in school
You are you	You are you
You are you	You are you
You are 13 years old You have straight A's and many friends You get along well with your parents	You are 11 years old You are in a wheelchair You recently moved to a new area
You are 14 years old You live with your grandparents Every day you travel to the city to go to school	You are 12 years old You live in a foster home because your parents neglected you

Statements

1. You always have enough money to buy yourself chocolate whenever you wish.
2. You have your own room.
3. You are allowed to invite your friends over to your house whenever you wish.
4. You are not afraid when going home.
5. You like to go to school.
6. You spend all of your school holidays on the coast (or some other fancy place).
7. Your dad drives an expensive car.
8. You can buy expensive clothes.
9. You have the latest cell phone.
10. You have many friends.
11. You get along well with your parents.
12. You are allowed to go to the movies whenever you wish.
13. Your clothes are neat and clean.
14. You have a person to whom you can turn for advice whenever you need it.
15. You are invited to everyone's birthday parties.
16. You have two credit cards that are in your name.
17. Your clothing is always entirely new, not inherited from someone who is older.
18. There is always food in your house.

4.4. THE BALL OF WOOL

Duration: 5 minutes

Goal: To increase group cohesion and a sense of belonging to a group
Materials: A ball of wool

Exercise
Students stand in a circle. The leader starts the game by throwing a ball of wool to a participant in the circle but keeping the thread in his/her hand. Throwing the ball, the leader says loudly what s/he wants to send to that person: a kind wish or some particular object, something that the person does not have or something that would make them happy. With the ball, one can, for example, donate a trip to the Wild West, a ship, an 'A' in mathematics, but also the love of a particular person, a smile, a beautiful day, a happy return home, peace, etc. Participants continue to throw the ball of wool to one another until all are connected in a network by a strand. It is a symbol or picture of an interconnection, and the gifts that we give each other are what truly build and strengthen bonds among people.

Suggested questions for discussion
- What does this network mean to you? What does it show?
- Why do you think you were encouraged to give each other these gifts? Do you have a greater sense of bonding?

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4.5. CONCLUSION

- The final questionnaire
- Agreeing about the next meeting
- Conversation about how students could contribute to reducing violence in their schools by using the knowledge and skills acquired during these workshops and initiating activities at school.

APPENDICES FOR PEER SUPPORT WORKSHOPS

APPENDIX 1.
Public invitation
This text, adapted to local circumstances, can be displayed in a visible place in the school as a public invitation to students or copied as a separate paper to be read by teachers to their classes.

Your attention please!

Within the framework of the programme, 'For a Safe and Enabling Environment in Schools', a peer support programme entitled, 'From myself, to helping others', has been set up in our school. The goal of this programme is to find better and more constructive ways of communicating, provide additional support to children who suffer from violence, help those who violate our values and rules and work on the development of mutual trust, cooperation and support in the classroom and school. All the above-mentioned goals will be worked through by the members of the peer support programme together with their leaders.

The group members will meet once a week for three hours. Five meetings will be held in total. Afterwards, the group will continue to meet according to a plan adopted with the leaders and the school psychologist. Leaders will oversee the work of the group and help them achieve agreed tasks and activities to support colleagues in the classroom and school. Two students from each classroom will participate in the peer support programme.

It is important that group members who apply truly want to participate and that they see themselves as people who respect differences, do not tolerate violent behaviour, and fight for their ideas through discussion and non-violent behaviour. Think about your self-image and behaviour. With a close friend, you can investigate how others perceive you. Are you the right person for this programme? Think about it.

We will notify the parents of those among you who want to be involved in the group and get their permission for you to attend according to the agreed schedule. All those who wish to participate in this programme should let us know tomorrow, by the end of the school day.

APPENDIX 2.
Questionnaire to be applied prior to the training workshops

Questionnaire for peer helpers, 'From myself, to helping others'

First and last name:_____

We would like to know what you think about violent behaviour. Please read carefully the questions listed below before answering them.

1. List the three forms of bullying that, in your opinion, are the most painful for the victim.
   (a)_____ (b)_____ (c)_____

2. Can you list some other forms of bullying?
   _____

3. How many friends do you have to whom you can tell something very intimate without the fear of it spreading around the school?_____

4. Estimate how hard it is for you not to reveal a secret that someone confided in you (circle one number).
   1_____2_____3_____4_____5
   It is easy to keep silent about it   It is hard to keep silent about it

5. What do you usually do when you realize that someone in your classroom or school is being bullied?
   _____

6. How do you feel in relation to this problem (circle one number)?
   1_____2_____3_____4_____5
   Helpless   I can do a lot

7. Estimate how popular you are in the classroom. How much do other students like you? (Circle one number)
   1_____2_____3_____4_____5
   I am not liked   I am liked by all

8. Briefly give a reason (or reasons) you want to be included in this group.
   _____

9. Can you commit to attending all five workshops?
   (Mark the answer with an X) YES_____ NO_____

Thank you!

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APPENDIX 3.
Sample letter to parents

Dear parents,

As you know, our school, _____, participates in UNICEF's campaign, 'Stop Violence Among Children'. One of its activities is the establishment of a peer support programme, 'From myself, to helping others', which promotes cooperation, caring, mutual respect and friendship among students.

As part of this programme, workshops will be organized for all interested students with the aim of raising awareness of their own strengths and abilities, improving their social and communication skills, engaging in collaborative relationships and learning ways to stand up for themselves and for others. After completion of the workshops, the group will continue to meet regularly to undertake joint activities, work on the empowerment of group members, and put into practice the skills acquired.

Your child has voluntarily applied and has shown an interest in participating in this group. Please indicate your consent to their participation by signing below.

The School Coordination Committee

I agree that my child joins the peer support programme, which includes participating for a total of 15 hours in educational activities to be held at (__o'clock) from _____to_____, 20__ (date) and that s/he actively pursues the tasks and activities of the group in his/her classroom and school.

_____
(Signature of parent / guardian)

APPENDIX 4.
Questionnaire to be applied upon completion of the training workshops

Questionnaire for peer helpers participating in the programme: 'From myself, to helping others'

First and last name:_____

We would like to know your thoughts about peer violence after attending these five workshops. Please read carefully the questions listed below before answering them.

1. List three forms of bullying, which, in your opinion, are the most painful for the victim.

    (a) _____

    (b) _____

    (c) _____

2. Can you do something to stop the violence in your school? How do you feel in relation to this problem? (Circle one number)

    1_____2_____3_____4_____5
    Helpless   I can do a lot

3. How can you help children who suffer from bullying? Circle two ways that seem appropriate to you:

    (a) Listen to them.

    (b) Refer them to adults to whom they can report the problem.

    (c) Help them through discussion to figure out ways to prevent or stop bullying.

    (d) Provide support and emphasize their personal strengths and virtues (to help empower them).

    (e) Involve the student who suffers from violence in my group of friends.

    (f) Socialize more frequently with them and show them that they are not alone.

    (g) Frequently associate with students who suffer from violence in order to prevent violently behaving students from getting closer (in the schoolyard or on the way to and from school).

    (h) Other ways_____

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4. How can you help those who violate the rules and behave violently? Circle two ways that seem appropriate to you:

    (a) Invite them to participate in a group where you are a member.

    (b) Show them ways to cope with their anger or frustration.

    (c) Calmly inform them that their virtues are far more appreciated by those around them than their violent behaviour.

    (d) If you see that they want to change their behaviour, assist them to seek help from adults at the school.

    (e) Assist them with some difficult task and show them the meaning of friendship.

    (f) Other ways _____

5. Circle one of the ways that you find suitable for influencing 'bystanders of violence' in your classroom:

    (a) Point them to the rule that the violently behaving student is currently violating.

    (b) Encourage them always to tell some (particular) adult at the school when they observe violence (explain the difference between tattling and confiding in adults).

    (c) Encourage them not to support violent behaviour by cheering for the violently behaving student (commit to creating a climate in which violence is not tolerated).

    (d) Encourage them to notice the different types of violence (cursing, derogatory name calling, teasing, insults, threats, humiliation, intolerance of diversity, etc.)

    (e) Other ways_____

6. Did you like the workshops for training the peer helpers?

    1_____2_____3_____4_____5
    No   Very much so

7. Do you want to continue working in the group providing support to those who need it?

    1_____2_____3_____4_____5
    No   Very much so

Thank you!

APPENDIX 5.
Further exercises

THE WIND BLOWS – *stimulating the dynamics and stretching*
Place chairs in a circle – one chair less than the number of participants. The person in the middle begins by stating, "The wind blows for all of those..." (Think of a characteristic, trait, or behaviour, such as wearing glasses.) The students who have this characteristic – those who wear glasses – must hurry and switch seats, but should not sit down immediately at the first seat next to them. The participant who fails to find a chair to sit continues on...

WORDS AND ACTIONS – *for better concentration and entertainment*
The first participant in the circle makes a single action. For example, s/he says, "I am cooking," while pretending to do some other activity, such as typing. Subsequently, another participant acts out the one thing that the previous person said ("I am cooking,") while saying something entirely different, "I am scratching my nose." The game continues in a circle.

RAINFOREST – *raising the group's energies and breaking the monotony*
While standing in a circle, the leader begins to rub his/her hands. The participant standing next to the leader repeats the gesture, then the next student, and so on. When it comes again to the leader, s/he snaps fingers and, again, all do the same, one by one. Then, the leader claps hands, beats hands on hips, stamps feet and then repeats all the sounds in reverse order until all are silent again. This should sound like a storm in the jungle: beginning quietly, growing, and finally dying down. It is important that each participant mimics the person to his/her right, not the leader. The leader must wait for all to finish one 'action' before moving on to another.

UNTANGLING – *for group cohesion*
The group stands in a large circle, eyes closed. They move slowly towards each other with outstretched arms, until everyone is holding hands. Then, the leader tells participants to open their eyes. The group is now in an intricate knot. With their eyes open, still holding hands, they should try to untangle and form a circle in which they are holding hands.

APPLES AND ORANGES – *concentration, physical activity for cheerful mood, between two static exercises*
All the participants sit in a circle while the leader stands in the middle. There is no chair for the leader, only for the participants. The leader starts calling participants, "You're an apple," "You're an orange," etc., including him/herself. When the leader shouts apples, all apples must trade places with the other apples. The same goes for oranges. One participant will be left in the middle. When the person in the middle calls "mixed fruit," everyone must trade positions.

TRASH BIN, WASHING MACHINE, TOASTER – *stretching, concentration*
TRASH BIN – All participants stand in a circle. The leader is in the middle and says, "TRASH BIN," pointing his finger at a participant. That person needs to jump in place and those to the left and right should mimic the action of squeezing the bin pedal with their foot. If any of the three participants make a wrong move or forget their movement, they have to enter into the centre of the circle and give instructions to the others (this must be done quickly).
WASHING MACHINE – All participants stand in a circle. The person in the middle spins (like spinning a hula-hoop). The ones on the left and right make a circle around that person by holding hands.
TOASTER – All participants stand in a circle. The person in the middle jumps in place and those to the left and right hold hands and place them behind the person who is jumping.

Exercises for relaxing and calming down the group
BLOOMING – Working in pairs, one participant first closes in and contracts (makes him/herself into a ball) as much as possible (while squatting). Then, the other person, the sun, touches the first person, who starts blooming like a flower.

ENERGY EXCHANGE – All participants stand in a circle holding hands. One person (the leader would be best) initiates the energy, or energy flow, by gently squeezing the hand of the person next to them. The energy is transmitted from person to person.

Exercise for smaller group divisions
GARLIC – Participants form two circles, the inner and outer one. Everyone must have a partner they are looking at. A participant from the outer circle looks into the eyes of a person from the inner circle. The inner circle moves counter-clockwise and the outer one, clockwise. When the leader says, "STOP," we get pairs who are looking each other in the eyes. This activity may be done with more circles to obtain smaller groups.
Some examples of how to form small groups:
• the season in which they were born (spring, summer, autumn, winter)
• favourite colour (green, red, yellow, blue, white...)
• preferred mode of travel (ship, plane, balloon...)
• preferred drink (juice, iced tea...)
• food they like (pasta, cheese, chocolate...)
• favourite sport (football, tennis, swimming...)
• types of movies they like to watch (drama, horror, comedy, action...)
• music they prefer to listen listen to (jazz, rock, techno, pop...)
• favourite fruit (orange, apple, pear...)
• counting (1, 2, 3...)
• hair colour: colour (blonde, black, brown).

D. WORKING WITH PARENTS

During this phase of the programme's implementation, it is time to convene the second parent-teacher meeting, which differs from the more traditional parent-teacher meetings (like the first meeting of the SEES programme) and resembles more the format of a workshop. Parents are active; they work in small groups and discuss parenting styles but are not invited to speak publicly about themselves and their children or share their personal experiences.

The workshop follows the principles of interactive teaching methods (Reading and Writing for Critical Thinking – RWCT).[48] In accordance with these principles, the head teacher only manages the process – s/he is not expected to explain the topic.

These are some of the advantages of this approach:
- The head teacher does not have to teach/explain material that is not in their area of expertise.
- The parents engage with the subject matter, give their opinions and reach conclusions, thus increasing their own activity and level of acceptance and integrating the content into their life experience and world view.
- The position of a teacher who teaches and imposes is avoided, thereby minimizing parents' resistance as well.

The workshop does not focus solely and specifically on peer violence and bullying but challenges parenting styles.[49] It can, therefore, be relevant to all parents and build a good foundation to which we can refer when inviting parents of students who bully or those who suffer from violence for individual interviews. This approach helps parents adapt to a different type of parent-teacher meeting, which will, more so than conventional ones, motivate them to cooperate with the head teacher and the school.

Second parent-teacher meeting – parenting styles

The second parent-teacher meeting takes longer than traditional meetings (90 minutes). Therefore, it is convenient to announce its duration so that parents can plan their time accordingly.

Materials: Copied materials for each parent, paper and pencil for each parent, large pieces of poster papers (about six pieces), different colour markers and crayons, adhesive tape, text on parenting

Exercise 1. The head teacher welcomes parents and introduces the goals of the meeting:
"This new style of meeting enables us to present innovative ways of interactive learning that are gradually being introduced into schools. This meeting will be somewhat different in that we shall all participate in the discussion. Its content will deal with parenting styles and their impact, bearing in mind this year's theme: bullying in the school."

Exercise 2. Introduction to parenting/bringing up children:
"There is a belief that parents today are more lenient towards their children than previous generations. We often say, 'When I was young, I was not cuddled as much...' or '...I had much less...'

"What do you think? Is this true? Consider whether you agree with this statement or not and find examples from your life and the lives of those around you that confirm your opinion."

Duration: 5 minutes

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48 Critical Thinking International, Inc., Reading and Writing for Critical Thinking (RWCT). See <www.criticalthinkinginternational.org/programs?id=13> accessed 1 March 2015.
49 For parents who want to know more, see Juul, J., *Your Competent Child. Toward a new paradigm in parenting and education*, Balboa Press & Familylab International, Bloomington, 2011; Juul, J., *Here I Am! Who Are You? Resolving conflicts between adults and children*, Authorhouse & Familylab International, Bloomington, 2012.

<u>Exercise 3.</u> Parents sit in threes (or pairs) and discuss their opinions.

Duration: 10 minutes

<u>Exercise 4.</u> The head teacher reads the following introductory text:
Psychologists have studied the question of which parenting style is best for raising children. Thorough studies have been conducted where children were observed from early childhood through secondary school in order to determine the effects of different parenting styles.[50] These studies found that parenting styles actually vary and can be classified along two dimensions.

One dimension is **responsive (caring/compassionate)** and the other is **demanding (controlling)**. Care/compassion suggests warmth and closeness. Parental responsiveness refers to the extent to which the parent responds to the child's needs. On the other end of this spectrum is unresponsiveness or indifference: letting children take care of their own needs, an attitude in which there is no talk about feelings and no expression of emotions. Being demanding involves setting rules, high expectations and standards, and oversight of children's activities. On the other end of this spectrum is being undemanding/permissive towards children.

The ways in which parents raise their children can be classified into four parenting styles derived from these two dimensions:
• warm (caring/compassionate/responding) and demanding parents;
• warm (caring/compassionate/responding) and permissive/undemanding parents;
• distant (indifferent/unresponsive) and demanding parents; and
• distant (indifferent/unresponsive) and permissive/undemanding parents.

These four parenting styles involve combinations of acceptance and responsiveness on the one hand and demand and control on the other. The text distributed at the meeting talks about the four parenting styles.

Duration: 5 minutes

<u>Exercise 5.</u> Parents sit and divide into four groups with an equal number of members. The head teacher provides each group with one of the four sections of the text (four parenting styles) so that each parent receives a copy of the text on one particular parenting style.

Parents are asked to:
1. read the text;
2. underline five key thoughts or words (it need not be exactly five);
3. compare the keywords they have underlined with other parents in their group and discuss why these keywords were crucial for each of them;
4. find examples of this parenting style;
5. agree on five common key thoughts and one or two examples and write them down. Everyone has to write them down in order to convey key ideas to parents from the other three groups (as they now have become 'experts' for the style they discussed).

50 The original terms given by D. Baumrind, E. E. Maccoby and J. A. Martin are: authoritarian, authoritative, permissive and uninvolved. For the purpose of this workshop, they are slightly renamed in order to make them clearer for lay parents. See Maccoby, E. E., and Martin, J. A., 'Socialization in the context of the family: Parent-child interaction' in Mussen, P. H., and Hetherington, E. M., *Handbook of child psychology: Vol. 4. Socialization, personality, and social development (4th ed.),* Wiley, New York, 1983.

While parents are busy with this exercise, the head teacher gives each parent a piece of paper on which is written: DD1 (distant-demanding), DD2, DD3... (as many numbers as parents in this group), or WP1 (warm-permissive), WP2..., or DP1 (distant-permissive), DP2..., or WD1 (warm-demanding), WD2.... Parents divide into groups of four. If the number of parents is not divisible by four, the remaining parents are assigned to existing groups.

Duration: 20 minutes

Exercise 6. Parents sit in groups. All those who have No. 1 sit together, all those with No. 2 sit together, and so on. The head teacher emphasizes that since they have become 'experts' on the parenting styles they have studied, they will explain to the group what each style involves and what results it obtains.
Parents inform each other about the styles they have studied; discuss examples that describe each of the styles; draw and write on a poster that presents some of these styles through symbols, metaphors, cartoons, text – whatever they want. The posters are fixed on the board.

Duration: 30 minutes

Exercise 7. Parents are invited to take a walk, observe how other groups have presented parenting styles and view the posters. This is a good time for parents to have a cup of coffee or a glass of fruit juice (if it is customary) while they walk around the 'exhibit' and comment on each other's posters.

Duration: 5 minutes

Exercise 8. Finally, parents return to their initial pairs or threes and talk about how much today's meeting has changed their opinions and perceptions of contemporary parenting.

Duration: 10 minutes

Texts on parenting styles[51]

Distant-demanding parents are a combination of uninvolved and demanding. They set many rules and requirements for children. They use rewards and punishments to get the children to follow the rules and requirements. They issue orders that they are not inclined to explain. These parents are demanding but not warm. They give children little freedom to decide on what and how they will work or to make their own choices.

Low self-esteem and lack of responsibility are found among young people whose parents refused to argue with them and explain their requirements and rules. They do not learn how to rely on themselves; rather, they listen to others. They have a hard time making the right choices, and when they make mistakes, they blame others for it: peers, siblings, adults who have unrealistic requirements, etc. It is hard for them to take responsibility for what they do and decide.

If their parents are prone to punish mistakes (yelling or physical punishment) severely, children tend to be very quiet and obedient, or resort to hostile behaviour towards other children, often weaker than they are.

51 Adapted from Dacey and Maureen, *Adolescent development* (see footnote 22).

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Warm-permissive parents are a combination of caring, warm, compassionate, lenient and undemanding parents. They believe that children must have plenty of freedom (often because they did not have it) and that adults must not control them. They have little or no control over their children and possess few means of disciplining. Permissive parents usually give their children too much freedom and, therefore, too much responsibility because children often do not know how to assess situations well or how to proceed. They are caring and compassionate, but not demanding.

The children of such parents often have a positive image and good opinion about themselves, usually better than their teachers or peers might have. They may be poorer students because they do not know how to discipline themselves or behave responsibly towards studying, and often have problems due to poor or overly free behaviour at school. They expect everyone to accept and love them regardless of their behaviour.

Distant-permissive parents are a combination of unresponsive, somewhat cold, less compassionate parents who are, at the same time, undemanding and lenient. They are often like that because they are too tired or preoccupied about other things to deal with rules and supervise their execution. These parents are sometimes referred to as neglecters. They are neither caringly compassionate nor demanding. Such children can have everything they need in the material aspect, but somehow, they grow up being left to themselves.

Children of distant-permissive parents achieve the lowest self-esteem (only children that are abused at home have lower self-esteem than they do), because they feel that they are not particularly valuable and attractive to their parents and, therefore, to others as well. They also develop a cold attitude towards others and do not possess good social skills. They often exhibit problematic behaviour towards others and towards their belongings. In order to ensure a sense of self-worth and importance, they tend to manipulate others and establish control over them.

Warm-demanding parents are supportive. They loudly express their standards and criteria, value self-control, and provide children with explanations for the existing rules. They believe that both children and parents have rights, but the parent has the final say in decision-making. These parents are caring, compassionate and demanding. This style, according to research, is most likely to produce a precocious child and adolescent.

Parental caring/compassion and responsiveness apparently develop social skills and a strong self-image. These qualities tell the child that how they feel and what they think are important to us. The demanding aspect helps children develop self-control and cooperation with others. The results show that children of demanding and responsive parents have fewer behavioural problems and are reluctant to take drugs. When parents use explanations to influence the behaviour of children and when they supervise their lifestyle, health, friendships, and school life, children grow up to be more competent young people with higher self-esteem than those whose parents use an authoritarian style of behavioural control. Conversation, reasoning, and explanation of rules are evidently crucial when raising children.

If there are parents in the meeting who are not comfortable with pen and paper, the head teacher can describe all four parenting styles, ask each group of parents to debate one style and find examples of such behaviour. The rest of the workshop can proceed as outlined.

It also helps to ask parents to observe over the following days, their styles and approaches to their children at home and then fill out the questionnaire, 'My parenting style'. They should then talk with their spouse or some other trusted person about the insights they acquired in this workshop and the extent to which they are satisfied with their parenting style.

Worksheet: MY PARENTING STYLE

Carefully read the following statements and honestly evaluate your parenting style by circling a single number on the five-degree scale.

1. I consider myself a caring parent who provides my children with much warmth.

   Never 1   Rarely 2   Sometimes 3   Often 4   Almost always 5

2. I consider myself a parent who does not show emotions and lets my children take care of themselves.

   Never 1   Rarely 2   Sometimes 3   Often 4   Almost always 5

3. I consider myself a demanding parent who controls my children, sets clear rules and expects my children to obey them.

   Never 1   Rarely 2   Sometimes 3   Often 4   Almost always 5

4. I consider myself a permissive parent who does not control my children and provides them with plenty of freedom.

   Never 1   Rarely 2   Sometimes 3   Often 4   Almost always 5

Step 3.

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INTERPRETATION OF RESULTS

The two statements with the highest grade represent the dominant parenting style:
1. Measures compassion/caring/warmth
2. Measures indifference/uninvolvement/distance
3. Measures demanding/controlling style
4. Measures permissiveness

Ideas for future parent-teacher meetings

For head teachers and parents who want to deal with the issue in more depth, another meeting can be held, after a few weeks or months, to clarify the idea of formative education through the restoration of values approach, by using the materials that mentors provided during the workshops dealing with different methods of discipline and restoration of values, or the topics addressed in Theme 4, 'What is my responsibility for my behaviour?' (see p. 85) and Peter and John's story (see p. 91).

If parents do not know how to talk to their children about situations that are painful or problematic for them, or when their children have made a mistake and broken the rules, the head teacher can invite all of the parents to address the issue at the following meeting. They can discuss how they converse, what stimulates a conversation, or what numbs it and creates resistance. They may also point out key issues noted on the worksheet 'Learning from mistakes' (see page 161), illustrate the methods of conducting a conversation with one parent acting as a child, or let parents debate in pairs or threes. The third member takes on the role of observer who monitors the process and later gives feedback.

Learning from mistakes

Exercise

This exercise is performed in pairs/threes. One parent complains about a topic of their choice while the other listens to the complaint and finds questions to help the "I do not want" become "I want," thereby reaching a solution to the problem. The questions that the parent/listener asks follow a four-step sequence:

Raising students' awareness and responsibility for bullying behaviour leads to increased readiness of students who bully, those who suffer and those who observe to respond differently to incidents of violence. Thus school is able to carry out its main pedagogical function.

Worksheet: LEARNING FROM MISTAKES

Questions:

1. WHAT DO YOU WANT?

What did you really want?
What did you feel?
Which choices do you have?

What did you think?
What is your goal?
If you had a magic wand, what would you change?

2. WHAT DO YOU DO?

What do you do?
What did you say?
I see you doing this in this way...

How did you do this?
Which steps did you take?
How often did you try?

3. DID YOU SUCCEED?

Does what you do help you?
Are you satisfied?
Did something improve?

Do you want to change something?
What was the result?
Do you need to change something?

4. HOW CAN YOU CHANGE THIS?

What do you want to do?
What would help you?
When will you check/test that?
What do you need?

How could you do this?
Where?
In what other ways can you view this?
Do you only want to complain?

At a later stage of the programme's implementation, students can prepare a presentation of topics and issues that they would like to share with parents or a presentation of classroom activities that address peer bullying. These could be submitted by students at a parent-teacher meeting followed by a joint discussion.

In one school, parents suggested holding a joint meeting of parents and children (in groups of three parents and their children) to discuss their respective good qualities rather than focus on problems. They proposed to make poster exhibits with a view to sharing their insights and what they learned about each other with other groups attending the meeting. As parents' meetings tend to focus too much on problems, this would give them an opportunity to exchange positive views.

Step 3.

Step 4.

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STOP VIOLENCE AMONG CHILDREN Prevention of peer violence **FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS**

STEP 4. COLLABORATING WITH OTHER STAKEHOLDERS IN THE LOCAL COMMUNITY

Collaboration with the local community is important for several reasons. If the whole community thinks that violence in general and peer bullying in particular are unacceptable and acts accordingly, the SEES programme will be much more effective, because the school will not be an island – a bastion of values that do not apply elsewhere in society. Instead, the value system will be consistent throughout children's social environment. In addition, all children and parents will be more likely to perceive the importance of the antiviolence message reaching them from various sources because different people in different ways respect and appreciate different institutions, organizations and associations. For some of them, the message given by a priest at Sunday Mass may be more influential than the message conveyed during a parent-teacher meeting, and some people may be more influenced by a radio talk show or a child's poster on the door of the local supermarket.

An important, implicit message derived from the collaboration between the school and the local community is that peer bullying is not solely or even primarily a problem for the school. Thus, it is logical that the school should not be the only institution dealing with this issue. Rather, it is the responsibility of all social organizations within the community. This reduces the often widespread sense that schools are left to cope with problems originated elsewhere in society and put in place stronger foundations for action. When schools and teachers reach out to stakeholders in the local community and mobilize them, they can amass great support. Schools are often approached by other institutions and organizations about their alleged failure to alleviate children's weaknesses. It is far less common for schools to reach out for collaboration and mutual activities.

This effort was highly cost-effective, although the levels of success achieved during this part of the school programme varied considerably. Activities ranged from well-organized and coordinated campaigns and events involving entire communities to a modest programme of formal meetings with representatives of the local social services, police and community organizations engaged in extracurricular activities with children and adolescents.
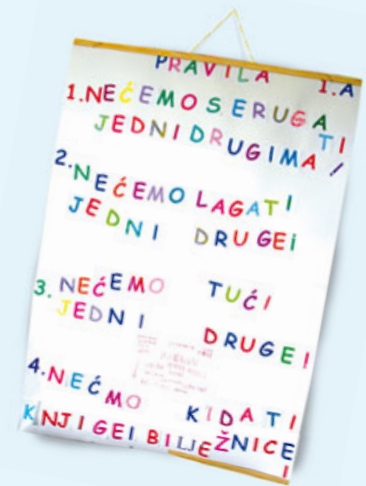
RULES 1.A (FIRST-GRADE CLASS)
1. WE WILL NOT MOCK EACH OTHER!
2. WE WILL NOT TELL LIES TO EACH OTHER!
3. WE WILL NOT FIGHT!
4. WE WILL NOT TEAR TEXTBOOKS AND NOTEBOOKS!

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An example of an inclusive local community action was a well-organized and coordinated event where representatives of a local sports association, school, radio station, newspaper outlets and a small local company brought together a variety of those with good intentions and casual observers – at the school playground. The event was accompanied by socializing, a modest meal, contests, music and speeches against violence from sports notables (adding a 'grain' of the unexpected, because sports, perhaps more than other areas in life, tolerate aggressive behaviour).

In short, it was a weekend event that the local radio station broadcasted into the homes of those who did not come to the playground and, after which, the cooperation of the sports association and school continued. It also helped in positively affecting the behaviour of some prominent student-athletes who had been more prone to bullying behaviour in school.

The general impression is that it is easier to animate a community in smaller and medium-sized towns than it is in large cities. Since each local community is different and has different resources, it is not easy to define precisely concrete steps for this portion of the programme. The following section tries to present options for possible collaboration while still leaving each school, according to their abilities and the capabilities of the community, to be creative in devising and designing their own frameworks of cooperation.

A. COLLABORATING WITH THE LOCAL COMMUNITY

Collaboration is not a single act; it is a process that involves building trust, establishing common needs and goals and planning joint activities and ways of cooperating. It requires respect for other people and services and willingness to negotiate collective needs. Although collaboration is a good investment, it takes time and effort to develop direct, trustworthy means of preventing violence, joint action and the capacity to solve problems when they arise.

It is best first to invite representatives from the local community to a meeting about potential collaboration. At the beginning of the meeting, the principal informs these representatives about the school's decision to confront systematically the problem of peer violence and presents the results of the school questionnaire, its planned programme and an outline of where and how support and collaboration are needed from those invited. Following that, it is important to ask all participants to present their activities and how they feel that they could contribute to the programme.

Experience has shown that after this introductory general meeting, it is more efficient operationally to arrange smaller meetings around specific areas of potential collaboration or specific goals to be achieved through cooperation. Large meetings with a multitude of participants may hinder the informal atmosphere and spontaneity that are essential for the creative planning of cooperative actions. If the school is located in an area where there are a lot of community stakeholders, even the first meeting may have to be broken down into several discrete meetings with groups of potential partners.

What are the possible types of collaboration between the school and the local community?

1. Collaboration aimed at creating social support for violence prevention.

Potential stakeholders for collaboration within this goal could be:
- media (local radio stations, newspapers);
- religious centres (church, mosque or similar);
- local government (at district or municipality level), school ambassadors and/or parents who serve in local government;
- NGOs and sports associations.

With this group of local stakeholders, it is important to ensure that their work programmes include activities

against bullying and that they agree to cooperate through specific actions that complement each other's activities. In order to cooperate with the media, it is necessary to develop a working strategy that takes into account the realities of the media's working approach and ways of reporting. The media can be powerful friends, but they alone determine what is interesting to report and what is not, so often it seems that the valuable and important events and activities that took considerable time, effort and good spirits are covered in a short, uninteresting and superficial manner if, at all. In contrast, the extreme cases and situations in which bullying nevertheless occurs despite school and community efforts are covered in prime-time spots and are often sensationalized and reported in one-sided ways.

Therefore, it is important to establish a deliberate, proactive and long-term cooperation with the media, rather than have them come only when some incident or event occurs. It is more efficient to compile a list of local media agencies and journalists interested in educational and social issues and proactively plan with them a series of articles or broadcasts on bullying, its causes, consequences, parental advice, etc.

Unfortunately, what makes the news is violence occurring in the school and not teachers organizing a pedagogical day in which strategies and steps to combat violence are fostered. It is therefore important for the school to 'create' news releases with titles such as 'students found association to stand against violence', or 'a famous person visited the school and talked with children about violence'.

Our experience shows that it is wise to be friendly and cautious when in contact with media representatives, to seek authorization (by school representatives) of important texts, and to speak with them about the possible positive and negative consequences of how they report the overall success of the campaign and the SEES programme. Refusal of contact, especially in critical situations, often generates negative consequences.

2. Collaboration aimed at improving working conditions and enriching school activities.

Potential stakeholders for collaboration within this goal could be:
-   NGOs;
-   parents (professionals working on violence-related issues);
-   parents who have contacts, money, or can help by providing goods or services;
-   professionals outside the school (or in the services where they work);
-   local entrepreneurs and companies;
-   former students who are acknowledged in some relevant area.

In order to promote inclusion of these kinds of partners in the campaign and the SEES programme, it is beneficial to use parents' and teachers' own networks and contacts. With this group of local community members it is even more appropriate after the introductory meeting to develop personal cooperation with regard to certain agreed activities (e.g., local businesses that can financially support the SEES programme, or parts of it; a themed newspaper printed by community members; meetings organized with child-focused NGOs, etc.). When planning cooperative action, it may be beneficial, especially if the action involves a wide range of participants, to follow the logical framework of small project proposals – defining goals, duties, responsibilities, and deadlines.

3. Collaboration aimed at solving problems.

Potential stakeholders for collaboration within this goal are services that have a mandate to react or respond to violence:
-   centres for social work (CSWs);
-   police (the local precinct and police officers in the community with specific responsibility for school collaboration and monitoring and preventing violence);

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- school medical practitioners (and through them general practitioners);
- County/Municipal/Local Education Offices;
- courthouses and children's ombudsmen;
- centres for mental health or a counsellor or other professional service or institution that can support the school and respond to violence.

It is beneficial to meet with these community stakeholders several times and together agree on what action should be taken to prevent problems and to respond appropriately to particular incidents (e.g., whom to contact in the police, in the CSW, what these services will do). The result of such consultations should be an established plan of joint activities and a written cooperation protocol in terms of interventions. For instance, if the results of the Bully/Victim Questionnaire showed that a large number of bullying incidents occur on the way to and from school, there can be a formal arrangement that the community police have an increased presence near the school at the time of students' arrival and departure.

Once collaboration is firmly established, it is useful to reflect on a regular basis on what was achieved under previous plans of action, or on specific activities or individual cases dealt with through community action. Schools and community bodies need to inform each other and to refresh joint action plans with new ideas and new partners at regular intervals. Reporting to parents and teachers at the school regarding various aspects of collaboration with local communities is stimulating and supports their efforts.

The principal, who is the representative of the school and its link with the outside world, should lead the collaboration with the local community. The Coordination Committee can help and, depending on the need and type of activity, other school associates and/or teachers may be involved.

B. COLLABORATING WITH PARENTS' ACTION GROUPS

One particular form of collaboration with the local community is through parents' action groups. The parent-teacher meetings to which all parents are invited tend to be classic forms of cooperation that are more focused on the children's formative education than changes at the school or local community levels. At the first SEES parents' meeting, it is important to encourage parents' participation in different types of activities, and in a different way. However, a general and relatively abstract invitation will not motivate them to start thinking of ways in which they might be of help. Therefore, the school should clearly disclose its needs and directly ask parents to undertake specific activities (e.g., if a parent is a journalist, or knows a celebrity, or can help in the adaptation of the school playground or make a mural on the school gates in conjunction with an art group).

Parents may contribute in different ways:
1. Parents may contribute through their profession (as psychologists, pedagogues, doctors – by working with children and school personnel; as electricians – by illuminating the dark corners of the schoolyard and its surroundings; as artists and graphic designers – by designing school posters and other materials; as drama pedagogues – in creating plays on the subject of bullying, etc., depending on the specific conditions in which the school operates).
2. Due to their role in the local community, parents may connect the schools with the local community (with the parish priest and church activities, local sports clubs and other organizations that bring together children and adolescents, local radio stations, TV networks, newspapers, social welfare centres, mental health care centres, etc.) and through these institutions support and/or perform activities.

...with the hope that this part of the Handbook clearly shows how cooperation increases the programme's visibility and effectiveness and how much it helps schools.

3. Parents may participate in teams for the surveillance, protection and chaperoning of children on their way to and from school, keeping watch over children who bully and children who are bullied.
4. Parents can serve as a bridge between the school and parents whose children bully and those who are bullied.
5. Parents can collect or provide resources through services, cash or action in support of various activities aiming to prevent violence at school.
6. Parents can arrange suitable activities or special contributions (making and selling cakes and tea, souvenirs, or other works) to promote non-violence.

It is natural that the school Parents' Council[52] coordinates parents' activities. However, it is useful to appoint one member of the Coordination Committee to ensure that individual initiatives are aligned with the overall plan of action and connect groups of similar interests and initiatives with the Parents' Council. By creating a network between school, Parents' Council and specific activist groups, parents get the message that they will not be left alone when they volunteer. The network also allows for the best possible coordination and use of all parents' potential while, at the same time, monitoring the level of expertise required. The bulletin board may provide an additional motivational factor. News and updates should be posted in a highly

52 In Croatian schools, the Parents' Council is an official and obligatory advisory body that comprises parents' representatives from all classes in school.

visible place in the school and contain information about parents' actions and activities. However, in doing so everyone's contribution should be highlighted and actions following cooperation with parents announced.

Those parents who are motivated to participate in the supervision, protection and chaperoning of children on their way to and from school, to keep watch over children who are bullied and those who bully, to be a bridge between the school and parents whose children bully or are being bullied, or even with parents who rarely come to parent-teacher meetings and to school, must be given professional help, support and guidance from a psychologist or other qualified school expert associate. Parents may show their willingness to help, but they do not necessarily know the fundamental principles of support and protection and may not be skilled in strengthening children who are suffering or bullying. It would be beneficial to bring together parents who are eager to get involved in these areas and hold two to three workshops to prepare them for these roles.

During the programme's implementation, aside from individual (and often spontaneous) conversations with parents, it has proved quite helpful to maintain periodic meetings with all parent volunteers, with the aim of sharing experiences, problems, questions and suggestions.

Collaboration is not a single act; it is a process that involves building trust, establishing common needs and goals and planning joint activities and ways of cooperating.

Step 4.

Step 5.

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STOP VIOLENCE AMONG CHILDREN
Prevention of peer violence **FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS**

STEP 5. ENCOURAGING STUDENTS TO SEEK HELP

If the school has resolutely and carefully implemented all of the steps up until now, this particular step will happen almost by itself. Nevertheless, this part describes in greater detail ways of encouraging students to respond to, and report on, violent behaviour as well as possible actions to combat violence when it occurs.

Whether or not students seek help and the incidence of violent behaviour is lowered depend to a great extent on the behaviour of the majority of students and the effectiveness of adults' reactions to violent behaviour. If most students remain silent, their need to respond and assist (revealed through the questionnaires at the beginning of the programme) is not being supported. If teachers only nominally advocate non-violence, without following through with action, students will not seek help and the reduction of violence in schools will be minimal. It is important that all students seek help, not just those who suffer from violence. When students do not seek help, it is because they do not believe that adults are sincere when speaking against violence, or that they would be effective in stopping the violence.

Some students from schools that have implemented the SEES programme and acquired violence-free school status have spoken and written on a number of online social networks (e.g., Facebook, Myspace, etc.) about incidents of violence in school and how these make them feel helpless. Closer examination and analysis of such cases suggests that this occurs because children feel that no one takes them seriously at school; consequently, they speak in 'their places' (online), i.e., in environments where they can 'be heard'.

Relatively little violent behaviour among students occurs in front of adults. Much of it happens in school out of the sight of adults or on the way to and from school. Some children have testified that verbal threats occur at school during class, usually announcing the act of bullying that will take place on the way home from school. The threats often consist of insults directed at a particular student, thus challenging them to respond. However, it is clear that this is not a kind of 'knightly' challenge because the provocateur typically has a clear physical advantage. Since the whole classroom witnesses such provocation, everyone is invited to watch and cheer on the student behaving violently. Many students have confessed that they do so to avoid becoming a target the following day if

When students do not seek help, it is because they do not believe that adults are sincere when speaking against violence or that adults would be effective in stopping the violence.

Step 5.

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they do not participate as cheering supporters or as an audience to the bullying. The goal of surveillance duty is to reduce the number of places in school where it is possible for bullying to occur without anybody noticing or stopping it. However, it is not always easy to distinguish between bullying and the friendly measuring of strength, aggressive conflict resolution, or a game.

Below are some tips to help adults identify whether or not they are witnessing bullying, especially when, due to noise or distance, they cannot hear the students' conversation:

If the children are smiling and laughing while pushing each other; if the strikes do not hit or they hit lightly; if subordinate and superior positions are alternating; if chasing or grabbing a partner in the game happens interchangeably; if other students are not paying attention to this behaviour, it is probably a game and not bullying.

If one student frowns or looks unhappy or angry and tries to move away from the student who is attacking him/her; if there is no interchanging of roles; if the attacker is persistently dominant; and the behaviour attracts the attention of other students, it is probably a case of bullying.

In any case, it is imperative that the teacher on surveillance duty comes and in a friendly tone asks what is going on. Although during bullying the answer will often be, "We are playing," the facial expression of the child who is being bullied will show that the incident is not taking place in the spirit of a game. Once again, it is worth repeating that girls also use physical violence as a form of bullying, although less frequently than boys, and their fights and pushing should not be overlooked. Just as it would be wrong to overlook and not respond to violence, it would also be wrong to label every instance of pushing and kicking as bullying. Children are physically very active in their communication with peers. Teachers have to make an effort to recognize the motivation behind the physical 'message'. Overreacting

could aggravate the children by accusing them of something they are not doing and thus turn them against the SEES programme. Children are generally much more capable of distinguishing bullying from the measuring of strength or unclear communication than adults and can help us to assess whether a particular incident constitutes bullying.

Older students can help teachers with surveillance duty during recess, but only if they have a sincere desire to help, rather than a hidden need for dominating and disciplining other students. It is also important that we do not refer to students who frequently exhibit violent or provocative behaviour with derogatory names because, in this way, we strengthen the category from which we are trying to extract them, which is counterproductive and not educationally justifiable. If we are not sure about the kind of behaviour in question, it is beneficial to alert others on surveillance duty to monitor the behaviour of the child in question over an extended period of time.

1. It is crucial that all school personnel act immediately when witnessing violence either by stopping it or, in the case of physical violence, by separating the students. Stand between them and, if possible, prevent them from making eye contact with one another.
2. Do not tell other students, who are bystanders, to go away.
3. Do not immediately investigate the incident, discuss the reasons for the violence or try to analyse the facts. *Name* the act of violence and call upon the school values and rules against violence in a calm and decisive tone (e.g., "Calling somebody derogatory names is bullying and it is against our school values and rules," or "This was an act of violence. I will not allow you to push each other and fight in this way.").
4. A child who has suffered from violence, as a rule, should not be questioned right away about the details of the situation because it can result in an unpleasant situation for him/her. It is important that the child is allowed to maintain his/her dignity.

5. Do not insist that the student apologizes in order to repair the damage that has been done while the situation is still fresh (everyone needs time to cool off).
6. As a first step, in those cases where only a minor violation of the rules has occurred, you can, without resorting to anger, shouting, shame or blame, determine some of the consequences, which have been defined by the students. If it is a case of severe and repeated violation of rules, it is necessary to let the head teacher implement further proceedings.

At this point, it is important for the students who behaved violently to be aware that they and their friends will be monitored to ensure that no retaliation takes place. Notify other colleagues on duty, make a record (using the school protocol forms) and submit it to the head teacher along with an oral description of the situation and the actions you took.

If a student has informed you that bullying is taking place, but you arrive on the scene too late after the violence has already stopped, you should collect as much information as possible about what happened from the students who are present (making sure you do not put them in an uncomfortable situation or force them to talk), prepare a record and notify other colleagues on duty and the head teacher about what has occurred.

If the violence takes place outside of adult supervision, we are generally informed by other students, the child who has suffered from the violence or their parents when they report the event. It is important to listen calmly and ask enough questions in order to obtain a precise and detailed description of the situation. Listen to all students' accounts calmly and attentively. If you respond by investigating and determining the consequences for the students who acted violently, students will be more likely to report incidents of violence and seek help in the future, and will also do so more frequently. In the process of examining the event, keep in mind that you are not evaluating who started it. Ask for a description of events in order to determine which rule has been broken, which value has been endangered, and whether the student who behaved violently will choose to restore the value regarding the targeted child or accept one of the agreed-upon consequences. Schematically, the possible actions are the following:

DISCIPLINING	RESTORATION OF VALUES
Identify which rule has been broken	Decide what we believe in / what our values are
Agree on consequence in advance	Restore values
Apply consequence immediately	Include time distancing
Effect is short term	Effect is long term

Table 2.
SCHEMATA OF POSSIBLE ACTIONS IN RESPONSE TO BULLYING INCIDENTS

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Procedures towards violent behaviour

Schools that have implemented the SEES programme have found it appropriate that for minor violations of the rules the head teacher determines one of the agreed-upon consequences, while for more serious and repeated violations, they implement the restoration of values and other additional procedures. However, if the student wishes to think of activities that will restore the values that have been endangered by their conduct rather than bear the agreed-upon consequences, it is the ideal resolution because it encourages students to develop more mature and appropriate social skills. Table 3 is an overview of the types of violence and bullying and the procedures to follow to give an appropriate response to peer violence:

When bullying is rough and does not stop, and the student does not respond to disciplining or to the restoration of values, the school must take more stringent measures in accordance with its ordinance; otherwise, it will only stop minor violations of rules, not bullying.

The head teacher's response (and the school's response in more resistant cases) to incidents of violence should encompass a clear approach and procedure towards:

1. student bystanders
2. students who behave violently
3. students who suffer from violence.

Table 3.
GUIDELINES FOR AN APPROPRIATE RESPONSE TO PEER VIOLENCE

BULLYING LEVELS	SCHOOL RESPONSE
MINOR Breaking the rules	Stop the violence Evaluate the rule that has been broken Apply consequence (disciplining)
REPEATED Frequently breaking the rules	Use the school protocol form for student follow-up Apply the restoration of values approach Evaluate whether there is a need for parental involvement
SERIOUS Abuse of power	Adopt an individually tailored treatment plan/meet with the parents Apply the restoration of values approach Involve the student in additional programmes
SEVERE Continual abuse of power	Initiate psychosocial assessment Report student to other services Involve parents in programme(s) Respond in accordance with school disciplinary measures
UNMANAGEABLE Beyond the child's control	Refer to individual treatment by specialized institutions Place student in a different environment (change classroom/school)

1. Approach and procedure towards student bystanders

Through their concern for bystanders, teachers should encourage the majority of students to participate actively in stopping violence among students. The extent to which the entire programme takes root in the school depends on teachers' attitudes and on adults' resolute responses to violent behaviour. It is important to support student bystanders who try to put into practice the ways of responding to violent situations that were rehearsed in workshops, and that they discussed and agreed upon as a support to students who suffer or those who behave violently. It is even more important to encourage them to call on adults to help them when their responses are ineffective or when they are afraid that they could be attacked.

Therefore, it is essential to praise bystanders who react to a violent situation (even if the violent behaviour did not stop) and tell those who do not respond that we expect them to do so.

An example of an appropriate student bystander's response to violent behaviour would be for them to say, "Stop this behaviour. I don't like this and it's not funny. We agreed that we would not do this." It is not appropriate for students to stand in-between students who are fighting and it is not appropriate to respond to violence with violence. If they do not feel confident enough to intervene in a violent situation and/or if the student who is behaving violently does not listen to their requests, they should seek an adult on duty and report the situation. In addition, they can approach the student who has suffered from violence and tell them that they feel bad because of what happened to them, they did not like it, and they thought it was wrong. They can invite them to sit together in the classroom or the lunchroom or to participate in some joint activities; they can encourage them to talk with an adult about what happened or offer to go together and speak with the head teacher about the bullying. They may also respond to other student bystanders who may be acting as an audience to the bullying or may be protecting themselves from being bullied and ask them to tell an adult what is happening, rather than cheering on the student who is behaving violently.

It is crucial for all students to know to whom they can turn for help, besides the teacher on surveillance duty and the head teacher, if they are confronted with a situation of violence or if a student who suffers from violence tells them in confidence about being bullied. This may be a school psychologist, a teacher who inspires trust, a janitor, etc. Such adults should know how to deal adequately with students who are seeking help and should know where to refer them if necessary.

2. Approach and procedure towards students who behave violently

Disciplining (i.e., determining the consequences for breaking the rules) is carried out either by the teacher who witnessed a student breaking the rules (in accordance with the list of the previously defined consequences) or by the head teacher if a subsequent

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report is in question. We can certainly always propose to the student who has broken the rules the option of considering and selecting a way of restoring agreed values. However, this procedure takes more time and requires a more in-depth discussion on values and how to restore them. Furthermore, the student who suffers from violence must also give his approval as to whether or not he finds the consequence chosen by the student who behaved violently acceptable. Considering this, simply disciplining the student is generally adequate enough in cases of minor violations of the rules.

Regardless of what kind of consequence the head teacher and the student choose, it is vital that the head teacher remain calm, rational and firm and that s/he clearly demonstrate that the behaviour is the problem, not the student. The purpose of the procedure is to restore values and not to punish students; to apply consistently what was agreed rather than create special cases out of situations of violence among students.

Additionally, the teacher should communicate his/her personal belief in their ability to manage their impulses and behaviour, and the willingness to provide students with support to improve their selfcontrol and find appropriate ways of restoring values for themselves and for the student towards whom they behaved violently. Therefore, it is important that the teacher be caring and warm, but also demanding when speaking with the student who has broken the rules, because this approach provides the best results in terms of formative education.

When severe violence is in question (e.g., a group of students who kicked a student out from the school bus three stops before his/her destination; a student who waits for another student after school just to beat him/her up; a student who repeatedly grabs girls' breasts) or when violent behaviour repeatedly occurs and thus, becomes bullying, the student should be encouraged to restore the values that s/he has violated through some kind of action rather than bear the consequences.

Children prone to bully have not learned to empathize, so if our goal is to give them a chance to learn, it is necessary to FIRST empathize with them. Punishment to them represents another challenge to fight for superiority, dominance and control.

Key steps in managing the 'restoration of values' process

- When applying the restoration of values, bear in mind that this is not meant to be punishment but rather an action that ought to restore respect for the student who has been hurt and, at the same time, preserve the dignity of the student who has behaved violently.
- The restoration of values is based on the assumption that every behaviour is motivated by some need or want and that the need and want are not in question, rather the means of satisfying them.
- The student ALONE decides how to restore the violated value (with the consent of the person hurt). It is the only way to learn from one's mistakes and to grow as a person.
- The goal is to develop desirable behaviour in the student who has behaved violently and to encourage such behaviour in other students.

The list of class values offers students a tool to assess their own behaviour so that they can ask themselves:
- What kind of person am I if, for example, I spread false rumours about others?
- Is this behaviour in accordance with our values?
- Do I want to be that kind of person?
- What kind of person would I like to be?
- What can I do in order to be the kind of person I would like to be?

Good restoration of values teaches self-discipline and has the following features:[53]
- It is associated with the area in which the offence was committed.
- It is associated with the beliefs and values the students have chosen (i.e., is this really important for us?).
- It strengthens the student who made a mistake.
- It includes gathering information about how the behaviour has affected the student who was targeted and how it hurt them.

53 Adapted from Gossen, *Restitution: Restructuring School Discipline* (see footnote 34).

- It promotes learning from one's mistakes (reducing the likelihood of repeating the violent behaviour).
- It encourages the adoption of new skills and more mature behaviour.
- It repairs the mistake through one's own effort and actions.
- It focuses on HOW the student will restore a particular value in a creative manner.
- It is directed at the student who was the target of the violent behaviour, and takes care of the needs of both the student who behaved violently and the one who suffered from the violence. The wronged student must be satisfied with the proposal.
- It avoids criticism, blaming and anger.

With this in mind, the teacher has a conversation with the student. Generally speaking, the sequence of the conversation is as follows:
- **In our school, we do not tolerate…** (such and such behaviour).
- **What do we believe in? What are our values?** (We all have the right to be safe.)
  Is this really that important to us?
- **What did you want/need when you behaved violently?**
  What did you really want (think, wish, feel) or what was your goal?
- **Is this a good way to achieve that?**
  What did you do/say? How did you do/say it? Did you get what you wanted? Are you satisfied? Does it help you when you get what you need? What does it say about you when you act in such a way? Could you have acted even worse?
- **How will you fix this situation?**
  Now, since we know you could have acted even worse, let us see if you can act any better.
  We learn from mistakes. Think, what can you learn from this? Do you need to change something? How can you fix the mistake and restore the value that you have compromised?
  What does it say about you when you fix your mistake?

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EXAMPLE

Taking the example that was described in Step 2, when we talked about defining values, rules and consequences, here is the description of a possible conversation between the teacher and Brian, following the restoration of values guidelines.

Description of the situation: James is waiting in line to get his lunch in the cafeteria. Brian runs up to James, flicks him on the head and sends him to the end of the line while he takes his spot.

What did the teacher on surveillance duty do?
The teacher told Brian that in this school flicking other students and forcing them out of the line is not tolerated and that such behaviour violates certain school/class values and rules. Therefore, there is no choice for him but to accept the consequences of his behaviour. Brian first tried to wriggle his way out of it by denying that his behaviour was bad, saying that it was just a little flick, that it was not his fault that James was dull and timid. The teacher told him that s/he saw what happened, and again Brian tried to wriggle his way out of it by assuring the teacher that he was just joking around with James. However, s/he was calm and warm, but also persistent, and said, "I do not think you have an option, you will face the consequences, which we have previously agreed upon, because you have broken a rule." Brian said, "Okay, Teacher, then I would prefer to do something to restore the relevant value."

So the teacher asked him, "Which values have been compromised by your behaviour?" (*It is important to note that the teacher stopped talking about consequences and instead began to talk about values at the moment Brian decided to restore those values.*) After the teacher's efforts and a slight hesitation, Brian said that perhaps some of the values they had defined and which had been violated were mutual respect and appreciation. The teacher asked him, "Are these values really imperative to us?" Brian confirmed that they were.

Then s/he asked him what his goal was and whether that kind of behaviour was a good way to achieve it. How could he have acted differently? Brian said that he was hungry and wanted to eat quickly (he was in a hurry, and did not want to wait) and that he would have forced James out of the line had the teacher not seen him. With a little hesitation, after some thought, he realized that since he was in a hurry because he was hungry, he could have either asked James to save a place in line for him or to trade his place for something, or even try to convince the cooks to serve him first.

"Could you have acted even worse?" asked the teacher. Brian replied that, of course, he could have hit James and cursed at him and threatened him. The teacher replied, "Well, now that we know that you could have acted worse, let's see if you can do better. How can you restore the values that are important to us in the school/classroom? What can you do to reinstate respect and appreciation for James?" (Because these were the values that Brian said were threatened by his behaviour.) As Brian did not know how to respond right away, the teacher told him to give thought to it and let him/her know his response during the next recess period.

During the next recess period, Brian came to the teacher and suggested, "I can invite him to play on my dodgeball team because he is small in stature, fast and agile." The teacher recognized that this was a good proposal because it restored respect and appreciation for James and involved Brian doing something of his own volition. S/he went with Brian to ask James if he agreed to that proposal. James accepted because he liked to play dodgeball, and Brian's team was excellent. Afterwards, the teacher informed the head teacher and they discreetly followed up on whether Brian actually did what he had suggested.

Brian could have proposed to tutor James in some school subject – something that James was not good at – or alternatively have asked James to tutor him in some school subject, promising that he would be engaged and attentive. The teacher would have approved this plan since it involved Brian's effort and activity and restored respect and appreciation for James as well. However, James could have rejected the proposal and asked Brian to think of something else. When a student who has suffered from violence does not agree with a proposal, the teacher should look at what is causing the denial in order to help devise a more respectful proposal. James could have said, for example, that Peter had already tutored him in that subject or that he was glad that Brian appreciated his skill in a certain subject but that he did not feel like forcing Brian to study.

Brian could have subsequently proposed that he and James go to an upcoming sports match together. The teacher would likewise have accepted this proposal, and James may have said that he liked it, but felt a bit insecure around Brian and would like two other students from the class to accompany them (such as peer helpers). Brian would probably agree to such an addition to his proposal.

If Brian, for example, had suggested that he could bow deeply every time James came into the classroom, the teacher would have said that this was not a good proposal because it is neither a common nor a sincere way to express respect and appreciation and does not foster equality, which is also one of the school/class values. Then the teacher would have asked Brian to propose another plan, one that truly restores the values that we consider important. There would have been a similar response if Brian had suggested carrying James's backpack for a week. The teacher would not have been satisfied with this proposal because it did not renew respect and appreciation for James; it was more like self-punishment – and upon such an explanation, they would have sought another proposal from Brian.

As a general rule, the teacher cannot agree with suggestions that do not re-establish values and do not include the effort and actions of the student who behaved violently. In this case, James should seek together with Brian a better proposal while discussing what parts of his proposal are acceptable as well as what a good proposal should contain. It is important that he help Brian to suggest a suitable solution rather than put forward his own solution. This is a crucial distinction because students should be encouraged to think about a better way to act themselves instead of getting the message that they should cooperate and be obedient, which does not nurture the most valuable aspect of the restoration of values approach – enabling the development of social competence.

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Throughout this process, it is essential for the teacher/head teacher to speak with the student in a warm and supportive manner, but also to be firm. The teacher should proceed at all times without blame, without provoking guilt, and without approaching the student from a superior position – because in doing so, the restoration of values approach could come across as punishment, and this is exactly what we want to avoid. In situations where students are trying to 'wriggle out' of responsibility, it is important to remain calm and confident while emphasizing that such behaviour is defined as violence by school/class rules and something that we do not do and that the values we had designed have been compromised. It is inadvisable to argue with students; although the student does not perceive this behaviour as violence or as hurting others, a teacher should simply say that according to what we know as evidenced by witnesses it is a violation of our rules and values.

Some teachers may assume that, by the time they are in the formal educational system, children should already have been taught how to behave; if they have not, parents, or the children themselves, are surely to blame for not trying hard enough to act correctly. Some teachers claim that they do not have sufficient time to implement the restoration of values approach. Undoubtedly, this method requires time for individual discussions with students as well as supervision. However, to say that there is no time for the restoration of values is like saying that there is no time for formative education, which is the school's main task. In addition, the students of teachers who consistently enforce the restoration of values approach have been shown to violate the rules less frequently. Programme evaluation indicates a reduction in violent behaviour by two thirds. Therefore, the inevitable conclusion is that it is a good investment for the future.

In severe or recurring cases of violence, teachers themselves can tell students that they have noticed a deterioration in their behaviour and inquire into the reasons for this, their needs/desires, what they want to achieve by this, and whether they are succeeding in doing so. Afterwards, the teacher may propose the restoration of values as a way to improve their behaviour. If the student agrees, discussion continues about how to proceed. If they do not agree, the teacher informs them of the disciplinary measures set forth in the school ordinance in the event of repeated and/or severe violence. No one can be forced to restore values, but it is important to highlight the benefits of this approach while giving the student freedom of choice. This should also be conveyed to the parents during their regular visits to the school or when they are invited to have a discussion about their child's behaviour.

Unfortunately, the restoration of values approach does not help those students who bully most severely or the students with the worst behaviour, for whom it is too late for such a formative educational process. They and their families may need professional attention by specialized institutions, but this should not prevent teachers from applying the restoration of values to the vast majority of students who can benefit from it.

Teachers who expect students to stop violent behaviour completely after imposing a few consequences and one or two measures to restore values may become impatient. Their expectations are unrealistic. Multiple studies have demonstrated that it is extremely difficult to abolish violent behaviour. In the case of students prone to bullying, even small improvements require courage, patience and perseverance. Most teachers are aware that formative education is a long-term task. Even the author of this approach, Diane Gossen, recognizes that it takes several years for this approach to be accepted and

In the case of students prone to bullying, even small improvements require courage, patience and perseverance from students and teachers. Most teachers are aware that formative education is a long-term task.

create strong enough social pressure that those students who are responsible for the most severe bullying give in as well. Mentors have also indicated that they often heard that teachers were afraid to be seen as funny and strange when implementing the restoration of values approach. The first and probably most common reason is that they are not used to this approach. They may fear being seen as clumsy and unnatural, while they believe they should project a warm, supportive and determined image. They should be advised to just keep practising and trying. Those teachers who are still longing for their lost authority in contemporary times may believe that by applying the restoration of values approach they are surrendering completely. The child-centred, humanistic approach embedded in the Convention on the Rights of the Child is a new paradigm, and the SEES programme's restoration of values is a good opportunity for those teachers to start practising it. Teachers may need to first role-play situations in pairs with their colleagues until they feel comfortable.

In conclusion, one good and one bad example of restoring values:

Two girls reported on a boy who was verbally insulting and touching one girl. The boy was invited for an interview and suggested himself that he would apologize and write a list of positive traits of the girls in order to pay respect to the differences between girls and boys, and post it on the bulletin board in the classroom. Since the list was very long, we are citing only some of the claims:
- Girls are good friends
- Girls are gentle
- Girls are pretty
- Girls are smart
- Girls are cultured
- Girls are caring
- Girls are ready to help others
- Girls are like flowers
- Girls are polite
- Girls are decent
- Girls are happy when we help them

- Girls are attractive
- Girls are irreplaceable
- Girls have beautiful nails
- Girls have subtle opinions
- Girls are resourceful... etc.
- I RESPECT GIRLS!

To the question, "Are you applying the restoration of values approach?" one school expert associate answered, "Yes, for example, a student took another student's cell phone. We forced her to apologize in front of the whole class, which she did moaning and in tears."

- Not all theft/stealing is violence.
- This is not restoration of values because it humiliates the child who stole the cell phone.
- An example of restoration of values would be to record a tune, find a picture for her cell phone or bring her a bouquet of wild flowers, provided she decides what to do on her own and the other girl agrees.

3. Approach and procedure towards students who suffer from violence

It is important to talk about the incident with a student who has suffered from violence on the same day, and then again in several days' time, until you are sure that they have ceased to be a target of bullying students.

Giving these children too much public support should be avoided, as it can send a message that they are weak and need special treatment, which is one reason they became a victim in the first place. It may also provoke those who are prone to bullying, because they usually target weaker children. Listen and find out the facts (who, what, when, where, how). Assess how the student experienced the violence. Is this the first time they have been hurt/insulted in this way or has this been happening for a longer period? Bear in mind that this discussion can be difficult for students. Tell them that you are sorry for what happened to them. Assure them that it was not something they deserved. Praise them for having the courage to talk to you about their

experience. Explain to them how important it is that they informed you about what happened, not just for them, but also for other students and school personnel.

Ask the student what support they need in order to feel safe. Bullied children may feel helpless, frightened or humiliated. Proceed as they request when it is possible to do so. Offer them other types of available support such as peer helpers or parent-patrons. These types of children love to be around adults because they feel protected from violence and this should be facilitated in these circumstances until such time as other arrangements can be made. If a student has been bullied for an extended period or is feeling particularly anxious, offer them a conversation with a psychologist or some other qualified school associate in order to build a better self-image and develop social skills and the capacity to stand up for themselves. Emphasize the confidentiality of your discussion and clearly state who will be granted this information. Find out more facts about the incidents from other adults and students so that bullied children are not identified as the only ones who have reported the case. Protect them during the discussion from the students who bullied them and, if possible, do not expose their identity. Instead, explain that you have learned about the bullying from various sources, including adults.

Talk to colleagues about the incidents. Other employees who are in contact with the student can also provide support and assistance. Ask them to continue observing what is happening with the student in order to ensure that the violence has stopped. Encourage them to share information about the progress or subsequent incidents with all relevant associates.

Under absolutely no circumstance should you propose a meeting between the student who was the victim of bullying and the student who was bullying with the aim of reconciliation or agreement. Such encounters can cause further damage. Do not force students who have been violent to apologize. Do not even suggest it. It does not help the student who suffered from the bullying and it humiliates the student who bullied. Be there during the negotiations around the appropriate restoration of values. Especially in cases of bullying, the violence is not personal, and the child who bullies does so only to satisfy his/her need for superiority and control, as opposed to students who have a disagreement and are provided support to reconcile. In addition, it is important to establish values and respect, not friendship.

Ask the student who was bullied to report any future attempted violence by the same or other students. Tell them how important this is, and how everyone in the school depends on it in order to effectively stop peer violence. You should also emphasize that this is not considered tattling, rather, it is the only way to pursue and achieve school values.

Encourage and help bullied students to form friendships (not with students who bully, but with other children). Since children who are targets of those who tend to bully generally have poor social skills and are lonely, this is the best way to prevent further bullying. However, precisely because of this, support for the initial formation of a friendship is essential and may require cooperation from peer helpers. The parents of the student can also help, and it may be appropriate to talk to parents or to refer both the child and the parents to a psychologist or other professional. Parents of the bullied student and the student him/herself should be informed in general terms of actions taken regarding the student who bullied and the student's parents; otherwise, the referral to a psychologist might come across as meaning something is 'wrong' with them and their child.[54] A referral to a psychologist can be explained by the psychologist's ability to support their child's development of social skills and self-confidence in order to more easily defend themselves alone and find friends. Follow up with the student who was bullied. Let him/her know that you are there to help and that you plan to discreetly check in with them every two to three days.

54 For more information, see next section.

It is crucial for all students to know to whom they can turn for help (besides their head teacher and hall monitor) if they are confronted with a situation of violence or if a student who suffers from violence tells them in confidence about being bullied.

The school's procedural protocol is summarized and illustrated in the table below.

Table 4.
SCHOOL PROCEDURAL PROTOCOL FOR RESPONDING TO BULLYING INCIDENTS

	CHILD WHO IS BULLIED	CHILD WHO BULLIES	BYSTANDER
1.	**Stop the violence**		Be active in stopping violence and seeking help
	Avoid comments and explanations at the site of the incident if the situation is emotionally charged		
	Calm the child and ensure his/her protection	Calm the child who is behaving violently	
	Name the value and/or rule that was broken		
2.	Engage in one-to-one conversation	Engage in one-to-one conversation	Encourage bystander to help the child who suffers and the child who bullies
	Implement consequence (disciplining) or restoration of values approach		
	Carry out surveillance and follow-up		
3.	**Facilitate involvement in different groups, including assistance of peer helpers**		Monitor future behaviour
	Include parents	Include parents	
4.	Build the child's capacity to stand up and care for him/herself	Consider using additional methods (such as writing a contract)	
5.		Use disciplinary measures (according to school ordinance)	
6.	Refer to professional help/treatment	Refer to professional help/treatment	

Note: This protocol applies to any situation where an adult witnesses violence. When violence is reported later, the first two lines in point 1 are omitted while the rest of the protocol remains the same.

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Step **6.**

STOP VIOLENCE AMONG CHILDREN | Prevention of peer violence **FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS**

STEP 6. SUPPORTING SCHOOLS TO REACT ACCORDING TO THEIR OWN SCHOOL PROTOCOLS

Although it is mainly teachers on surveillance duty, especially head teachers, who have to implement the school protocol in individual cases of violence, when dealing with severe cases, the support and intervention programme should also include other elements of the protective network – first within the school and then beyond it.

It is not always easy to assess when violent behaviour crosses the line and needs to be reported to the police, the local centre for social work, or other services/agencies. Some schools report every case of violence immediately for fear of making a mistake, or also to absolve themselves from responsibility for the incident and its consequences. On the other hand, there have been cases where schools were too reluctant to report a case or involve other services for a number of reasons (e.g., not to lose face or jeopardize the school's good reputation, or because they believe other services are so overworked that it will be of no help to report cases of bullying to them).

It is important to emphasize that it is the school's responsibility to educate children (including how to behave) within their own resources and knowledge, independently or in cooperation with other services. The school is accountable for all incidents occurring under its roof, and determining the point at which to involve others depends on the assessment of each individual case. Some basic advice is not to rush to report cases for which you have already taken concrete steps and are seeing results; and also not to hesitate to report a case to other services when the situation is beyond the school's resources and competences.

Individual intervention plan

The head teacher, along with school associates, needs to design an individual intervention plan for every student who is repeatedly inclined to bully as well as for every student who remains isolated, scared, withdrawn and suffers from bullying. It is important that these plans are drafted in a way that enables students to develop the qualities they lack since it is this lack that actually gives rise to their difficulties with social behaviour.

It is important that individual intervention plans for those who bully and those who suffer from bullying are drafted in a way that enables students to develop the qualities they lack since it is this lack that actually gives rise to their difficulties with social behaviour.

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When it comes to students who are prone to bully, the intervention plan should include:

- Developing emotional awareness, especially empathy. (It is important that everyone in the school treat such students with warmth, attentiveness and compassion, yet in a 'demanding'[55] way that encourages them to take responsibility for their actions). There may be extracurricular activities that help in their emotional development, such as drama or theatre groups.
- Taking responsibility for their conduct and developing positive social behaviour through the restoration of values and other social actions (doing something for others, for their school or for their community).
- Gaining trust in others, especially adults. Thus, teachers' attitudes are of utmost importance. This represents a significant challenge for teachers because students who tend to bully anger us much more easily and also lead us to 'play power games' instead of approaching them openly, sincerely and cooperatively.
- Practising self-control and managing such children's impulsiveness (e.g., playing some sport).

With regard to students who suffer from bullying, it is important that their intervention plan should include:
- Practising communication skills and assertiveness.
- Practising other social skills.
- Building persistence and self-reliance.
- Developing a positive self-image and self-esteem.

In addition to the restoration of values, the head teacher, school psychologist or another school associate can suggest to the student who is prone to violent behaviour that he write a contract.

The drafting of the contract should proceed as follows:
- The student and the head teacher and/or school associate discuss the relevant values and rules of behaviour in order to find out jointly when, how and why s/he is violating them; and what is preventing him/her from respecting values/rules.
- At the end of the discussion, the head teacher/ school associate can suggest that the student sign a contract, which serves as an additional serious step

in strengthening the student's responsibility for their behaviour.
- The contract should state the student's understanding of what s/he did, which values and rules were broken, and how the student will change his/her behaviour. (It can be a promise to change this or that, or even better, an indication of conduct that will be applied in place of the violent behaviour and it may include a deadline by which the student will adopt some new, better behaviours or a deadline after which disciplinary measures from the school ordinance will be applied if the student does not change his/her behaviour.)
- In the contract, the head teacher/school associate clarifies how they and others in the school plan to support the student in complying with the contract and what consequences will follow if the student fails to comply.
- New student's violations either indicate disrespect for the contract or that they cannot stop their violent behaviour. In such cases, it is necessary to review the contract with the student and apply the previously defined consequences. If this doesn't yield results, use disciplinary measures called for by the school ordinance.

School personnel are not necessarily prepared by their formal training for individual work with students who behave violently, students who suffer from violence and/or the parents of both types of students. The SEES programme does not specifically teach them how to act, although several of them have gained knowledge of some of the appropriate interventions through additional training.[56] School associates who do not feel competent in this area should seek support and cooperation from other professionals in the local community.

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55 Being 'demanding' involves setting rules, high expectations and standards, and oversight of children's activities. For further discussion, see pp. 154–156.

56 European countries have adopted a Declaration on Lifelong Learning (European Commission's Directorate General for Education and Culture (DG EAC), Lifelong Learning: Horizontal Policy Issues and 2020 Strategy), which emphasizes that every professional has the right and the duty to educate themselves and improve their knowledge in areas that are essential for their successful work and execution of tasks, precisely because it is impossible for them to acquire all the necessary knowledge and skills during their studies.

A child needs to be protected.

Collaborating with the parents of children who suffer from violence and the parents of children who behave violently

Individual intervention plans designed to work with these children must involve working with their parents as well, though establishing cooperation with them is not always easy. Two parent-teacher meetings, cooperation with the Parents' Council and amendments to the school statute provide an excellent framework for discussing and referencing class/school values, rules and consequences as well as the restoration of values approach. However, it is quite possible, though not a rule, that the parents of children who are prone to bully are relatively tolerant and lenient towards aggressive behaviour; they may even sometimes behave aggressively themselves, tend to place blame, and be relatively emotionally cold. When invited to a meeting at the school, the chances are that they will be ready to defend their own child and blame the school and sometimes even blackmail and threaten. On the other hand, the parents of a child who suffers from violence may understandably respond with anger because their child was bullied. With an anxious need to protect their child, they may demand that the school stop the bullying immediately while dismissing the need for them and their child to be assisted in developing skills and competences, because it may look to them as if the guilt and responsibility for violent behaviour will be excused from those who were violent.

When we invite the parents of children who are bullied and of those who bully to the school, it is good to be prepared for these kinds of reactions and to try to understand them. With the parents of children who suffer from violence, it is wise for the school to take its responsibility for children's behaviour on school grounds and not attempt to justify or minimize the problem. Inform the parents about everything the school has done and is doing to reduce violent behaviour in general, as well as in the individual case of their child. During this discussion, both parents and school should plan what else can be done to mitigate

and solve the problem. With the parents of children who are prone to bullying, it is also wise for the school to accept its responsibility and to tell them everything that the school has done within the SEES programme as well as in the specific case of their child. Show them that you genuinely care for their child and the kind of person they will grow up to be. Arrange with them to set up further steps along the way. If neither the head teacher nor the school associate succeed in cooperating with parents by using this kind of strategy, they should seek help from the local centre for social work because the normal development of children is brought into question.

Mentors, school coordinators and teachers acknowledge that working with the parents of children prone to bullying and those who are the targets of such violence is the most difficult part of the SEES programme. Analysis of the issues indicates that the problem in question is actually a compound of multiple problems.

According to Jesper Juul,[57] neither teachers nor parents are skilled in establishing an 'equal dignity relationship', which he says is an integral part of modern democratic society. As members of contemporary societies, each of us, says Juul, has become sensitive as regards our own personal dignity and right to personal integrity, but we have not yet mastered how to respect personal integrity without compromising someone else's integrity. We are still inclined to speak in terms of 'who is right' and 'what is right', even though this approach leads us towards negating the integrity and right to the subjective truth, values and choices of the other.

Parents and teachers have different values and goals simply because they are different as people and because they have different roles in the education and upbringing of children. It is adequate for children to be exposed to different sources of support and different

57 Adapted from Juul, J. and Jensen, H., *Pedagogisk relations-kompetence; Fra lydighed til ansvarlighed* (Pedagogical Relations Competence: From Obedience to Responsibility), third edition, Apostrof, Copenhague, 2006. (Available also in Swedish, Norwegian, and German.)

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developmental tasks. This can be enriching if we know how to respect the differences interpersonally. Nevertheless, we reassure each other that our attitudes, values, judgements and ways are the correct ones. We, as well as parents, continually talk about what the other side should be doing but does not do, or should not be doing but does. As a result, others do not listen, which consequently leads us to feel helpless, frustrated and angry with them. It seems to us that this feeling of helplessness and frustration towards parents is present among staff and teachers at schools, but also among parents who may feel the same way about staff and teachers.

One of the principles underlying contemporary society is the idea that we cannot force others to change. They have the right to choose what to believe in, how to behave and what choices to make. The only thing we can change is our own behaviour and ourselves and hope that others will subsequently change their behaviour towards us. This is the logic of education through 'relationships' rather than through 'authority'.[58]

In teachers' formal training and education there is not much interactive discussion, and even fewer opportunities to exercise the communication skills needed to establish cooperation with parents, especially those of children who behave violently and those who suffer from violence. Many guidelines and reference materials have been published on the topic of communication and communication skills (a few of them are cited here)[59] that can help broaden teachers' communication competences. Here we can only briefly illustrate a workflow of a discussion with parents or

other colleagues, which best ensures feelings of mutual consideration and equality. Even when discussions with parents are led by experienced teachers or school associates possessing adequate and appropriate communication skills, the most common trend is to focus on solving the problem at the start of the conversation before establishing a relationship of understanding and trust and hearing what parents' concerns are.

Applied psychology has firmly established that effective problem-solving can occur only after both sides in a conflict have expressed their views and needs regarding the problem.[60] There is a slogan, 'Needs first, solutions second'. When parents of children who behave violently and those who suffer from violence come to talk, experience shows that teachers and school associates tend not to listen to parents calmly, fully and compassionately, but soon begin to defend themselves and state what needs to be done. Hence, they only deepen the conflict.

58 Juul, J., *Razgovori s obiteljima: perspektive i procesi (Conversations with families: perspectives and processes)*, Alinea, Zagreb, 2002; or *Familienberatung – Perspektiven und Prozess,* Mathias Voelchert GmbH Verlag edition + plus, München, 2012; Juul, J., *NO! The art of saying No! with a clear conscience,* Authorhouse & Familylab International, Bloomington, 2012; Juul, *Here I Am! Who Are You?* (see footnote 49); Pregrad, J., 'Poimanje sukoba i odgovornosti u demokraciji' (Understanding of conflict in democracies) in Poljak, N., Šehić-Relić, L., *Sukob@org – Upravljanje sukobom u organizaciji* (Conflict @org – Conflict management in organizations), Centar za mir, nenasilje i ljudska prava, Osijek, 2006.
59 Rosenberg, M. B., *Nonviolent Communication: A Language of Life,* second edition, PuddleDancer Press, Encinitas, CA, 2003; Tillett, G., French, B., *Resolving Conflict,* fourth edition, Oxford University Press, 2009. See also Gordon Training International at <www.gordontraining.com/?s=needs+first+solutions+second> and <www.gordontraining.com/free-workplace-articles/why-conflict-is-a-good-thing/>, accessed 1 March 2015.
60 Ibid.

Parents and teachers have different values and goals simply because they are different as people and because they have different roles in the education and upbringing of children. This can be enriching if we know how to respect the differences interpersonally.

This workflow assumes the ability to listen actively and speak in 'I-sentences' rather than 'YOU-sentences'; to avoid focusing on who is right (or wrong); to put the needs of the school, school personnel and parents before the resolution of the conflict; and to understand that HOW we communicate is more important than WHAT we communicate.[61]

Discussion workflow
1. Ask a parent/colleague/other what s/he thinks or wants.
2. Repeat/paraphrase what s/he has said in order to be sure that both sides have understood the other correctly and that s/he knows they are understood.
3. Tell him/her clearly what you and the school think, feel and want.
4. Ask questions and seek **clarification in order to determine how we differ**. (This may be hard for people unskilled in contemporary communication who may feel they are working against their own interests.)
5. Discover the common elements of our differing values, opinions and decisions and find solutions that include common elements.
6. Determine our values, goals and decisions (without denying those of others) and make an agreement on possible cooperation – first as regards others' goals and subsequently considering ours – **in this order.** It is important to note that it is not essential to reach one common goal. In fact, usually it is best to define at least two goals – teachers'/ schools' and parents'.
7. Inform parents about the school's decision and then implement it.

This sequence may look quite simple, but mentors and school coordinators in the SEES programme indicated that the majority needed training and support in this area.

61 Pregrad, J., 'Odgovornost i odnos u organizaciji' (Responsibility and relationships in organizations) in Poljak, N., Šehić-Relić, L., *Sukob@org – Upravljanje sukobom u organizaciji* (*Conflict @org – Conflict management in organizations),* Centar za mir, nenasilje i ljudska prava, Osijek, 2006.

An additional difficulty exists as to feelings of hurt and even fear often experienced by teachers and school boards when parents complain and identify laws that define how schools should be allowed to act towards students who bully and those who are bullied. They may also threaten to sue and report the school to inspection authorities, ministries, newspapers, etc. This kind of behaviour by parents and citizens is on the increase generally, not only in schools, but also in agencies that regulate education, centres for social welfare, administrative bodies, police departments, etc. This is an inevitable part of social change, no matter how hard teachers may find it to accept. Teachers would still wish that there were clear, uniform, formative educational values and norms, which in the postmodern society appear to have dissolved. It is, therefore, important to understand that these are changes in social values and relationships as a whole that are not directed specifically against teachers and schools, nor do they depict loss of an important position and role that the teachers and schools play in children's lives. Parents are often angry; they want to protect their children in accordance with their values and beliefs. The feeling that a threat or some kind of injustice is directed at one's child can cause considerable anger and demands for action, perhaps more than other kinds of threats or feelings of injustice.

Therefore, it is much wiser to show empathy for how parents feel and what their knowledge of the situation is and clarify that our perception is different. (Refer to the school's regulations and values, rules and consequences developed in Step 2 with the consent of the majority of parents.) Provide them with the documents and other materials they request. Be open with them about their right to complain and to sue, and assure them that they are free to do this if they think it will benefit their child. This is a position that respects both our own and parents' integrity.

There may be an assumption among some teachers and associates that schools cannot make a decision regarding disciplinary measures and procedures for a

Step 6.

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Respect other opinions!

student if the parents do not agree with it. This is not true and this type of thinking significantly reduces the professional competence and dignity of both the school and the teacher and is dangerous to develop. While parents should indeed be involved in the process of reviewing the most appropriate educational procedures and disciplinary measures and be informed about the decisions of the school, it is the school's right and responsibility to make such decisions. Parents, of course, have the right to appeal, but it is the statute and other regulations of the school that determine who the competent appeal bodies are. This type of thinking significantly reduces the professional competence and dignity of both the school and teacher and is dangerous to cultivate.

In general, parents threaten (legal action) more than they actually act. However, the experience of many mentors and school coordinators indicates that, when such lawsuits are pursued, they can actually benefit the school and students. This is because parents become personally involved with external agencies and professionals, and this may ease the school's position, since the counselling and support of such students and their parents are shared by those agencies as well. It is important for teachers and schools not to nurture the belief that a lawsuit is humiliating – an injury or slight on their professional competence. It is a legal right of parents, usually used only to influence the school's decision.

Such angry parents tend to deprecate the role of teachers and schools in their child's upbringing. They may go as far as denying teachers the right to talk individually with students. Teachers should acknowledge their anger and points of view, yet calmly and firmly continue to advocate for school values and rules, and do their job.

If teachers, school associates and school administrators persistently, patiently and peacefully advocate their values and procedures and accurately represent their needs and interests, most of the resistance and

difficulties will eventually be resolved. It is important not to become offended if the parents of children who bully and those who suffer from bullying do not immediately see how the school is trying to stop the violence and support their children's development. Instead, be prepared for discussion, compassion and persistent, peaceful advocacy of school decisions.

When dealing with complex cases of violence, it is best to involve teachers and school associates with well-developed communication skills and the ability to perform tasks under pressure because, when a school is pressured or threatened, it is important to remain level-headed, composed and be able to answer questions as accurately as possible.

There may also be cases where a school will successfully achieve cooperation with parents but lacks sufficient internal resources to provide parents and children the support they need. In these cases, it is beneficial to seek the cooperation of specialized institutions in the community, such as counselling centres, mental health care centres, child protection services, etc. Such assistance should not be seen as evidence that the school has failed. A school is an educational institution whose roles include teaching children how to behave and supporting their personal growth and development, but it is not an institution for the treatment of behavioural problems. Thus, it is important for the school to do its part by establishing clear values and approaches towards violence and by responding to it in a transparent and timely manner. However, the actual treatment of children who exhibit serious behavioural difficulties, and interventions concerning such behaviours with their parents, should be left to experts.

It would be useful for teachers and school associates to read the Booklet for Parents that accompanies this programme, because the perspectives on the role of parents in dealing with peer bullying can provide them with valuable insights and help them in their approach to parents.

Keeping records on proceedings in accordance with the school protocol

Keeping records on proceedings in accordance with the school protocol is vital not only because it provides the school with documentation on that part of the programme's implementation, but also because it allows the school to review all the support provided to any particular student. This enables all potential participants in the child's support programme to access information about all measures taken so far. It is therefore essential for all school personnel to know that it is necessary to report any and every case of violence that they witness or are informed about, as well as suspicion of abuse. It is important that the case be reported in writing to the head teacher. Schools can agree on different ways of keeping records, from storing them in a separate database in the school's computer, to keeping hard copies in the school office. But it is crucial and usually mandatory that the school devise a way that best suits it and that is accessible to all those involved with individual cases of violence.

The programme's requirement to keep records of proceedings, in accordance with the school protocol is not an additional duty. While recognizing that teachers do not generally like paperwork or administration, making brief notes in daily work charts about violent behaviour and what action has been taken does not require any special kind of recording since it is common practice for teachers in all schools. A special register is required only for those students who are repeatedly violent or frequently suffer from violence, because they need an individual treatment plan and these records may be needed at some point if it is decided to involve other agencies and institutions.

In addition to these written records, all school personnel should exchange information in order for all suspected bullying cases to be quickly eliminated or confirmed, and for steps to be taken to ensure timely and focused attention and to prevent retaliation or an increase in bullying. If, for example, a maths teacher during the third period notices a case of violence, they should make a note in the class log and immediately discuss the issue with other teachers and school personnel to ensure that the violence does not continue. In addition to daily verbal communication and updates about violent behaviour, it is good practice for the head teacher to periodically call a brief meeting of the teachers' class assembly where subject teachers can report their observations.

As members of contemporary societies, each of us has become sensitive in terms of our own personal dignity and right to personal integrity. However, we have not yet mastered how to respect our own personal integrity without compromising someone else's integrity. We are still inclined to speak in terms of 'who is right' and 'what is right', even though this approach leads us towards negating the integrity and right to the subjective truth, values and choices of 'the other'.

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Step **7.**

STEP 7. ENABLING SCHOOLS TO BECOME SAFER PLACES

Experience to date indicates that the implementation of the steps outlined previously enables schools to become safer places. From the perspective of children, the criteria on which to estimate successful programme implementation are:

1. Is there an awareness and understanding of the problem's existence?
2. Do school policies and rules address violent behaviour?
3. Does an approved system of prevention and intervention exist?
4. Do children know about this system?
5. Do children use the system? Is it adapted to them?
6. Do children get help when they ask for it?
7. Do children feel safe?

In the vast majority of schools where the SEES programme was implemented, the response to all seven questions was affirmative. An important feature of the programme is that it develops incrementally. It is therefore almost impossible to implement one step if the previous step was not well performed. Each step follows logically from and grows out of the previous one. Of course, it is possible that subsequently some parts of the programme are updated and further expanded; for example, by intensifying cooperation with parents or strengthening exchange with the media or the local community. However, the described school activities are the backbone of the programme and should be well structured and coherent.

Schools that satisfactorily completed all seven steps and asked UNICEF to be declared 'violence-free schools' were awarded a plaque with that title.

An important feature of the programme is that it develops incrementally. It is therefore almost impossible to implement one step if the previous step was not well performed. Each step follows logically from and grows out of the previous one.

Step 7.

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Criteria for gaining recognition as violence-free schools

During the implementation of the Croatia SEES programme, it was not easy to define the criteria for obtaining 'violence-free school' status because it seemed unfair to establish equal conditions for unequal schools. Schools are different in many ways – in terms of the initial proportion of students who suffer from violence and those who behave violently; the level of education of teachers and their acquaintance with the workshop model; the size of the school; the sociocultural strengths and economic status of their surrounding communities, etc. Additionally, it also seemed unfair and insufficient to try to capture all the effort, excitement and creativity involved in the programme solely through methodical documentation of the programme's step-by-step implementation. On the other hand, a lack of defined criteria or evidence of successful implementation would only have belittled the enormous effort put in by all participants. Therefore, the criteria were set in several ways – first, by defining specific achievement indicators in accordance with the programme's individual activities, as laid out in Table 5.

From this Table, it is obvious that the achievement indicators are defined broadly enough that each school can show their specific results through records and notes. They can also show results through creative outputs (posters or photos communicating class values, rules, consequences, recordings, media files, newspaper coverage, etc.) and evaluation questionnaires filled out at the end of the programme by students, parents, teachers and other school personnel. Hence, the process of evaluating success largely relies on self-assessment by programme participants.

In addition to these achievement indicators, the mentor, together with the Coordination Committee, monitors the implementation of the programme with respect to the so-called 'zero position', or 'baseline' (i.e., the state of affairs before the commencement of the programme). For this reason, we have considered this dimension as well.

Schools that satisfactorily completed all seven steps were declared 'violence-free schools' taking all of these criteria into consideration.

A CHILD HAS A RIGHT TO A HUG!

Experience to date indicates that the implementation of the steps outlined in the programme enables schools to become safer places.

Table 5.
SCHEMATA OF ACHIEVEMENT INDICATORS UNDER THE SEVEN STEPS OF PROGRAMME IMPLEMENTATION

STEP	ACTIVITIES	ACHIEVEMENT INDICATORS
1.	1.1 Teachers' Council → Coordination Committee established 1.2 Parent-teacher meetings are held 1.3 Head teachers attend training workshops 1.4 Educational materials are distributed 1.5 The Olweus Bully/Victim Questionnaire is applied and results are presented	- Number of meetings - List of educational materials - Results of Olweus Bully/Victim Questionnaire
2.	2.1 Values, rules and consequences are defined for each classroom and included into school statute/regulations/protocol as agreed 2.2 All school personnel are gathered Tasks and responsibilities are assigned Agreement is reached on prevention and protection mechanisms and strategies Surveillance of corridors and schoolyards is organized as agreed First parent meeting is held 2.3 Students are selected for peer support 2.4 Agreement is reached on different creative groups and workshops to be offered to students 2.5 Parents who are willing to collaborate are gathered in parents' action groups 2.6 Potential stakeholders for collaboration with the community are identified	- Class values, rules and consequences displayed in each classroom - Amendments to school statute and regulations - Meeting logs - Description of tasks and duties of employees - List of students for peer support groups - List of different groups and workshops led by teachers (environmental, theatre, journalism) and their plans for working on the theme of violence - List of parents, meeting logs and work plans - List of contact persons from the local community - School procedural protocol
3.	3.1 A system is established to detect and help students who behave violently and those who suffer from violence (adults' duties at the school) 3.2 Six thematic workshops are held in all grades on the underlying causes of bullying 3.3 Other prevention strategies are applied (through teaching, thematic groups, mailbox of trust, additional projects, etc.) 3.4 Peer support groups undergo training 3.5 Procedural strategies are applied consistently to deal with occurrences of bullying	- Reports on new responsibilities of personnel - Head teachers' work plan - Record of reports, work plans, attendance records, diplomas from peer support groups - Notes on interesting activities of clubs and groups dealing with topics related to violence

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STEP	ACTIVITIES	ACHIEVEMENT INDICATORS
4.	4.1 Roles, expectations and modes of action are defined through joint meetings with other agencies, organizations, institutions 4.2 Group of interested parents is established 4.3 Joint actions with local community stakeholders are undertaken	- Records of cooperation. Written and agreed-upon cooperation protocol - List of parents, meetings' minutes and action plans
5.	5.1 Students turn to peer helpers, write to the mailbox of trust, seek adult assistance, report incidents, etc. 5.2 Bullied students participate in theme groups and are encouraged to form friendships. Students who break the rules seek help	- Number of students seeking help - Number of cases reported by observers - Types of letters and cases - Number of interventions to help children - Number of children helped
6.	6.1 Everyone, especially students who bully and those who suffer from bullying, is informed of selected intervention and prevention mechanisms; the school applies them in accordance with students' needs (restoration of values, writing of contract, discussion, counselling, contacting parents, and referral to specialized services) 6.2 Parents engaging in programme activities are assigned to parent-activist groups 6.3 The local community collaborates in accordance with the agreed-upon cooperation protocol 6.4 Classrooms become caring zones without mockery and ridicule; students change attitudes towards violence and learn new social and emotional skills	- Number and type of interventions according to school protocol - Creation of a unified database and follow-up of students (what, when, how, actions taken, outcomes, simple statistics) - Records of parents' activities - Records of cooperation with local community
7.	7.1 The school monitors, evaluates and documents the entire process towards change and informs all personnel, students and parents 7.2 The school informs the public about joint achievements (through media and meetings with local community representatives) 7.3 The opinions of children and adults are ascertained through a simple questionnaire	- Documentation of progress achieved by school (photos, information, articles, statements, records, anecdotes, results of actions and activities) - Questionnaire results

Part 4. The network of violence-free schools and programme sustainability

Our expectations are that the school, after completion of the core SEES programme, will continue to treat peer bullying in the same way. Given the complexity and comprehensiveness of the programme, its sustainability remains a challenge. In 2005, mentors who participated in the programme, with support from UNICEF, founded an NGO, 'Stop Violence Among Children', to continue working for the advancement of the programme by forming the Network of Violence-Free Schools and other support activities in order to maintain the positive results of the programme for the long run. However, the NGO never fully developed and has not survived, although schools' pleas to maintain and improve the programme continue to grow louder.

A preparatory meeting in June 2007 gathered representatives from the 89 schools that had successfully completed the core programme. At the meeting, schools expressed a desire to establish criteria for quality and sustainability of violence-free school status in order to distinguish between schools that are persistently trying to reduce peer violence and schools that have given up. To support these efforts, in November 2007, UNICEF brought together representatives from more than 100 schools, including children, teachers, school associates, principals, and mentors from all across Croatia, and established the Network of Violence-Free Schools – a forum that brings together schools that have gained recognition as violence-free schools and interested public experts to combat peer bullying. The common goal of the Network is to improve the programme by learning from each other's experiences, developing new content and maintaining the level of bullying prevention activities.

At the meeting of the Network of Violence-Free Schools, a number of relevant documents were discussed and endorsed: **The Declaration on Stopping Peer Violence** and **The Criteria for Quality and Sustainability of Violence-Free School Status**.

The expectations are that the school, after successful completion of the SEES programme, continues to approach peer violence in the same way.

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THE DECLARATION ON STOPPING PEER VIOLENCE

In accordance with the provisions of the Convention on the Rights of the Child and its Protocols, the Law on Primary Education, the Law on Secondary School, the National Programme for Prevention of Violence Among Children and Adolescents, and the National Plan of Action for the Rights and Interests of the Child,

With a firm belief that children are entitled to the support, protection and guidance of adults, as well as the right to actively participate and gradually assume responsibility in accordance with their evolving capacities,

With the understanding that the school has an important and irreplaceable role in the formative education of children and that the causes of unacceptable behaviour may be addressed only with the full cooperation of other key actors in the development of children and adolescents,

Stressing the importance of joint action by students, teachers, school associates, other school personnel, parents and the local community in creating a safe and enabling environment,

Relying on partnerships with the Ministry of Education, Science and Sports, the Education and Teacher Training Agency and the UNICEF Office for Croatia,

Proud of the invested efforts and results we have achieved so far through implementation of the programme, 'For a Safe and Enabling Environment in Schools', and the recognition of Violence-Free School status that our school was awarded,

**We solemnly announce the
Declaration of Stopping Peer Violence
and pledge to make it known and respected.**

The text of the Declaration reads as follows:

Article 1
The school has contributed to creating a safe and enabling environment and upon the completion of the basic programme, 'For a Safe and Enabling Environment in Schools', it continues to implement activities for the prevention of and protection from peer violence as well as the protection of all participants in violence.

Article 2
The school clearly declares its stance against the occurrence of all forms of violence by establishing standards that protect against bullying and allow the school to live the values to which it consented. The school regularly drafts and implements prevention programmes aimed at reducing the frequency and intensity of peer bullying.

Article 3
Common rules for students, teachers and parents contribute to solving the problem of peer violence and creating a safe and enabling environment in the classroom and throughout the school.

Article 4
The school regularly publishes and makes available common rules as well as the work of other students dealing with the occurrence of peer violence and makes every effort to make these available to students, all school personnel, parents and the public.

Article 5
Students, teachers, and parents are informed and have access to the protection system – they know whom to contact when bullying occurs and they use the system.

Article 6
The school collaborates with parents, institutions and agencies in the local community in order to act together and solve problems.

Article 7
The school works on preserving the quality of its established safe and enabling environment in accordance with the agreed criteria, is ready to seek help when implementing these activities and accepts periodic reviews.

Article 8
Schools that have received UNICEF's recognition as Violence-Free Schools become members of UNICEF's Network of Violence-Free Schools in order to preserve the quality of preventive activities, to exchange experiences and to further promote their programmes.

Zagreb, 8 November 2007

In addition, at this same meeting of the Network of Violence-Free Schools, students also drafted their own 'Children's Declaration – School for Us'.

CHILDREN'S DECLARATION – SCHOOL FOR US

1. We commit to violence-free schools – to pay attention to violence and do our best to prevent it!
2. We believe that no one deserves to be a victim of violence, regardless of differences.
3. We strive to create a school where no one will be isolated – everyone will be accepted and feel comfortable.
4. We try to help each other but we also need the help of adults.
5. We believe that children and adults are equally important!
6. We believe in a school where children and adults have the right to their own opinions.
7. We need teachers who can be trusted, who understand us and will help us.
8. We children possess many creative ideas regarding work and better education.
9. We believe in our success in life with your support. Believe in us!
10. We believe that together we can achieve anything!

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Ensuring quality and sustainability is the main reason for establishing continuous monitoring of the schools' effort to maintain established values and activities aimed at preventing and responding to violence and bullying. The schools that have completed the SEES programme and have gained recognition as violence-free schools may renew their status after three years. The schools that indicate their interest in renewing their status are visited by an evaluation team comprising three members. The head of the evaluation team is a mentor in the programme (but may not have been a mentor at that school during its programme implementation). The other two members are representatives from UNICEF, neighbouring schools or local community experts. During the visit, the team together with the school evaluates activities in progress and, based on the information obtained, makes recommendations on the prevention of peer violence. It should be emphasized that the goal of the evaluation is not monitoring or inspecting but peer supervision and providing support to the school's efforts to combat peer violence and bullying.

As part of the preparation for the renewal of violence-free school status, research is conducted among the school's students, parents and teachers on bullying trends and programme outcomes. During their visit to the school, the members of the evaluation team hold focus group discussions with teachers, students and parents, observe activities in progress and access documentation of past and planned activities. The evaluation visit ends with a report to UNICEF, the school and the Coordinator of the Network of Violence-Free Schools.

IN 2008, THE SECOND MEETING OF UNICEF'S NETWORK OF VIOLENCE-FREE SCHOOLS IN ŠIBENIK WAS ADJOURNED TO TAKE THIS PHOTOGRAPH WITH THE MESSAGE 'STOP VIOLENCE'.

Photo: Sime Strikoman

The criteria required for obtaining violence-free school status entail the definition of values, rules and consequences in every classroom at the beginning of each school year and the continuation of work through class meetings. Throughout the process, the school may use additional materials, such as Laura Parker Roerden's teachers' guide, 'Don't Laugh at Me',[62] or develop their own list of suitable locally available materials. In addition, each year, new and more constructive ways of cooperating with the local community should be devised. However, what is of particular importance is for a protective network to be established so that students are able to seek and receive assistance.

62 Parker Roerden, L., *Don't Laugh at Me. Teachers Guide (Grades 2–5 and 6–8)*, Educators for Social Responsibility, Cambridge, 2000. (The author authorized the SEES programme to use the Guide and translate it into Croatian. See <www.operationrespect.org> accessed 1 March 2015.)

CRITERIA FOR QUALITY AND SUSTAINABILITY OF VIOLENCE-FREE SCHOOL STATUS

1. Creation of classroom values, rules and consequences and their integration into schools' values, rules and consequences at the beginning of each school year.

2. Teachers' surveillance of the school premises in accordance with the specific needs of the school and students and their use of the school procedural protocol in cases of violence.

3. Application of the restoration of values approach and the school procedural protocol.

4. Renewal of peer support groups (training and supervision of new students) in schools that have responsibly demonstrated their capacity to provide supervision and appropriate support for peer helpers.

5. Integration of the bullying theme through the regular curriculum and class meetings into the plan, programme and everyday life of the school.

6. Continuous education and training of teachers, head teachers and other school personnel.

7. Regular, ongoing discussion about efforts to prevent and respond to bullying via official school bodies and ways to deal with specific issues.

8. Collaboration with parents, local communities and institutions who deal with child protection (new forms of cooperation and/or increasing the number of cooperating entities), and holding of an annual joint meeting.

9. Implementation of a survey that assesses parents' knowledge of cases of bullying, school activities in response to bullying, further activities parents would like to join, and parents' satisfaction in relation to children's safety and well-being.

10. Ongoing evaluation and follow-up of peer bullying with the aim of analysing bullying trends at the school and the effects of the programme's implementation every three years.

11. Recording and documenting all activities that the school is undertaking to prevent and respond to bullying.

12. School visits by evaluation teams every three years to support the renewal of violence-free school status. The team may be composed of representatives from neighbouring schools, mentors and other experts in this field. Visits may include discussions with focus groups of students, teachers, parents, a tour of activities in progress and access to documentation on implemented and planned activities. Visits end with a report to the school, UNICEF and the Coordinator of the Network of Violence-Free Schools.

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Part 5. Cyberbullying prevention supplementary programme 'Break the Chain!'

During the implementation of the Croatia SEES programme, teachers and students identified cyberbullying as an additional type of bullying that needed to be addressed as well. During a meeting of violence-free schools (schools that completed the SEES programme), the topic was given highest priority among further activities to prevent peer violence. In most schools, the knowledge base about prevention of peer bullying revealed that there was a weak basis for prevention efforts that might address new forms of bullying via the Internet and cell phones.

In response to the problem of cyberbullying, UNICEF and a team of Croatian partners, including the NGO Brave Phone, launched a multimedia campaign in 2008 entitled 'Break the Chain!'. The campaign was designed to inform the public about peer bullying via billboards, television spots, leaflets placed in electronic device stores and through generating unpaid print, radio and television coverage of the issue. A web page included materials used in the campaign. Leaflets with instructions for students, parents and teachers were also developed.

The Break the Chain campaign was supported by leading telephone service providers in Croatia (T-Mobile, Vipnet and Tele 2) who also provided public and financial support. Citizens, both adults and children, were invited to symbolically 'donate' by sending SMS messages, thereby motivating them to break the chain of cyberviolence 'with their own hands' and to commit to never forwarding bullying messages.

Just as with the SEES programme, the idea was to build a strong foundation of improved social values to support the reduction of internet-based bullying through a public campaign. The premise was that it was more difficult for schools to educate children in the spirit of mutual respect if the wider society in which they operated did not value it. The campaign emphasized how to behave correctly in virtual space and how to respond to cases of harassment and bullying.

Following the media campaign, a school prevention programme was developed, which supplemented the core SEES programme. Any school in Croatia that wanted to implement this part of the programme was required first to implement the core SEES programme. This is important to note because the values, rules and consequences established at class/school level, as well as the school procedural protocol to be applied in cases of cyberbullying, are built upon the core programme.

As in the core programme, an essential criterion of Break the Chain and a prerequisite for its implementation are voluntary school inclusion. Therefore, it is important that the Teachers' Council make the decision to participate. The whole-school response approach is applied in this supplementary programme as well. In every school, a mentor is in charge of teachers' training and is available as a consultant and facilitator of planned activities. All the mentors who trained for Break the Chain had previously trained for the SEES programme. Break the Chain also requires the availability of some computer equipment and consists of workshops directed at teachers, parents and students.

When drafting and implementing the pilot phase of Break the Chain, some concerns were expressed that it would motivate children to abuse electronic technology. However, teachers were more inclined to support the supplementary programme when they discovered that some of their students had already had a bad experience.

It is never easy to introduce children to the world we actually live in, but the purpose of education is precisely to teach them to cope with the world as it is, and to prepare them as much as possible to confront bad experiences they may face at some time. All knowledge, including knowledge of cyberbullying, can be used and abused but this is not a reason to keep children in the dark. In fact, it calls for more, not less, formative education.

Early in the pilot phase of Break the Chain, teachers reported that children were indeed interested in finding out about the dangers lurking in 'cyberspace' and how anonymous adults in the virtual world could exploit the information that they publish. The workshops, as well as being informative, included a strong formative educational component such as debates, re-establishment of values, rules and consequences and teaching methods of communication appropriate to electronic media.

PRESENTATION OF THE CAMPAIGN 'BREAK THE CHAIN!'

A POSTER FROM THE CAMPAIGN 'BREAK THE CHAIN!'

A POSTER FROM THE CAMPAIGN 'BREAK THE CHAIN!'

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Informing and educating teachers, parents and students about what is happening in contemporary communication and how to prevent harassment and violence are basic elements of the programme.

Some of the challenges experienced during the supplementary programme's implementation included:

- How to make adults (teachers and parents) competent in dealing with cyberbullying since children tend to know more about electronic means of communication than adults.

  The team of authors of the programme decided to educate adults about the Internet and the virtual world only as much as was necessary for them to understand how this cyberworld is constructed and how it works; where and why dangers are lurking and what to do in order for children to feel safer when 'walking' through this space. Thus, we did not take on the role of improving adults' Information Technology (IT) literacy because that goes beyond the framework of our mission. The material used in the programme workshops related to the use of the Internet as a source of information. Adults, including teachers and parents, do not need to know as much about contemporary media as children do in order to be able to support the adoption of safe and polite forms of behaviour in the virtual world.

- How to support and preserve the awareness of parents and teachers about the value, usefulness and necessity of the Internet and cell phones, while increasing knowledge of the dangers and the need for protection.

  The dangers associated with the Internet and IT tend to be emphasized so much that teachers and parents get frightened and show a tendency to avoid

discussions about them. If teachers and parents shy away from these topics, who will then share children's dilemmas and bad experiences? Students in one school in the pilot programme said that they were glad that they could finally talk to teachers in school about what was happening to them on the Internet. Prohibiting children from using the Internet and cell phones is simply another form of avoidance with negative consequences, because children who do not adapt to appropriate and skilful use of modern technology will not be able to participate equally and effectively in work and social life as adults.

- How to educate those who behave violently, those who suffer and those who are witnesses (by silence or by forwarding hurtful materials) in a virtual world where there is the illusion of anonymity and a (deceptive) sense of shelter and freedom without responsibility.

  Here, we had to deal with laws and with recognized Internet and mobile service procedures, as well as with the police, in order to clearly show teachers, parents and students that anonymity is only superficial and that, in virtual space, the same legal provisions are in force as in real life.

- How to define this type of violence in a way that teachers feel invited to intervene and prevent violence since it is not occurring (directly) in the school but only in virtual space, although it sometimes starts in the school and is transferred into the virtual world or vice versa.

  We devoted more space to this approach in the first workshop for teachers. Here, we will only say that unlike adults, children and adolescents do not perceive these two worlds to be separate. To them, virtual and real communication are both merely ways in which they interact with the world.

The school supplementary programme was piloted in three primary schools (in a city, a small town and a village). It consisted of workshops for teachers, parents and students and was primarily intended as a stimulus for teaching and reflecting on behaviour in this new media. The workshops also had an educational aspect related to the procedure for reporting and identifying those who behaved violently (and those who suffered from violence). Details of materials, workshops and instructions are combined in the Handbook 'Break the Chain!'[63]

As part of the supplementary programme's implementation, research was conducted in approximately 30 schools on the experiences and attitudes of children, parents and teachers towards the electronic media.[64] A report on the results of this study has been translated into English and is available from the UNICEF Office for Croatia.

All of the activities mentioned earlier were implemented by schools that were members of the Network of Violence-Free Schools following their recognition as violence-free schools.

63 Ćosić, I., Pregrad, J., Salečić, I., Tomić Latinac, M., *Prekini lanac! Priručnik programa prevencije elektroničkog zlostavljanja. (Break the Chain! Handbook for an electronic abuse prevention programme)*, Ured UNICEF – a za Hrvatsku, Zagreb, 2010.
64 Pregrad, J., Tomić Latinac, M., Mikulić, M., Šeparović, N., Izvještaj o rezultatima istraživanja. Iskustva i stavovi djece, roditelja i učitelja prema elektroničkim medijima (Report on research results. Experiences and attitudes of children, parents and teachers towards electronic media), UNICEF Croatia, 2011. See <www.unicef.hr/upload/file/353/176706/FILENAME/Izvjestaj_-_Iskustva_i_stavovi_djece_roditelja_i_ucitelja_prema_elektronickim_medijima.pdf>, accessed 1 March 2015.

It is never easy to introduce children to the world we actually live in, but the purpose of education is precisely to teach them to cope with the world as it is, and to prepare them as much as possible to confront bad experiences they may face at some time.

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Part 6. Research and evaluation

This part presents the research and evaluation conducted within the SEES programme during the period 2004–2012.

A. BASELINE STUDIES 2004 AND 2008–2010

Goal: The first step of the SEES programme aimed at raising awareness of the problem of violence among teachers, students and school staff and motivating them to implement the programme. It started with the implementation of a survey to measure the levels of violence in schools in Croatia. UNICEF conducted baseline studies every year in the new schools that joined the programme. The data from the two studies presented here were analysed separately and compared to measure possible changes in the occurrence of and reactions to bullying over a period of four to six years. Taking into account the characteristics of the data, the strength of the findings was calculated by the χ^2 (chi-squared) test, which means that the differences are significant at least at the level of $p \leq 0.05$.

Sample: The 2004 study covered students aged 11–14 years (5th to 8th grade) from 84 primary schools that participated in the SEES programme (N = 23,342). They were evenly geographically distributed throughout the country.

The 2008–2010 study covered students aged 11–14 years (5th to 8th grade) from 21 primary schools that participated in the SEES programme (N = 4,397).

Students aged 7–10 years (1st to 4th grade) were not included in the studies as their reading and writing skills were not sufficiently developed and because the original Olweus Bully/Victim Questionnaire was designed for older students (5th to 8th grade).

Methodology and instruments*:* The Bully/Victim Questionnaire developed by Dan Olweus is a standardized questionnaire, internationally used. It is an instrument for measuring continuous and repeated peer bullying in schools. The Croatian translation retained the original layout, size and number of pages to allow the comparison of results with those from other countries. The questionnaire contains 39 questions. It is divided into five parts: *(a)* types of violence and number of victims; *(b)* places where violence occurs; *(c)* children who behave violently; *(d)* how adults respond; and *(e)* how observers respond.

The head teachers of schools participating in the programme received the questionnaire with instructions for its use and tables for data entry and analysis. Head teachers processed the results at the classroom level, while the data from the whole school were analysed by the School Coordination Committee responsible for the programme's implementation in each school. Data provided by schools were summed up and analysed at the national level by the UNICEF Office for Croatia.

Summary of baseline study results in 2004

The baseline study conducted in 2004 identified all cases of violence in the schools surveyed. However, Olweus establishes the criteria for bullying as cases in which the student suffers from violence at least two to three times a month or more often. A smaller number of incidents is still considered as violence but not bullying. On average, 10.4 per cent of students had been exposed to bullying, 22.3 per cent had experienced some form of violence once or twice in the past few months, and 67.3 per cent of students had not been exposed to any form of violence. With regard to the number of child victims, the range of average results among schools was wide: from 4.07 per cent to 21.43 per cent. Children were mostly bullied during a period of several weeks (16 per cent), although 3 per cent of boys and 4 per cent of girls said that they had been bullied for several years.

The percentage of boys who were bullied in 5th grade was somewhat higher (13.25 per cent) than the percentage of girls (9.78 per cent). However, this rate declined when approaching 8th grade (8.59 per cent), but remained relatively stable among girls (9.62 per cent).

Twelve per cent of students said they were violent two to three times a month or more. According to criteria for bullying, this defines them as 'bullies'. The percentage of boys who bully was slightly higher in 5th grade (12.32 per cent) than the percentage of girls (7.86 per cent). However, it increased with age in boys (19.73 per cent, in 8th grade), while the increase was much smaller in girls (9.69 per cent, in 8th grade).

On average, most students were bullied by individual boys; the second largest group of bullies was individual girls bullying girls; the third was a group of boys who bully other boys.

The most common sites of violence were: *(a)* hallways and stairwells, *(b)* classrooms in the absence of a teacher, *(c)* on the way to and from school, and *(d)* the schoolyard.

In the group of bullied students, 62 per cent had reported to adults what was happening to them in school, while 28 per cent had not told anyone. Confiding to parents decreased with age although the drop was slightly more pronounced in girls than boys.

When dealing with the emotions and behaviour of other students in relation to bullying, the results showed that 63 per cent of students felt sorry for those who are bullied and would be glad to help. However, only 22 per cent of students did try to stop the violence often or almost always, while 78 per cent of them never had, or only occasionally.

Students reported that teachers tended to prevent violence, although 15 per cent of them almost never did.

The first step of the SEES programme aimed at raising awareness of the problem of violence among teachers, students and school staff, and motivating them to implement the programme.

EVERY CHILD IS UNIQUE.

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Summary of baseline study results in 2008–2010

The data obtained for the period 2008–2010, when compared to the results obtained in 2004, pointed to a relatively small but statistically significant increase in the percentage of primary school children who, two to three times a month or more frequently, experienced some form of violence. The percentage of children who participated in violence was the same, but the ratio of boys to girls had increased significantly. The most common forms of violence, the places where it occurred and the percentage of students who characterized themselves as 'those who bully others' had not changed. The good news was that violence was being discussed more often – children who suffered from bullying confided more often, first in parents, then in friends. Teachers continued to maintain a tight third place in this ranking of confidence. Nearly half of the children who suffered from bullying talked to their teachers about it, which was more than before, but still not enough.

Comparing results from 2004 and 2008–2010 baseline studies

Occurrence of having been bullied

In accordance with Olweus' criteria for bullying (in which a student suffers from violence two to three times a month or more often), in 2004 approximately 33 per cent of children in Croatia were exposed to violence. Ten per cent were systematically bullied repeatedly and often. There were no significant differences with respect to gender. In 2008–2010, an average of 11.83 per cent of students were exposed to bullying, 23.68 per cent experienced some form of violence once or twice a month, and 63.57 per cent were not exposed to any form of violence. The increase in the number of students who had been bullied, compared to 2004, was statistically significant. Although the number of children who were bullied once or twice a month also increased slightly, the difference in the number of children who were not exposed to any violence decreased significantly (from 67.3 per cent in 2004 to 63.57 per cent in 2008–2010).
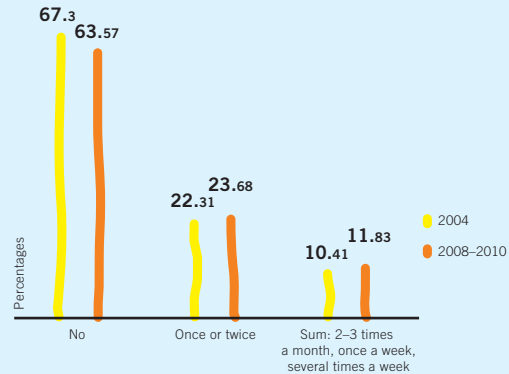

Figure 7.
STUDENTS' RESPONSES TO THE QUESTION, "IN THE PAST FEW MONTHS HOW OFTEN HAVE YOU EXPERIENCED VIOLENCE AT SCHOOL?" (IN PERCENTAGES, 2004 AND 2008–2010)

This difference is not only statistically significant, it is also fundamental because it confirms that, in schools where there is no systematic prevention, bullying has a tendency to grow, indicating a greater need for violence prevention.

The comparison of the 2004 and the 2008–2010 baseline studies shows significant differences between schools in the percentage of children who suffered from bullying. While the trend in schools with the lowest percentage of children suffering from violence remained quite similar (4.07 in 2004; 3.85 in 2008–2010), in the schools with the highest percentage of children suffering from violence the trend was statistically higher during the period 2008–2010 (21.43 in 2004; 23.44 in 2008–2010). With respect to the duration of bullying, the results were consistent with the previous evaluation: most students had been bullied over a span of several weeks (16 per cent); about 4 per cent had been bullied for several years.

Being bullied with respect to grade and gender
Figure 8 shows the results of students' reports of being bullied with respect to grade and gender in the 2004 and 2008–2010 studies.

Figure 8.

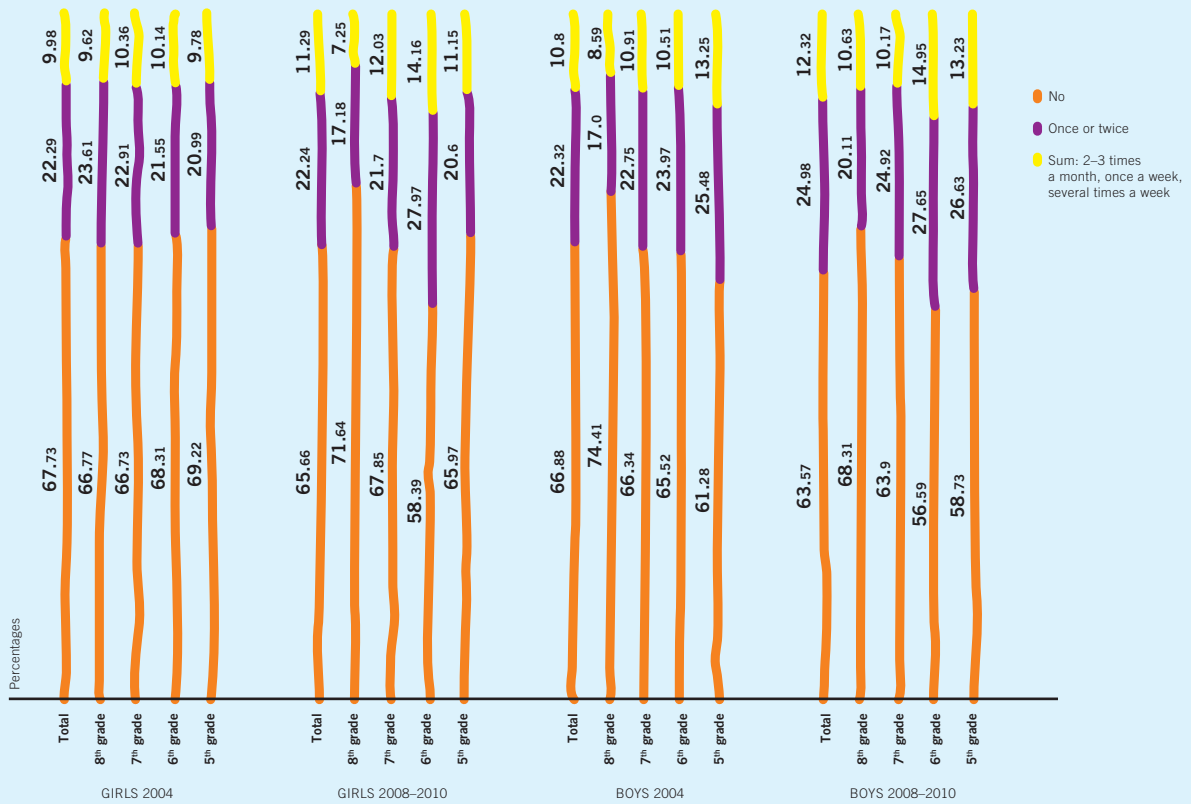Students' responses to the question, "In the past few months how often have you experienced violence at school?" (In percentages, by grade and gender, 2004 and 2008–2010)

Percentages

Legend:
- No
- Once or twice
- Sum: 2–3 times a month, once a week, several times a week

GIRLS 2004

	Total	8th grade	7th grade	6th grade	5th grade
Sum	9.98	9.62	10.36	10.14	9.78
Once or twice	22.29	23.61	22.91	21.55	20.99
No	67.73	66.77	66.73	68.31	69.22

GIRLS 2008–2010

	Total	8th grade	7th grade	6th grade	5th grade
Sum	11.29	7.25	12.03	14.16	11.15
Once or twice	22.24	17.18	21.7	27.97	20.6
No	65.66	71.64	67.85	58.39	65.97

BOYS 2004

	Total	8th grade	7th grade	6th grade	5th grade
Sum	10.8	8.59	10.91	10.51	13.25
Once or twice	22.32	17.0	22.75	23.97	25.48
No	66.88	74.41	66.34	65.52	61.28

BOYS 2008–2010

	Total	8th grade	7th grade	6th grade	5th grade
Sum	12.32	10.63	10.17	14.95	13.23
Once or twice	24.98	20.11	24.92	27.65	26.63
No	63.57	68.31	63.9	56.59	58.73

The overall increase in the number of bullied children between 2004 and 2008–2010 was due to an increase in the bullying of sixth-grade students (aged 12 years). The latest results indicate an escalation of violence in 6th grade, which was not recorded earlier. About 14 per cent of girls and nearly 15 per cent of sixth-grade boys were bullied. Overall, the percentage of those who were bullied decreased with age, regardless of gender. However, for girls, the decrease was higher after the transition from 7th grade (12.03 per cent) to 8th grade (7.25 per cent); for boys, the drop was higher after the transition from 6th grade (14.95 per cent) to 7th grade (10.17 per cent).

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Figure 9.

PROPORTION OF BULLIED CHILDREN
(CHANGES BY GRADE, 2004 RESULTS
COMPARED TO 2008-2010 RESULTS)
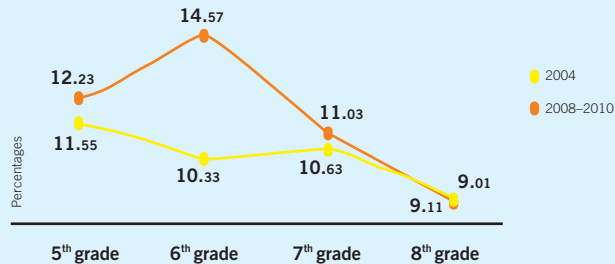
In accordance with overall results obtained in 2008–2010, it appeared that 6th grade (students aged 12 years) is a critical period in the lives of schoolchildren in terms of their relationships with peers. The survey found that in 13 of 21 primary schools, sixth-grade students were most often exposed to bullying. In five schools, fifth-grade students suffered most from violent behaviour, while in two schools, it was seventh- and eighth-grade students. This pattern was not noticeable in 2004.

One possible explanation is that the transition from class teaching to subject teaching (which occurs between 4th and 5th grades in Croatia when children are 10–11 years of age) brings significant changes in the demands made on the child. From 1st to 4th grade, students have a single teacher who teaches them all subjects with some additional teachers for specific subjects (e.g., foreign language). From 5th grade onwards, students have different teachers for different subjects and a head teacher who teaches only one course and takes overall responsibility for the students, oversees their progress, maintains contact with parents, etc.

On one hand, 5th grade entails that students develop new learning strategies, skills, organization of space and time and cope with greater autonomy. On the other hand, there is a decrease in adult supervision and the rules are no longer so clear and consistent (each

teacher has his/her own rules). Therefore, fifth-grade students have to adapt to a new environment and focus on numerous new adults with different rules, expectations and processes aiming more towards educational goals and less towards conduct and building mutual relationships. Sixth-grade students usually know what is expected from them in school. They are aware of the inconsistency of the established rules and are more directed towards peer relationships in an environment with lower levels of control and new, ambiguous rules of conduct. There are other theories and hypotheses related to emotional maturation and the development of emotional intelligence, but in reality none of these explanations provide a conclusive answer to the question of why, over a period of four to five years, there was such an increase in violence, specifically in 6th grade. This phenomenon needs further monitoring and research.

Bullying modes

Bullying modes in the school environment did not change over time. Students were still by far most exposed to name calling, being made fun of and teasing in a hurtful way. Only 53.4 per cent had never experienced this type of violence. Taking money or belongings or destroying them remained the lowest ranked form of violence; 86.83 per cent of students had not experienced it. The ranking of 'popular' forms of violence was identical to that of 2004. On average, boys were more made fun of, teased and mocked, and

endured comments about their origin, while girls experienced more gossiping and spreading of false rumours. Girls and boys alike were often socially isolated. From 5th to 7th grade, girls were more exposed to insults with sexual connotations. These findings confirmed the conclusions of other research studies.

Occurrence of bullying
The results from both 2004 and 2008–2010 data collection showed that 8 per cent of girls and 15 per cent of boys acted violently two to three times a month or more. The cumulative score of the school population showed that 12 per cent of children acknowledged themselves as 'bullies'.

Bullying with respect to age and gender
The age- and gender-related differences in the number of students who behaved violently were also confirmed in the 2008–2010 study: 17.22 per cent of boys (but only 6.36 per cent of girls) participated in the bullying of other students, at least sometimes. The percentage of boys who bullied increased with age (from 12.87 per cent in 5th grade to 25.62 per cent in 8th grade), while in girls, the pattern was much slighter. As in the 2004 research, it was evident that boys were more violent than girls, but more recent data indicated that the ratio had changed significantly – 75 per cent of the total number of children who bully were boys in the 2008–2010 study.

On average, most students experienced violence in their classrooms from the same gender and more often from individuals than from groups. Bullied students reported that boys acting on their own were the most frequent bullies (43.91 per cent in the 2008–2010 study).

Table 6.

Students' responses to the question, "Have you experienced violence at school during the past few months in one or more of the following ways?" (In percentages, 2004)

BULLYING METHODS	%
They called me mean names, made fun of me, or teased me in a hurtful way	16.26
Other students have lied, spread false rumours and tried to make others dislike me	8.87
They called me mean names and commented on my ethnicity	8.12
Other students have intentionally ignored me and excluded me from their circle of friends	7.46
They called me mean names, made comments about me or used explicit sexual gestures	6.55
They hit me, kicked me, pushed me, threw things at me or locked me indoors	4.87
They threatened me or forced me to do things against my will	3.5
I have experienced other forms of violence	2.64
They took my money or other belongings and damaged them	2.37

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Figure 10.

Students' responses to the question, "How often have you taken part in being violent towards another student(s) at school in the past couple of months?" (In percentages, by grade and gender, 2004 and 2008-2010)
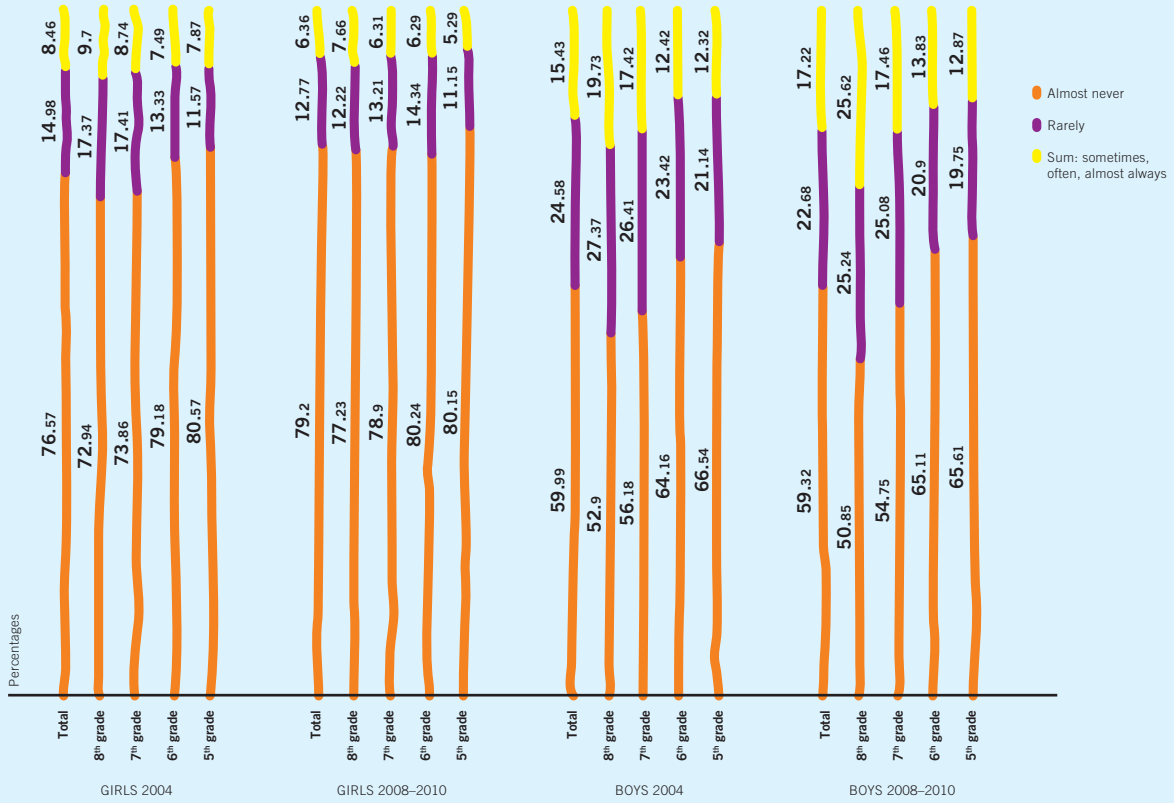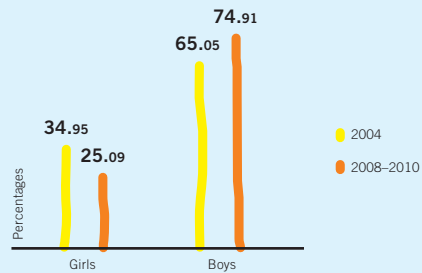

Percentages

- Almost never
- Rarely
- Sum: sometimes, often, almost always

GIRLS 2004

	Total	8th grade	7th grade	6th grade	5th grade
Sum	8.46	9.7	8.74	7.49	7.87
Rarely	14.98	17.37	17.41	13.33	11.57
Almost never	76.57	72.94	73.86	79.18	80.57

GIRLS 2008–2010

	Total	8th grade	7th grade	6th grade	5th grade
Sum	6.36	7.66	6.31	6.29	5.29
Rarely	12.77	12.22	13.21	14.34	11.15
Almost never	79.2	77.23	78.9	80.24	80.15

BOYS 2004

	Total	8th grade	7th grade	6th grade	5th grade
Sum	15.43	19.73	17.42	12.42	12.32
Rarely	24.58	27.37	26.41	23.42	21.14
Almost never	59.99	52.9	56.18	64.16	66.54

BOYS 2008–2010

	Total	8th grade	7th grade	6th grade	5th grade
Sum	17.22	25.62	17.46	13.83	12.87
Rarely	22.68	25.24	25.08	20.9	19.75
Almost never	59.32	50.85	54.75	65.11	65.61

Figure 11.

Proportion of girls and boys who admitted bullying (2004 and 2008-2010)

Percentages

Girls: 34.95 (2004), 25.09 (2008–2010)
Boys: 65.05 (2004), 74.91 (2008–2010)

- 2004
- 2008–2010

Sites where violence occurs
According to students' estimates, there were no major changes in the most common locations of violence when comparing 2004 and 2008–2010 results. Most frequently, violence took place in hallways and stairwells and in the classroom when the teacher was not present. On the way to and from school, and on playgrounds and sports fields, also ranked high.

Table 7.
STUDENTS' RESPONSES TO THE QUESTION, "WHERE DID THE SCHOOL VIOLENCE OCCUR?"
(IN PERCENTAGES, 2004 AND 2008-2010)

LOCATION	% 2004	% 2008–2010
In hallways and stairwells	55.23	53.44
In the classroom while the teacher is absent	51.02	44.62
Elsewhere inside the building	41.38	42.36
On the way to and from school	44.75	42.18
On the playground or sports field (during school recess)	42.01	37.87
In the classroom while the teacher is present	24.31	27.30
In the gym or in the locker-room	24.94	26.82
At the school bus station	16.97	21.47
In the restroom	19.75	20.33
On the school bus	14.71	17.36
In the school lunchroom	11.21	11.67

Table 8.
STUDENTS' RESPONSES TO THE QUESTION, "WHERE DID THE SCHOOL VIOLENCE OCCUR?"
(IN PERCENTAGES, BY GRADE, 2004)

LOCATION	5th grade	6th grade	7th grade	8th grade	TOTAL
In hallways and stairwells	52.96	57.35	54.83	55.87	**55.23**
In the classroom while the teacher is absent	43.35	48.05	52.13	62.01	**51.02**
On the way to and from school	52.96	46.23	41.27	37.80	**44.75**
On the playground or sports field (during school recess)	45.67	42.81	38.65	40.97	**42.01**
Elsewhere in the building	42.23	43.05	38.05	42.55	**41.38**
In the gym or in the locker room	22.44	25.10	25.92	26.44	**24.94**
In the classroom while the teacher is present	17.23	21.05	25.39	35.01	**24.31**
In the restroom	17.39	20.25	19.25	22.53	**19.75**
At the school bus stop	18.59	21.21	13.71	14.15	**16.97**
On the school bus	16.11	16.04	12.96	13.69	**14.71**
In the school lunchroom	11.46	12.23	10.26	10.89	**11.21**

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The 2004 study showed that one of the greatest areas of increase in violence by age was in the category 'in the classroom while the teacher is present'. This may have to do with a possible reluctance of teachers to respond to violence as students mature, but it may be that violent behaviour is carried out in less visible ways that are neither noisy nor physical. This may include quiet acts and efficient threats, blackmailing and briefly inflicting pain. Also, as children grow, they become less likely to react vocally to pain and injury, even of the physical kind. The amount of violence on the way to and from school decreased with age.

Those in whom students confided

In the 2008–2010 sample, only about 30 per cent of children did not tell adults that they experienced violence. The tendency to tell adults increased by 8 per cent compared with 2004 results. Children most frequently confided to their parents; followed by telling their friends, teachers and head teachers; and then, siblings, other adults in school or some other person. Around 40 per cent of students informed their teachers and head teachers about violence – further evidence of the significance and need to change school values, attitudes and policies with regard to violence.
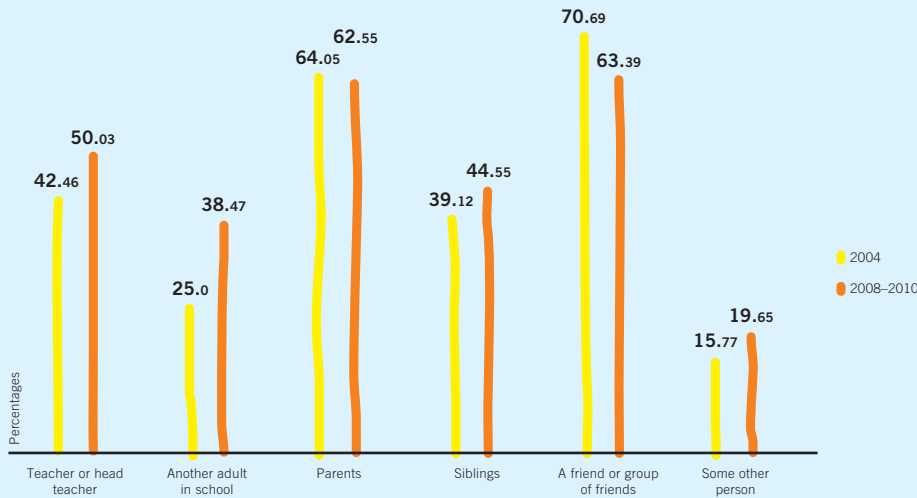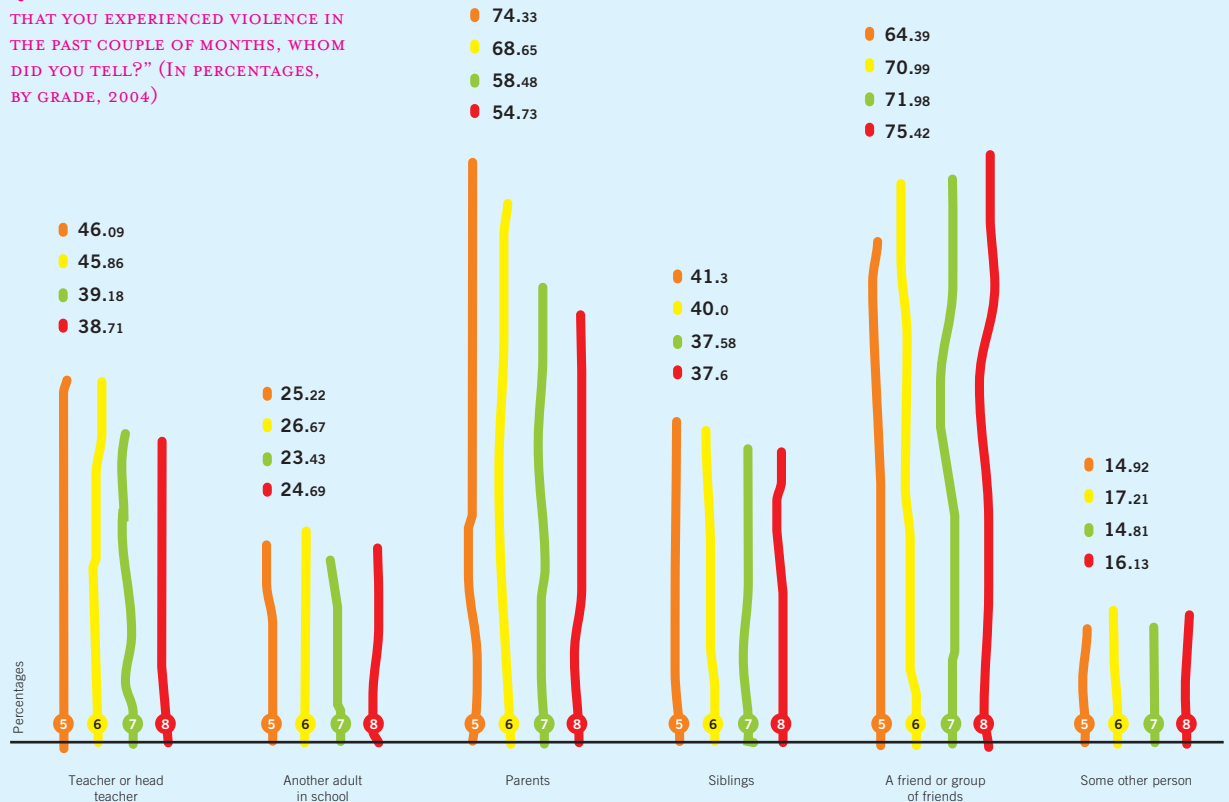
Figure 12.
STUDENTS' RESPONSES TO THE QUESTION, "IF YOU TOLD SOMEONE THAT YOU EXPERIENCED VIOLENCE IN THE PAST COUPLE OF MONTHS, WHOM DID YOU TELL?" (IN PERCENTAGES, 2004 AND 2008-2010)

	Teacher or head teacher	Another adult in school	Parents	Siblings	A friend or group of friends	Some other person
2004	42.46	25.0	64.05	39.12	70.69	15.77
2008–2010	50.03	38.47	62.55	44.55	63.39	19.65

Percentages

Figure 13.

Students' responses to the question, "If you told someone that you experienced violence in the past couple of months, whom did you tell?" (In percentages, by grade, 2004)
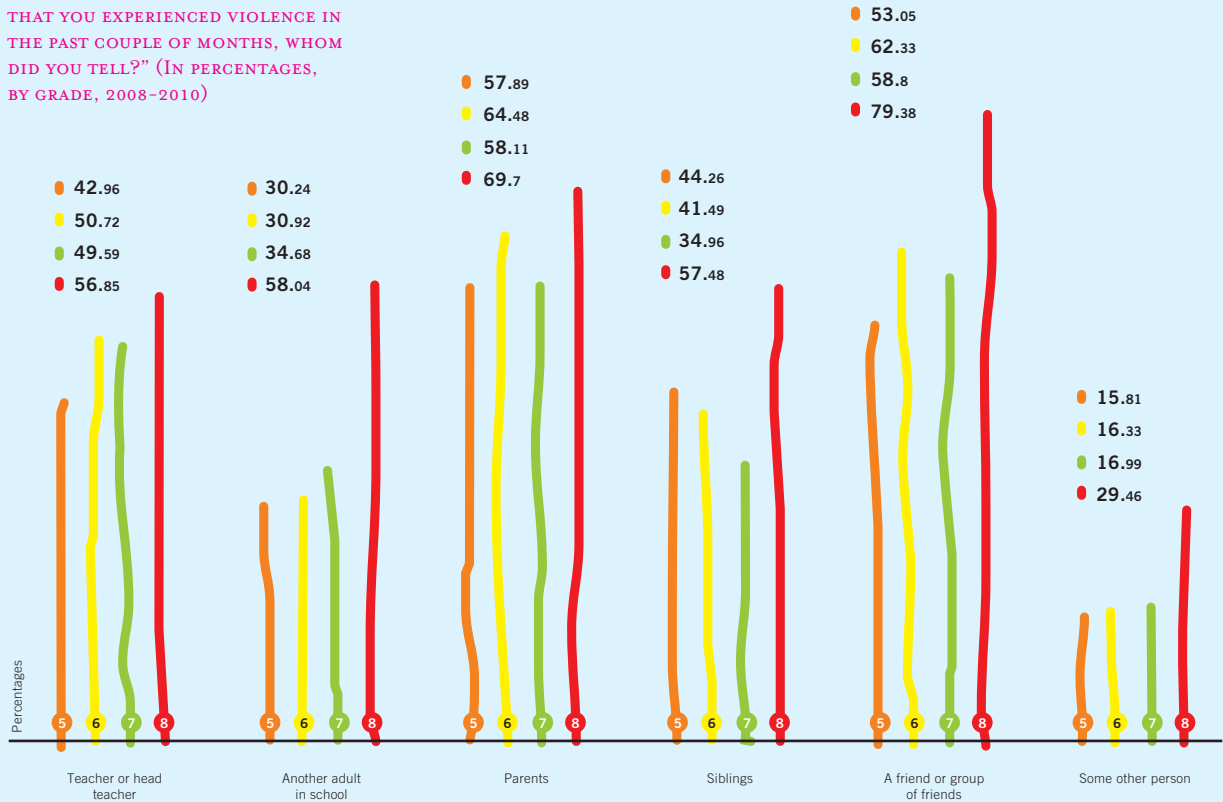

Note: the numbers 5, 6, 7, 8 within the lines represent the grade level.

In the 2004 sample, the tendency of children to confide in parents and even teachers decreased with age, while in friends it increased slightly. However, the tendency to confide in others ('adults in school' or 'some other person') did not change with children's age.

In general in both samples, the people deemed reliable enough for children to share their experiences with were primarily parents and friends, followed by subject teachers and head teachers.

Figure 14.

Students' responses to the question, "If you told someone that you experienced violence in the past couple of months, whom did you tell?" (In percentages, by grade, 2008–2010)

Teacher or head teacher
- 42.96
- 50.72
- 49.59
- 56.85

Another adult in school
- 30.24
- 30.92
- 34.68
- 58.04

Parents
- 57.89
- 64.48
- 58.11
- 69.7

Siblings
- 44.26
- 41.49
- 34.96
- 57.48

A friend or group of friends
- 53.05
- 62.33
- 58.8
- 79.38

Some other person
- 15.81
- 16.33
- 16.99
- 29.46

Percentages

Note: the numbers 5, 6, 7, 8 within the lines represent the grade level.

In the 2008–2010 study, the percentage of children who turned to teachers to report violence and seek help (on average, 49 per cent) but also to other adults in the school (38.47 per cent) increased gradually. A later study did not confirm a trend of decreasing trust in adults as children grew. On the contrary, eighth-grade students discussed bullying with their parents, teachers and other adults in the school more willingly than lower-grade students. The fact that older children spoke out more than younger ones, and not just to friends but also to adults, may indicate that this change was the result of the public campaign that raised general awareness of the problem of bullying. The campaign made the issue of bullying attractive to the public and media.

It also facilitated a decrease in children's silent suffering and a growing tendency to speak out with less pain and shame about what was happening to them. If this were the case, it represents a significant success in terms of establishing a framework of public values against peer violence.

A previous interpretation of the 2004 results was that younger children confided more readily due to their natural trust in adults, whereas older children kept silent because they knew they were expected to be better at coping with these difficulties. However, the latest data indicated that more mature children used their social and communication skills to advocate for their rights to a violence-free life without the feeling that being targets of bullying was their own fault.
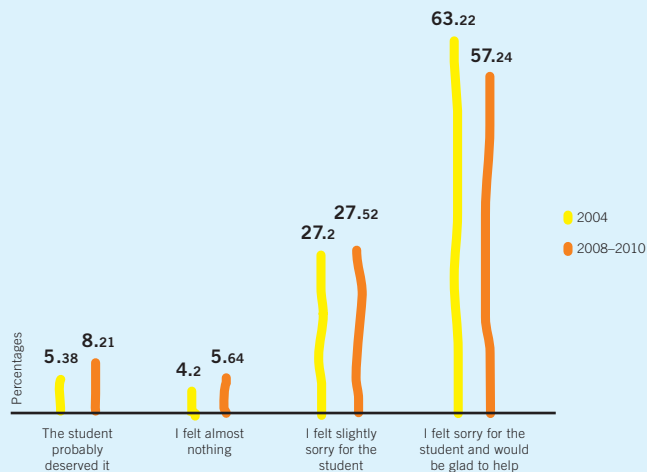
Students' responses to bullying

Students had four options to answer the question on how they felt when witnessing bullying: *(a)* the student probably deserved it; *(b)* I do not feel anything towards it; *(c)* I feel somewhat sorry; *(d)* I feel sorry for that student and would be glad to help.

In the 2004 study, only 9.58 per cent of students said they approved bullying or were indifferent to it; 90.42 per cent were more or less empathetic; and 63.22 per cent said they felt sorry and felt the need to act (said they would be glad to help).

Students' responses concerning their feelings and opinions with respect to violence in the 2008–2010 study compared to the results obtained in 2004 indicated a lower level of compassion and desire to help students who suffered from violence. In the 2008–2010 study, a higher percentage of children thought that the bullying was deserved.

Figure 15.
STUDENTS' RESPONSES TO THE QUESTION,
"HOW DID YOU FEEL WHEN YOU
WITNESSED BULLYING?"
(IN PERCENTAGES, 2004 AND 2008-2010)

	The student probably deserved it	I felt almost nothing	I felt slightly sorry for the student	I felt sorry for the student and would be glad to help
2004	5.38	4.2	27.2	63.22
2008–2010	8.21	5.64	27.52	57.24

Percentages

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However, when asked, "How often do you try to stop violence against other students?" responses showed that a very small number of students did try to stop violence. The results indicated that only 17.16 per cent of students in the 2004 sample and 18.74 per cent in the 2008–2010 sample often or almost always tried to stop bullying.

According to the 2008–2010 study, a lower level of compassion and desire to help bullied students did not apparently affect the behaviour or reduce the already low percentage of students who often or almost always tried to stop violence when they witnessed it (18.74 per cent). However, there was an increase in the percentage of those who almost never tried to stop the violence.

In both studies, girls empathized and were more willing to help, as was the case with older students, which confirmed expectations.
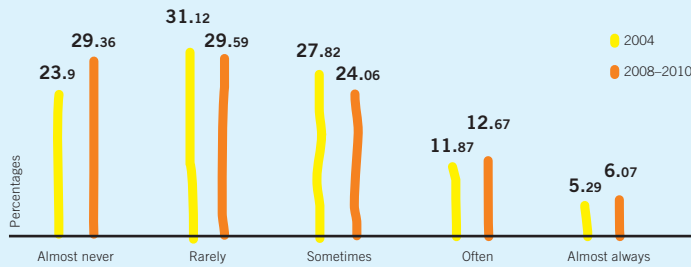

Figure 16.
STUDENTS' RESPONSES TO THE QUESTION, "HOW OFTEN DO YOU TRY TO STOP THE VIOLENCE AGAINST ANOTHER STUDENT?" (IN PERCENTAGES, 2004 AND 2008–2010)
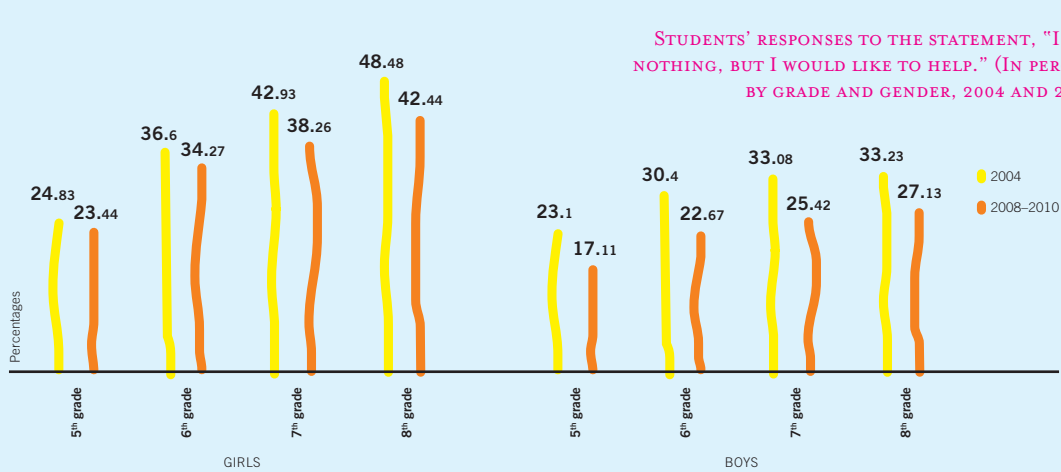

Figure 17.
STUDENTS' RESPONSES TO THE STATEMENT, "I AM DOING NOTHING, BUT I WOULD LIKE TO HELP." (IN PERCENTAGES, BY GRADE AND GENDER, 2004 AND 2008–2010)

Even though approximately 59 per cent of children did not try to stop violence (almost never, rarely), about 85–90 per cent of children empathized with the victim (said they felt somewhat sorry or felt sorry and would like to help). It is interesting to observe that the level of compassion and the need to assist victims increased with age, and that this increase was much higher in girls than boys. Almost twice as many girls aged 13–14 years (42.44 per cent) compared to girls aged 10–11 years (23.44 per cent) believed that something should be done about bullying.

Boys' compassion and the need to assist victims also increased with age, yet the increase was slightly lower than in girls (27.13 per cent in 8th grade, compared to 17.11 per cent in 5th grade). Considering this information in the developmental context, the difference between genders was expected, given that boys mature later than girls. In addition, research in the field of emotional intelligence shows that there are significant differences between boys and girls concerning the recognition of one's own emotions and the emotions of others, in favour of girls. Our results indicated that around 19 per cent of children responded almost always and often. Even though, at first glance, it appears to be a small percentage, it should be noted that such behaviour was spontaneous and without adults' encouragement or support. Future research could verify whether these were children who, already at this age, had a highly developed emotional intelligence.

Students' perception of teachers' reaction to violence
Teachers and head teachers only partially responded to violence in schools. The 2004 study indicated that 49.81 per cent of them reacted very often, while 15.47 per cent did not react at all. Therefore, the overall message to students was inconsistent and insufficient.

In the 2008–2010 study, teachers and head teachers still only partially responded to violence in school. According to students' opinions, 12.74 per cent of teachers never responded to violence, while 52.04 per cent of them seemed to respond almost always

or frequently. In relation to the 2004 data, a slight increase was noticeable in the frequency of teaching staff's responses to violence in primary schools. However, this information has to be considered in the context of a general increase of violence in schools over the observed time interval and higher public attention to the problem.
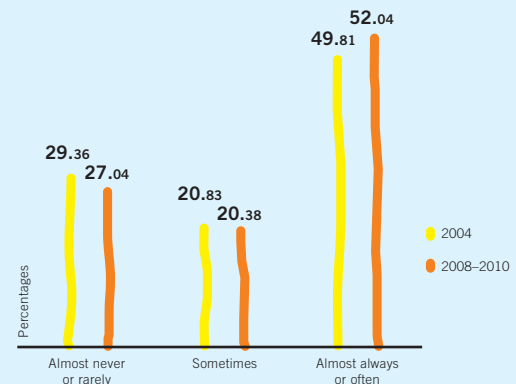

Figure 18.
STUDENTS' RESPONSES TO THE QUESTION, "HOW FREQUENTLY DID TEACHERS OR OTHER ADULTS ATTEMPT TO STOP VIOLENCE IN SCHOOL?" (IN PERCENTAGES, 2004 DATA COMPARED TO 2008–2010 DATA)

Conclusions of the comparison between the 2004 and 2008–2010 studies

The data obtained in the 2008–2010 study pointed to a relatively small but statistically significant increase in the percentage of primary school children who, two to three times a month or more frequently, experienced some form of violence compared to the results obtained in 2004. The percentage of children who participated in violence was the same, but the ratio of boys to girls increased significantly. The most common forms of violence, the places where it occurred and the percentage of students who characterized

tertinn"222/anocseenthemselves as 'those who bully others' did not change. The good news is that violence was discussed more often – children who suffered from bullying confided more often, first in parents, then in friends. Teachers continued to maintain a tight third place in this ranking of confidence. Nearly half of the children who suffered from bullying talked to their teachers about the violence, which was more than before but still not enough.

B. OPINIONS AND ATTITUDES OF TEACHERS TOWARDS VIOLENCE FROM RESEARCH CONDUCTED IN 2004

Goal: To assess teachers' opinions, attitudes and feelings of competence to deal with peer violence prior to teachers' training and implementation of the SEES programme, in order to use the data obtained to prepare effective teachers' training activities.

Sample: The study was undertaken during the first step of the programme's implementation among 2,440 teachers from 84 schools that participated in the SEES programme in 2004 throughout the country, being evenly geographically distributed.

Methodology and instruments: The initial questionnaire for teachers was an *ad hoc* questionnaire that consisted of ten questions related to teachers' perception of the bullying problem, teachers' feelings of competence to deal with the problem and ways of reacting to peer bullying. It was assigned to teachers by SEES school mentors in each school at the beginning of the teachers' training. The data obtained were processed by the UNICEF Office for Croatia.

Note: Analysis of these data and comparison with the results of the Bully/Victim Questionnaire filled out by children provided significant insight into the school's situation and helped determine a plan of action to combat violence.

Results

1. Teachers estimated that the number of students who bullied or were bullied in their school was higher than was reported by students. They perceived the problem to be widespread and severe.
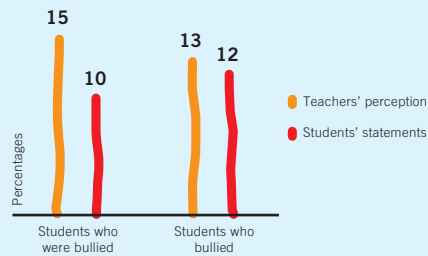

Figure 19.
COMPARISON OF TEACHERS' PERCEPTIONS AND STUDENTS' STATEMENTS IN RELATION TO THE PERCENTAGE OF STUDENTS WHO BULLIED OR WERE BULLIED (2004)

Table 9.
TEACHERS' PERCEPTIONS OF KEY STAKEHOLDERS' RESPONSIBILITY AND CONCERN FOR SCHOOL BULLYING (2004)

Bullying behaviour in school is the responsibility and concern of: (1 = highest responsibility and concern 7 = lowest responsibility and concern)	Primary school
1. Parents	1
2. Head teacher	2
3. School expert associate	3
4. Classroom students	4
5. Principal	5
6. Centre for social welfare	6
7. Police	7

oonagonPrevention of peer violence **FOR A SAFE AND ENABLING ENVIRONMENT IN SCHOOLS**

Teachers fully accepted their responsibility and were concerned about school bullying, although they firmly positioned the essential reasons for bullying within the family. Thus teachers like students were fully aware of their responsibility but did not always respond to the problem because they felt helpless and confused. (This aspect is further discussed in the following sections of this part: Programme evaluation in 2005; Internal assessment of programme efficiency in 2008; and Final external independent evaluation in 2012.)

2. The assessment of teachers' sense of competence in relation to bullying showed that only 34.8 per cent of teachers felt competent to deal with bullying; 40.4 per cent felt helpless; and 24 per cent were confused. An extremely small percentage remained indifferent. Teachers clearly assumed they were in a difficult situation in relation to bullying since they felt that its occurrence was higher than students reported and while about half of them responded to bullying, only one third thought they were competent to deal with

the problem. This was one reason for schools' great interest in the SEES programme.

When processing the results, teachers were classified into three categories: *(1)* some – very little or no in-practice teacher training; *(2)* sporadic – some, but still sporadic, short-term, non-systematic seminars; *(3)* long-term – involvement in longer-term teacher training projects and education. The results seemed to indicate that increased training in non-bullying-related themes did not help teachers to become more competent to deal with the particular problem of bullying. The significance of the differences assessed by the χ^2 (chi-squared) test showed that there were no considerable variations between the way teachers felt about the problem and the amount of training they had undergone. It is interesting to note that only 30 per cent of the surveyed teachers had attended some teacher training in the last few years, which is insufficient, particularly in light of contemporary policies that endorse lifelong learning.

Figure 20.

RELATIONSHIP BETWEEN TEACHERS' FEELINGS OF COMPETENCE TO DEAL WITH BULLYING AND EXPERIENCE OF ATTENDING TEACHER TRAINING PROGRAMMES DURING THE PREVIOUS FIVE YEARS (IN PERCENTAGES)*
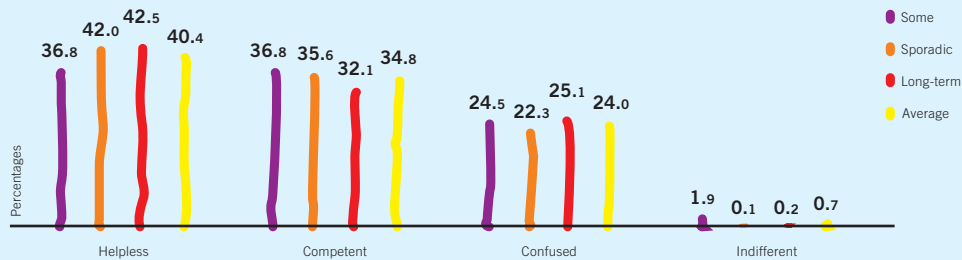
* Teachers were asked two questions: 1. "How do you feel about bullying in the school (mark one answer): confused; indifferent; helpless; competent?"
2. "Would you please remember different, yet useful and good (in-practice) trainings in which you took part during the last five years?" (Open-ended question)
Note. Average is calculated for all the trainings reported.

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C. QUALITATIVE ANALYSIS OF COMPARISON BETWEEN SCHOOLS WITH VERY HIGH AND VERY LOW INCIDENCE OF PEER VIOLENCE FROM RESEARCH CONDUCTED IN 2004

Goal: To explore and understand differences in peer violence prior to and following the implementation of the SEES programme. Namely, the whole range of results (representing the percentage of bullied students) shows that, even before the SEES programme was implemented, in some of the reported schools there were already fewer bullied children (4.07 per cent), while in others, the percentage had climbed to 21.43 per cent of the total number of children in school. Qualitative research was undertaken to clarify what made one school relatively peaceful, with harmonious peer relationships, while another school had a high rate of peer violence.

Sample: Five schools with the smallest percentage of peer violence and five with the highest percentage among the 84 schools included in the baseline study in 2004 were included in the sample of this qualitative research. The low level of peer violence in such schools ranged from 6.11 to 4.07 per cent and the high level from 18.54 to 21.43 per cent.

Methodology and instruments: The data were obtained from 60 focus group discussions and 20 interviews with students who suffered from bullying, students who tended to bully, their peers, teachers, parents, the local community, the school programme coordinator and the principal. Each school discussion was led by one of the authors of the programme with six focus group discussions (6–10 members each), and interviews conducted with the school coordinator and the principal. The sample schools were contacted and instructed how to form the focus groups. Researchers did not have any influence on who among each school category would choose to participate.

Guidelines were put together with questions for each focus group in order to facilitate further comparison of results.

Results: The data highlighted a number of aspects that seemed to affect the frequency of bullying. However, the main characteristics of schools with a very low incidence of bullying can be described in brief. **In such schools, adults took responsibility for the behaviour of students and the relationships within the school and focused on what the school and its employees could do. And they did this regardless of the range of factors contributing to the bullying.**

In schools with **low incidence of bullying**, there was:
1. Clarity, consistency and readiness to react to any observed bullying incident, patiently and determinedly even if interventions did not always provide immediate results.
2. A sense that the educational process was one of gradual change and that students needed guidance. As one principal put it, "Order, control, and setting boundaries are important…"
3. Clear, open and transparent communication among adults in the school, not in terms of fostering single-mindedness, but in terms of talking about differences, exchanging information, applying transparent procedures in decision-making and promoting a strong sense of basic mutual respect.
4. An attitude that each child is a person worth knowing and respecting ("they are not numbers, but individuals"); an attitude that every child is worth listening to; an accepted practice that events and decisions within the school do take into account students' suggestions.
5. The practice of explicitly informing parents in advance that violence would not be tolerated so that, when it did occur, it was easier to talk to and work with parents because the reaction of the school was not perceived as personal.

The frequency of peer bullying was not affected by the number of children per classroom, by teaching organized in three shifts a day, by the level of war trauma in the community, or by the size of the town in which the school was located.

Schools with the lowest incidence of bullying included those with three-shift class schedules, a large number of children per classroom, students from areas that were affected by the war for long periods, and schools both from large cities and small towns. Additionally, among the schools with a high level of bullying, there were: small schools; schools with small classes; schools with teachers working only one shift; schools situated in small towns and villages as well as in larger cities; and some schools that were on the frontlines of the war, while others were not.

Schools with **high incidence of peer bullying** appeared to have a culture that passed on to someone else the responsibility of dealing with the difficulties experienced. Staff in such schools looked for solutions from the outside, and this prevented them from acting in their own school environment.

In schools with **high incidence of bullying,** there existed:

1. Feelings of helplessness and lack of accountability for children's behaviour outside the school; a tendency to place guilt on others beyond the school realm (e.g., local community, government, law, lack of resources, characteristics of behaviour of ethnic groups); and a lot of complaining and expressions of dissatisfaction with small improvements. What they said was all true – there were insufficient funds; institutions of the system did not function well; dealing with parents was difficult, as was dealing with hungry and neglected children. However, there were other schools in the sample with similar features that did not have such a high level of bullying. In these environments, adults tended to notice problems, react to them in a particular way and not lose confidence or give up, even when the results were not visible. Occasionally, staff and teachers at some schools seemed to be under the impression that if they acted, such action would grant 'amnesty' to others who may have been responsible as well. In such schools, executives and teachers did not demonstrate sufficient responsibility for children's behaviour because, as they reasoned, they were not solely responsible for the occurrence of violence-related problems.

2. A tendency of teachers (including head teachers) to react inconsistently towards incidents of peer violence and bullying, without a clear strategy and understanding of how inconsistency affects child development.

3. A tendency to expect from children who were educationally neglected to behave predictably. While such teachers and staff may have protested verbally, they did in fact tolerate such behaviour. In a way, this was a kind of self-fulfilling prophecy.

4. In local communities facing ethnic divisions, there seemed to be a constant perception of a hostile environment that conditioned aggressive, 'defensive' behaviour by children belonging to a particular ethnic group. However, because of teachers' non-response, other children who were not stigmatized were 'infected' with such patterns of behaviour and, in the higher grades, started to respond similarly and contribute to an increase in bullying.

Note: These data are only an indication that further research needs to be conducted. Such research could use quantitative approaches to further explore the kinds of qualitative insights into the incidence of violence in schools that are revealed here.

In schools where adults noticed problems, consistently responded to them and did not lose confidence or give up - even when the results were not yet visible - levels of violence were lower.

Every child is special.

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It is important to emphasize that the goal of the evaluation was not to control or to inspect, but rather to learn lessons that could be applied towards further improving future implementation of the programme.

D. PROGRAMME EVALUATION IN 2005

In 2005, following the programme's implementation in the first generation of schools, an independent external evaluation of the entire programme was undertaken by a team from the Institute for Social Research in Zagreb under the leadership of Iris Marušić, PhD, and PULS – a local marketing and public opinion research agency.

Goal: Originally, it was planned that 100 schools would participate in the SEES programme during the second year and be assessed by external evaluators during the third year. The purpose of the external evaluation was to learn lessons from the whole programme. As schools' interest in the SEES programme turned out to be much greater than expected, activities continued, and the data obtained through this evaluation were used to improve the further implementation of the programme itself.

The broad scope of the evaluation was to assess the overall performance of the programme in creating a safe and enabling environment in schools. Specific objectives aimed at assessing its implementation and impact in schools, its wider effects through the public awareness campaign, its specific management through direct implementation, and drawing up recommendations for its replication in similar settings.

The goals of the public opinion survey were: to assess how many people perceived themselves to be involved in the programme in any way; whether the general public recognized the different types of bullying; whether the public were well acquainted with the programme, knew the organizers of the programme and how they appraised the programme's success.

Sample: The external evaluation team defined the sample, including 11 primary schools, which statistically represented those that had implemented the SEES programme throughout Croatia. The sample consisted of 418 teachers, 302 students, 766 parents, 97 school coordinators and 5 mentors. In addition, PULS conducted a public opinion survey among 600 participants (aged 18 years and over) in a nationally representative sample.

Note: Complete reports of both studies can be obtained upon request from the UNICEF Office for Croatia.

Methodology and instruments: Quantitative and qualitative data were collected. Separate questionnaires were designed for each group of participants. Each type of questionnaire contained items covering aspects of the programme that were relevant to the specific group of participants. For the purpose of comparison with previous results, the students' questionnaire included selected questions from the Croatian adaptation of the Olweus Bully/Victim Questionnaire. Four schools out of eleven participating in the evaluation survey were randomly selected for qualitative data collection. The focus group discussions were led by the evaluator with teachers and students while an in-depth interview was carried out with the school coordinator.

As to the public survey, a telephone questionnaire was designed by PULS and carried out by trained interviewers.

Results: Overall, the entire school programme achieved its goals. An opinion poll among the general public showed that 92 per cent of respondents were familiar with the campaign 'Stop Violence Among Children' and 43 per cent were involved in it in some way, most often through financial contributions. The general public's opinion was exceptionally positive: 56 per cent gave the programme a grade of 10 (on a scale of 1 to 10) with an average grade of 8.58.

After only one year, the schools had achieved measurable changes. Students said that they observed various categories of violence more frequently and with less fear, and they said they saw adults reacting and being significantly more responsive to its occurrence. Violence declined in all categories except as measured in relation to 'ignoring' and 'social exclusion' of those who were victims of violence. It is difficult to say whether this kind of bullying-related behaviour was the least evident, and therefore remained unrecognized, or whether students did not even consider it as 'violent behaviour' prior to the implementation of the programme. In any case, the results showed the need for mechanisms to recognize and respond to this kind of bullying as well. Further implementation of the SEES programme focused on these aspects.

"What did you do when somebody bullied you this school year?"	%
I told someone about what was happening and asked for help	29
I responded in a similar way	18
I talked to the bully (or responded in some other, non-violent way)	18
Nothing	18
I withdrew and cried where nobody could see me	9

Table 10.
Students' most frequent responses to the question, "What did you do when somebody bullied you during this school year?" (In percentages, 2005)

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Although a significantly higher percentage of children responded to violent behaviour after programme implementation, there was still a substantial proportion who did nothing or withdrew. The results of the programme compared favourably with other international programmes. However, it should be noted that the final goal had not yet been reached – that students would report and/or react to each incident of violence; that all students know about rules and adults to whom they can turn for help; that the great majority of bullied students report/ask for help and do not withdraw. This also applies to students' responses shown in the table below.

Are there in your school…	%
rules regarding bullying behaviour?	86.7
adults to whom you can turn for help?	83.6
a peer to whom students can turn for help?	66.7
teachers on surveillance duty?	70.7
a mailbox of trust?	61.2
a specific time when students can contact someone for assistance?	22.4

Table 11.
Students' responses to the open-ended question, "Are there in your school…?" (In percentages, 2005)
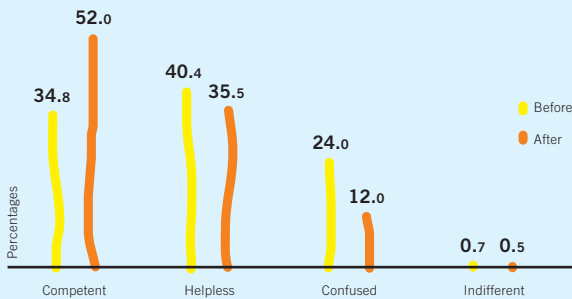

Figure 21.
Teachers' responses to the question, "How would you define your own competence with peer violence?" (Responses before and after training, in percentages, 2004 and 2005)
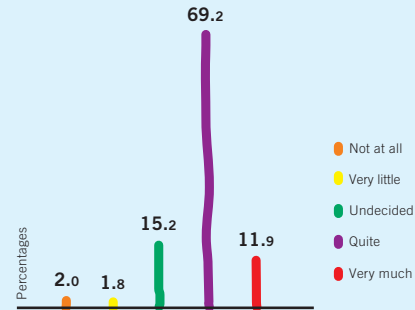

Figure 22.
Teachers' responses to the question, "Did you get the necessary basics for taking part in the programme?" (In percentages, 2005)

The findings illustrated in Figure 21 indicate that teachers' perceptions of their own competence to deal with bullying increased gradually after their training.

At the time of the 2005 external evaluation, teachers also felt that they had been adequately prepared to participate in the programme.

Teachers were asked to suggest programme improvements through an open-ended question.

SUGGESTIONS	%
More work with parents	20.1
I do not know/nothing	16.8
More work with the children	12.8
More examples from practice and materials	12.1
Involvement of the broader community	6.7
More education and training for teachers	6.0
Employ more coordinators in the school	5.4
Cooperation among the schools who implement the programme	4.0
Longer period of time for the programme's implementation	3.4
Other	12.1

Table 12.
Teachers' suggestions for improving the programme (in percentages, 2005)

The results of this evaluation clearly show that, even though 78 per cent of parents knew of the programme, only 6 per cent were active participants (not including attendance at parent-teacher meetings). There was clearly considerable potential for improvement through expanded, more systematic and more active involvement of parents. Further implementation of the SEES programme focused on this aspect in schools that were already part of the programme and in new schools (as was described previously).

The evaluation called attention to another weak point of the programme: students and teachers scarcely referred to classroom values and rules. After the evaluation, mentors met to clarify and modify the workshops related to this step of the SEES programme.

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E. INTERNAL ASSESSMENT OF PROGRAMME EFFICIENCY IN 2008[65]

Data collection in 2008

Goal: After three years of successful implementation of the programme, in accordance with the criteria for quality and sustainability of violence-free school status, the first 39 schools out of 117 that had been previously recognized as violence-free schools applied for renewal of their status. During the renewal process in 2008, a study was conducted to assess the programme's effectiveness after three years and to monitor trends and levels of bullying in schools taking part in the programme.

Sample: A specifically adapted questionnaire was applied to a random sample of 1,205 teachers, 4,939 students and a convenience sample of 1,931 parents from the 39 schools that applied for renewal of their violence-free school status.

Methodology and instruments: The questionnaires were designed specifically for this study and assigned anonymously. Many questions from the baseline study questionnaires were repeated to enable comparison of results.

Results: The exceptional effectiveness of the programme stands out when comparing results of the 2008 data collection to those obtained in the initial study in 2004 and the independent evaluation in 2005. In schools that continued implementing the programme, there was an ongoing increase in teachers' feelings of competence regarding how to respond to peer bullying and a reduction in the number of those who felt helpless and confused.
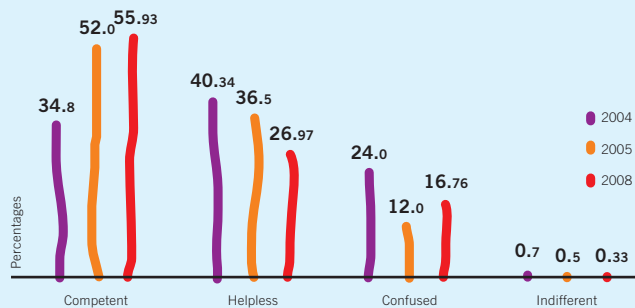

Figure 23.

TEACHERS' RESPONSES TO THE QUESTION, "HOW WOULD YOU DEFINE YOUR OWN COMPETENCE WITH PEER VIOLENCE?" (IN PERCENTAGES, 2004, 2005 AND 2008)

65 Tomić Latinac, M., Nikčević-Milković, A., 'Procjena učinkovitosti UNICEFovog programa prevencije vršnjačkog nasilja i zlostavljanja' (Evaluation of UNICEF's bullying prevention programme efficiency) in *Ljetopis socijalnog rada,* vol. 16, no. 3, 2010, pp. 635–657.
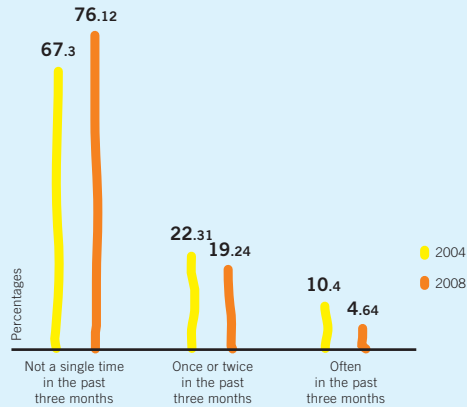
Figure 24.
Students' responses to the question, "Has another student been violent towards you?" (In percentages, 2004 and 2008)
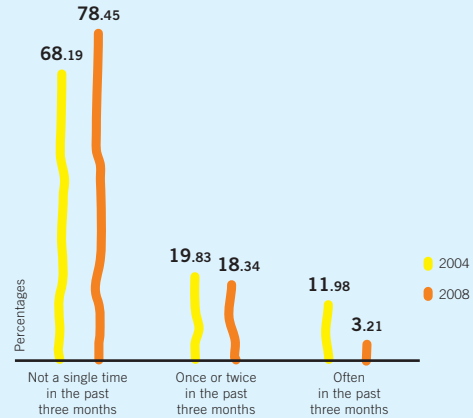

Figure 25.
Students' responses to the question, "Have you been violent towards another student?" (In percentages, 2004 and 2008)

The 2008 evaluation results also suggested that in programme schools various forms of discrimination and violence were recognized and labelled as such. Important elements of the protective network to help prevent peer violence were established. Measurable changes were achieved and, according to children's self-assessments, the number of those who suffered from violence was halved. At the same time, the number of those who bullied since the beginning of the SEES programme was reduced by almost three fourths.

In the schools participating in the programme, more than half of the parents polled said they were familiar with the programme activities carried out to prevent violence. Most parents felt that the school had a serious approach to the problem of peer bullying and estimated that collaboration with the school was good.

During the first three years of programme implementation, significant progress was achieved in the area of collaboration with parents. During the first year, only 6 per cent of parents actively participated, but three years later 22 per cent of parents said they had taken part in some activities organized by the school. However, a somewhat smaller percentage of parents (69 per cent) said they were familiar with the programme three years later (in comparison to 78 per cent of parents who said they knew of the programme in its first year of implementation). This can be explained by the fact that in the first year two parent-teacher meetings were devoted exclusively to the programme. Parents had also been invited to meetings informing them of the school's participation in UNICEF's programme against peer violence. Furthermore, each parent received a UNICEF informative 'leaflet for parents'.

Further significant improvement of the programme was made possible through greater, more systematic and active involvement of parents who had not fully participated in the school's life and work.

F. FINAL EXTERNAL INDEPENDENT EVALUATION IN 2012

Another external independent evaluation was conducted in 2012, three years after most of the schools participating in the programme had renewed their violence-free school status and six years after its initial implementation. This evaluation provided insights into the schools' belief that the programme could produce permanent results once they ceased being monitored by their mentors or UNICEF. Unfortunately, in line with other international evaluations, the impact of the programme declined over time in regard to reduction of children's involvement in violent forms of behaviour in schools.

Goal: To assess the functionality, effectiveness, costs, benefits and impact of the SEES programme and develop recommendations and guidelines on the possible modalities of its future implementation.

The following were some of the objectives of the 2012 evaluation:[66]
- Assess how much the programme had contributed to:
  - preventing peer violence;
  - increasing awareness of existing violence and reaction among interested groups;
  - strengthening teachers', parents' and children's capacity to prevent violence in schools;
  - developing school staff's capacity to react to incidents of violence and to minimize their recurrence;
  - establishing institutional mechanisms to combat peer violence;
  - motivating teachers, parents and children to participate in the development and realization of prevention and intervention activities that bring positive school change;
  - enabling children and teachers to feel safer in school;
  - raising awareness about peer violence and changing attitudes within the local community.

- Evaluate the role and capacities of the programme's management, including mentors and UNICEF.
- Assess the extent to which stakeholders felt a sense of 'ownership' of the programme.
- Assess the degree of recognition, the role and extent of the programme's contribution within the existing education system and the local community.
- Determine the degree of relevance of the programme's approach, its appropriateness and strength to reduce violence among children.
- Elaborate recommendations for the programme's improvement and institutionalization and capture best practices.

Sample: A random sample for the evaluation included 10 programme schools with violence-free school status and a control sample of 10 non-programme schools (matched pairs). Questionnaires were administered to all teachers (305 programme teachers and 263 control teachers), selected samples of students (615 programme students and 581 control students) and their parents (671 programme parents and 658 control parents), as well as 43 mentors from programme schools.

Methodology and instruments: The evaluation consisted of both a quantitative and a qualitative study. For the purpose of the quantitative study, several instruments were constructed: a school data questionnaire for programme and control schools; a questionnaire for mentors (online); a questionnaire for programme- and control-school teachers; a questionnaire for programme- and control-school parents; a questionnaire for programme- and control-school students.

The qualitative study was conducted using focus group discussions among local community representatives, parents and students of two programme schools and two control schools, totalling 12 focus groups. In addition, 16 interviews were conducted with principals (4), school coordinators (4), Ministry of Education and Education Teacher Training Agency representatives (4) and representatives of the UNICEF Office for Croatia (4).

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66 Only some of the main, specific objectives are mentioned. The objectives of the entire evaluation were much broader.

Brief overview of findings

The amount of violent behaviour observed in programme schools was similar to the violence found in control schools. There is some evidence suggesting that the rate of violent behaviour among all children had been declining in comparison to the results obtained before the beginning of the SEES programme in 2004. This decrease might be attributed, at least in part, to the impact of the 2003 public campaign 'Stop Violence Among Children', whose goal was to raise awareness and educate the public about different types of violence and their adverse impact on the development of children. This may have motivated schools that did not join the programme to change their strategies in order to address the problem of violence. Based on students' appraisals, the evaluation found that there was less verbal violence (the most frequent type of violence) in programme schools than in control schools. Evaluation of the children who acted violently confirmed this finding.

Figure 26.
STUDENTS' RESPONSES TO THE QUESTION, "HAVE YOU BEEN BULLIED AT SCHOOL DURING THE CURRENT SCHOOL YEAR IN ONE OR MORE OF THE FOLLOWING WAYS?" (IN PERCENTAGES, 2012)

P Programme schools, N=615
C Control schools, N=581
B Baseline study 2004, N=23,342
● Bullying (once or twice)
● Repeated bullying (at least 2 or 3 times a month)
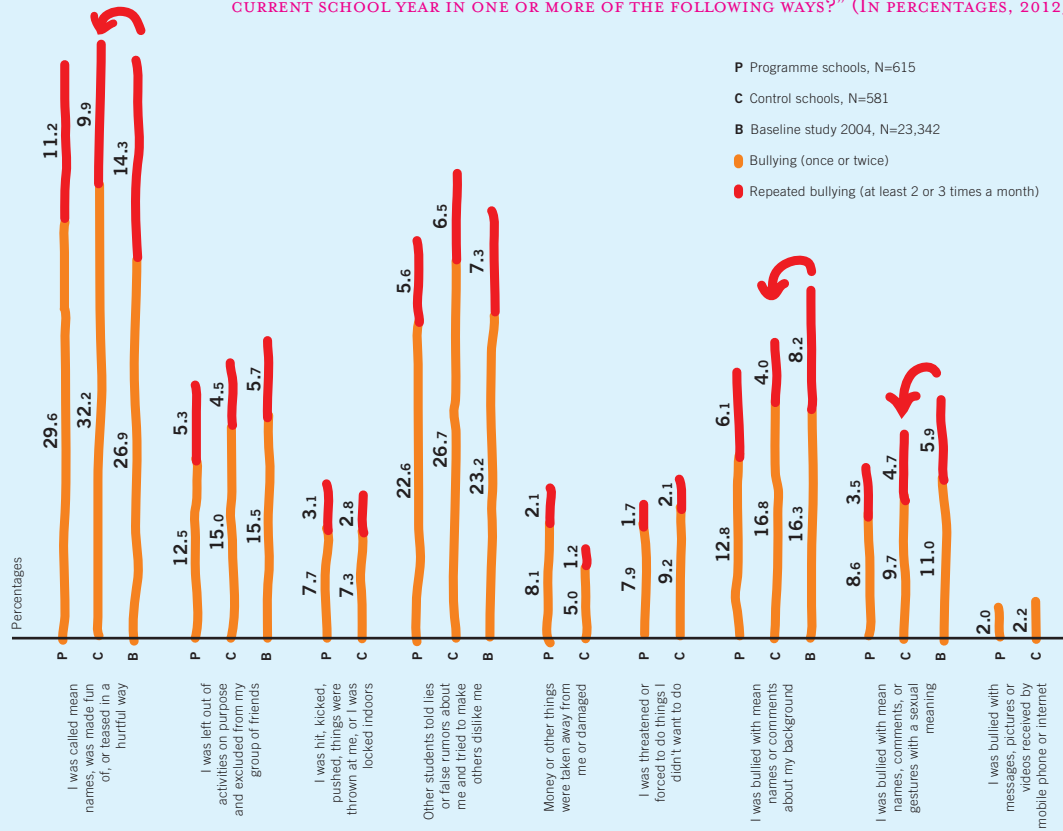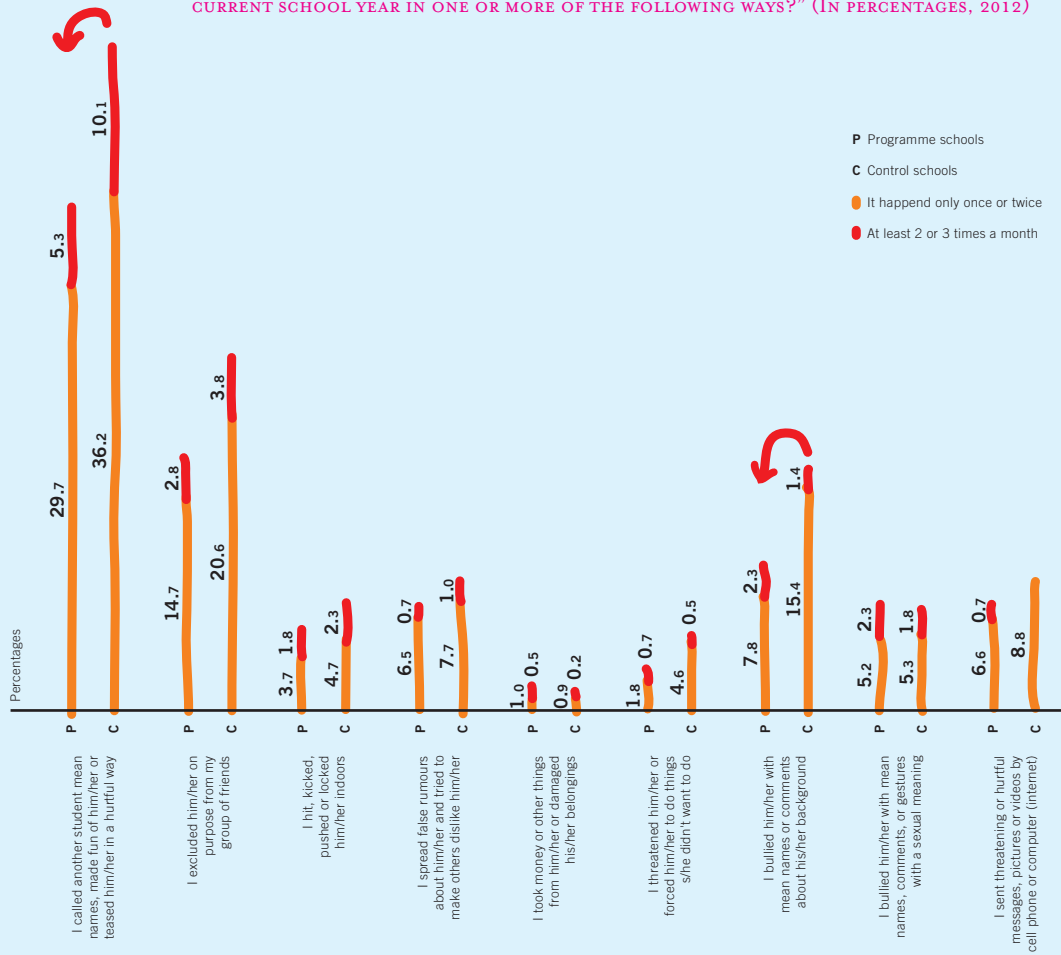
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Figure 27.
Students' responses to the question, "Have you bullied another student(s) during the current school year in one or more of the following ways?" (In percentages, 2012)

P Programme schools
C Control schools
● It happend only once or twice
● At least 2 or 3 times a month

Percentages

I called another student mean names, made fun of him/her or teased him/her in a hurtful way
P: 29.7 / 5.3
C: 36.2 / 10.1

I excluded him/her on purpose from my group of friends
P: 14.7 / 2.8
C: 20.6 / 3.8

I hit, kicked, pushed or locked him/her indoors
P: 3.7 / 1.8
C: 4.7 / 2.3

I spread false rumours about him/her and tried to make others dislike him/her
P: 6.5 / 0.7
C: 7.7 / 1.0

I took money or other things from him/her or damaged his/her belongings
P: 1.0 / 0.5
C: 0.9 / 0.2

I threatened him/her or forced him/her to do things s/he didn't want to do
P: 1.8 / 0.7
C: 4.6 / 0.5

I bullied him/her with mean names or comments about his/her background
P: 7.8 / 2.3
C: 15.4 / 1.4

I bullied him/her with mean names, comments, or gestures with a sexual meaning
P: 5.2 / 2.3
C: 5.3 / 1.8

I sent threatening or hurtful messages, pictures or videos by cell phone or computer (internet)
P: 6.6 / 0.7
C: 8.8

Teachers and students from programme schools felt that their schools had more elements of a protective environment than control schools. In violent situations, students usually referred to adults – parents, teachers or other personnel at such schools.

According to programme-school students and teachers, students learned how to recognize all types of violence, protect themselves and help those who are violent or suffer from violence. They also learned why some students behave aggressively and others are targeted, and about children's rights. On a 5-point scale, students' responses ranged from 3.21 to 3.88 and teachers' responses from 3.01 to 3.30. In terms of behaviour, students from programme schools were as likely to prevent someone from behaving violently and help those who had suffered from violence as the students from control schools.

Programme-school students (on average) considered themselves to be more socially competent than their counterparts from control schools. They were also more critical of aggressive behaviour. The parents of programme-school students rated their children as being more socially competent than children attending control schools (all differences are $p \leq .01$).
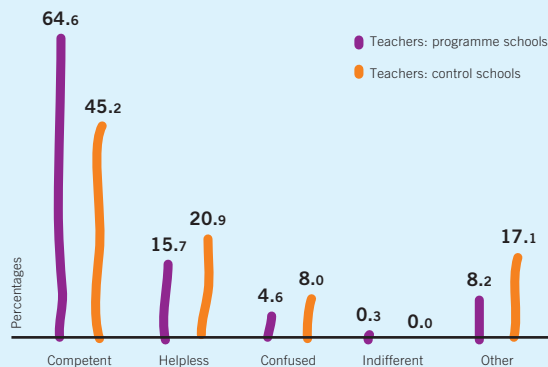
Programme-school teachers felt that they were (mostly) competent in coping with students' violence and significantly more competent than control-school teachers.

Only 10 per cent of parents participated in programme activities, but the majority (50–60 per cent) stated that they would be willing to do so in the future. Teachers felt that both the parents and the local community were relatively well informed about the problem of peer violence and the school's activities and endeavours. These findings (combined with other evidence) suggest that parents valued the efforts undertaken by schools to deal with peer violence and were willing to support these initiatives. However, they were not sufficiently motivated to engage in programme activities themselves.

Students', parents' and teachers' perceptions of school safety were relatively high (around 4 on a 5-point scale), but there was no difference between programme and control schools in this regard. Interestingly, all programme- and control-school students perceived their schools to be safer than their parents and teachers did. However, programme-school students rated the relationships among students in their classrooms as more positive ($p=.004$). This was not the case with relationships between teachers and students, for which the findings were similar in both programme and control schools. Programme-school teachers stated that they did notice improvements, namely, students' tendency to help other students in trouble, less occurrence of violence, increased self-esteem and better communication between teachers and students.

Programme-school teachers recognized that the programme was useful and interesting for students who approached activities with a positive attitude, as this enabled them to acquire new skills and knowledge. The motivation of such students to participate in programme-related activities increased throughout the programme.
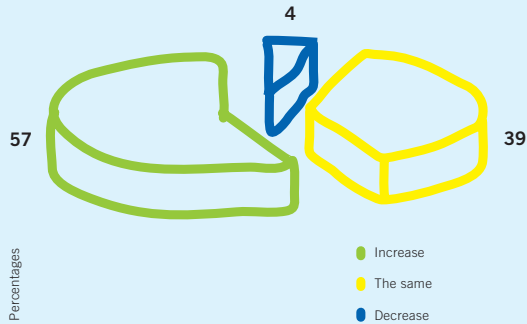

Figure 28.
Teachers' responses to the question, "How do you feel regarding violence among students in your school?" (In percentages, 2012)

57   4   39

- Increase
- The same
- Decrease

Percentages

Figure 29.
PROGRAMME-SCHOOL TEACHERS' ASSESSMENT OF CHANGES IN STUDENTS' MOTIVATION TO PARTICIPATE IN SEES ACTIVITIES COMPARED TO THAT MEASURED AT THE BEGINNING OF THE PROGRAMME (IN PERCENTAGES, 2012)

The apparent increase in students' positive experiences may be attributed to the fact that teachers and adults became more likely to respond to incidents of violence and that schools took the programme seriously.

On average, **teachers' satisfaction** with the overall programme was 4.03 on a 5-point scale. According to their responses, the programme's strengths and advantages included: raising awareness about the consequences of violence; reducing violence; training the entire school staff to adequately respond to violence; running well-designed workshops; establishing clear rules; creating better relationships between students; and improving preventative measures in the local community. Among the programme's **weaknesses and disadvantages**, teachers mentioned: lack of involvement of parents; technical and material difficulties; permissive attitudes towards students who bully; erratic implementation; insufficient collaboration with institutions and professional services; and lack of time among teachers (due to many competing duties) to devote to the programme. Teachers' **recommendations for programme improvement** included: fostering greater parental responsibility; including additional (and better) training for all participants; and using stricter punishments for children who bully other children. The need expressed by several teachers for stricter punishments suggests that some of them were still keen on using the educational approach based on rewards and punishment, which focuses only on children's behaviour, instead of using the developmental approach based on building responsibility for one's behaviour and changing one's values alongside behavioural changes.

Three years after renewing their violence-free school status, and six to eight years after its first implementation, all schools (both programme and control schools) had an extremely positive attitude towards the programme. Although the level of violent behaviour was identical in both programme and control schools (accompanied by some changes in attitudes and social competences in students and teachers), both groups said they would support efforts to institutionalize the programme in the Croatian education system.

The vast majority of programme-school students (81 per cent) believed that the SEES programme should be continued in their schools and offered to other schools as well (80.4 per cent). The majority of control-school students (54 per cent) thought that a programme aimed at reducing violence should be implemented in their school. Up to 75.3 per cent of programme-school teachers indicated that they were prepared to collaborate further in the programme's implementation and 73.6 per cent said that they would recommend the programme to other schools; 71.6 per cent of control-school teachers said that they would support the implementation of the SEES programme in their schools.
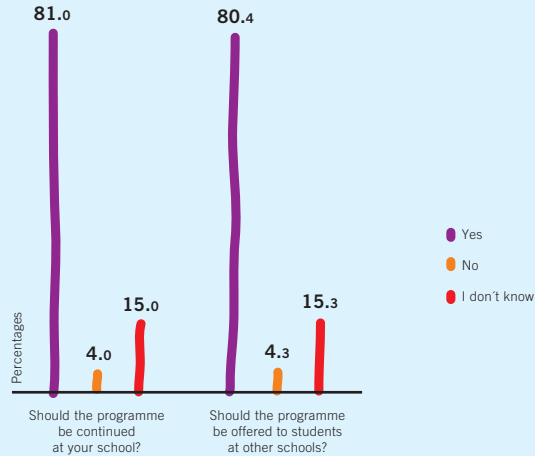
Figure 30.
STUDENTS' RESPONSES TO THE QUESTION, "DO YOU THINK THAT THE SEES PROGRAMME SHOULD BE CONTINUED AT YOUR SCHOOL? AND DO YOU THINK THAT THE SEES PROGRAMME SHOULD BE OFFERED TO STUDENTS AT OTHER SCHOOLS?" (IN PERCENTAGES, 2012)

Nearly all programme-school parents (94.8 per cent) stated that the programme should continue; 61.3 per cent of control-school parents declared that they would like a similar programme to be implemented in their children's schools.

The representatives from government agencies who were interviewed did acknowledge the value of both the campaign and the school programme, as well as UNICEF's endorsement, which they said 'legitimized' it. However, the evaluators observed further: "There still is a lack of political will and available resources to bring the programme to scale and incorporate the programme's concepts and principles into the education system."

G. CONCLUSIONS FROM ALL EVALUATIONS

Despite its many positive outcomes, two major negative influences on the programme's effectiveness were recognized: *(i)* inherent resistance to changing violent behaviour among children; *(ii)* inefficiency in the implementation of a great number of school programmes due to challenges with monitoring and providing ongoing professional support. The findings of the last evaluation show the need for constant renewal and guidance; strong, explicit, general education policies against (peer) violence; and clear political will to support violence prevention activities and ensure lasting impact, especially regarding students' behaviour. This indicates the importance of institutionalizing the SEES programme within the general curriculum and the national framework of school responsibilities.

Important rationales of the SEES programme include: reinforcing ownership by schools; formally linking parents, children and teachers as collaborators; and basing the school's values on students' values, thereby promoting children's participation in policy-making.

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Glossary of terms

Throughout this Handbook the terms 's/he' and 'his/her' are used whenever possible.

The terms '**parent**' or '**parents**' include and refer to guardians, foster parents, and all those who have a parental role.

The terms '**bully**' and '**victim**' are considered to be derogatory and represent a negative labelling of children. This Handbook, therefore, tries to use the terms 'students who bully' and 'students who suffer from bullying' even though this may make certain sentences sound awkward. However, the terms 'bullies' and 'victims' are occasionally used when speaking in a more narrow professional sense or about a particular bullying situation, but it should be noted that generally these are not acceptable terms because they do not call for change in the child's behaviour and define him/her negatively.

The following terms are specific to the programme or are used in the Croatian school system:

Class meeting – a meeting of students and the head teacher during which students' issues are discussed as well as educational and developmental topics regarding social and life skills, which are not part of any subject.

Class teaching – the first four years of primary school taught by a single teacher.

Coordination Committee – a committee made up of the principal, school associates, teachers, and/or other members of staff at the discretion of the school. Their role is to lead and administer the programme's implementation in the school.

Centre for social work – local centre for social welfare. The area social work team is also based there.

For a Safe and Enabling Environment in Schools (SEES) – the school programme described in this Handbook has been designed to prevent and reduce peer violence in schools.

Head teacher – from 5th to 8th grade of primary, and in all four grades of secondary school, a subject teacher is assigned responsibility for the students of a particular class. S/he holds class meetings and parent-teacher meetings for that class.

Mentor – a UNICEF-trained professional responsible for introducing the programme in a given school, training the teachers, following up the implementation of the programme, and being on hand to support the school when needed, for at least one year.

No blame approach – an approach that aims at supporting children when bullying occurs. It acknowledges that mistakes or misunderstandings will always happen and sees them as learning opportunities. It allows an open discussion of what has happened, so that all issues can be taken into consideration without fear of condemnation from others.

Restoration of values – the restitution model described by Diane Gossen in 'Restitution: Restructuring School Discipline'[67] inspired teachers and school associates to find ways to respond to students' violent behaviour avoiding punishment. The original restitution concept was adapted for the purposes of the SEES programme and named 'restoration of values'. Children who break the rules or violate previously defined classroom values are provided opportunities to re-establish the observation of threatened values or repair damaged relationships through some constructive activity of their choice that is acceptable to everyone.

School associates – a team of school-based professionals who work alongside teachers, other school personnel, and the school administration. The team may include professionals such as psychologists, pedagogues and social pedagogues, educationalists, speech therapists, rehabilitation workers and social workers.

School ordinance – a set of laws and regulations related to the formal education system and to the organization of school life and functioning.

Subject teacher – any teacher who teaches in a classroom and is not the head teacher.

Subject teaching – from 5th to 8th grade, each subject is taught by a different teacher.

Teachers' Council – an official board of all teachers, which discusses school-related professional topics and makes decisions that are obligatory for all.

67 Gossen, *Restitution: Restructuring School Discipline* (see footnote 34).

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INTERNET SOURCES*

Critical Thinking International Inc.:
<www.criticalthinkinginternational.org/programs?id=13>

Gordon Training International:
<www.gordontraining.com/?s=needs+first+solutions+second>
<www.gordontraining.com/free-workplace-articles/why-conflict-is-a-good-thing/>

Hazelden:
<www.hazelden.org/itemquest/search.view?srch=Y&start=0&HAZLWEB_STORE_SELECTED=NONE&kw=olweus+questionaire>

National Centre Against Bullying:

RealRestitution.com:

University of South Australia:

* Accessed 1 March 2015

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Ms. Jasenka Pregrad is a psychologist, psychotherapist and clinical supervisor with over thirty years of experience in leading and supporting the professional development of teachers, psychotherapists and other professionals. She is a member and trainer of the Croatian National Crisis Intervention Team. Ms. Pregrad was instrumental in developing several national programmes, including the programme 'For a Safe and Enabling Environment in Schools', designed and implemented with full support from the UNICEF Office for Croatia from 2003 to 2011. Her international training and teaching experience on post-traumatic recovery include work in Albania, Bosnia and Herzegovina, Denmark, Kosovo (UNSCR 1244), Russian Federation and Serbia. The author of numerous professional papers, she has also contributed chapters in leading textbooks. In 2007, she received a prestigious national award in recognition of her dedication to the promotion and protection of children's rights. Her contribution was also acknowledged by the Croatian Psychological Society in 2009.