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Кафедра соціальної педагогіки та педагогіки вищої школи

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**ТРЕНІНГ
«НАВЧАЄМОСЬ ПЕДАГОГІЧНОЇ
ТОЛЕРАНТНОСТІ»**

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

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Вступ

Толерантність є запорукою побудови демократичного суспільства, тому вона повинна усвідомлено формуватись в освітніх закладах різних рівнів як модель взаємовідносин і між окремими людьми, і між народами та країнами. Толерантність як особистісна якість людини означає повагу, прийняття рівності, взаємодію з іншими на основі згоди, відмову від домінування та насилля, визнання різноманітності у будь-яких проявах, активну позицію. Педагогічна толерантність передбачає здатність та готовність педагога до успішної взаємодії у сфері професійної діяльності, його розуміння, визнання та прийняття суб'єктів освітнього процесу як носіїв інших цінностей, переконань, поглядів і форм поведінки. Виховання підростаючого покоління у дусі толерантності ефективно, якщо у самих педагогів ця якість є достатньо сформованою, що повинно бути враховано у процесі професійної підготовки майбутніх учителів та у діяльності викладачів ВНЗ.

Формування педагогічної толерантності майбутніх учителів іноземних мов початкової школи є ефективним за умови, якщо даний процес забезпечується кваліфікованим професійним супроводом. З огляду на це, розроблено програму тренінгу та підібрано відповідний навчальний і методичний матеріал для підготовки викладачів іноземних мов, які безпосередньо співпрацюють зі студентами на практичних заняттях. Надаючи перевагу тренінгу як інтерактивному методу підготовки викладачів, ми керувались такими його перевагами у порівнянні з іншими методами навчання, як діалогічність, розвиток навичок спілкування у процесі інтеракції, формування потрібних для професійної діяльності знань, умінь та навичок, удосконалення умінь підбору навчального матеріалу для опрацювання різноманітних комунікативних ситуацій, корекція психічного стану учасників, можливість активізувати їхню життєву позицію, підвищувати мотивацію та рефлексію.

Головною метою тренінгу є ознайомлення викладачів із сутністю педагогічної толерантності, визначення методів та прийомів формування цієї якості у майбутніх учителів, активізація у їхньому мовленні відповідного лексичного матеріалу з даної проблеми.

Програма тренінгу передбачає короткотривалу підготовку (14 академічних годин), яку розділено на 7 занять. Під час проведення тренінгу використовуються дискусійні, ігрові, демонстраційні та практичні методи. Структура занять залежить від мети та завдань, яких потрібно досягнути, проте наявність наступних складових є обов'язковою: 1) організація початку тренінгу; 2) ознайомлення з його темою та завданнями, мотиваційне забезпечення діяльності учасників; 3) актуалізація опорних знань (розминка); 4) основна частина; 5) підсумки та зворотній зв'язок; 6) оцінювання ефективності діяльності учасників тренінгу та постановка завдань для самостійного опрацювання.

Даний посібник може використовуватись у процесі професійної підготовки студентів педагогічних спеціальностей, на курсах підвищення кваліфікації учителів загальноосвітніх навчальних закладів, адаптований варіант окремих елементів тренінгу доцільно застосовувати під час навчання як молодших школярів, так і учнів підліткового віку з метою підвищення рівня їхньої толерантності.

План тренінгу

Хід заняття	Час виконання (у хвиликах)
<i>Заняття 1. Що таке толерантність?</i>	
1. Організаційний момент.	1
2. Презентація теми та мети.	2
3. Розминка.	
Вправа «Давайте познайомимось!»	5
Мозковий штурм «Що таке толерантність?»	12
4. Основна частина заняття.	
Детальне читання «Декларації принципів толерантності». Групова робота. Презентація розуміння толерантності згідно з Декларацією. Бесіда.	20
Ведення щоденника. Дискусія. «Мої думки щодо значення толерантності у сучасній системі освіти».	15
Ознайомлення зі змістом та цілями навчальної дисципліни «Практика усного та писемного мовлення (на основі толерантності)».	20
5. Рефлексія та зворотній зв'язок.	10
6. Самооцінка та завдання для самостійного опрацювання.	5
<i>Заняття 2. Толерантність педагога.</i>	
1. Організаційний момент.	1
2. Презентація теми та мети.	2
3. Розминка.	
Вправа «Перетворення.» Індивідуальна та фронтальна робота.	5
4. Основна частина заняття.	
Опрацювання анкети «Риси толерантної особистості».	20
Дискусія «Портрет толерантного педагога».	20
Лекція «Відмінності між толерантними та інтолерантними учителями».	20
Вправа «Чарівна крамниця».	12
5. Рефлексія та зворотній зв'язок.	5
6. Самооцінка та завдання для самостійного опрацювання.	5
<i>Заняття 3. Стимулювання здорового вираження почуттів.</i>	
1. Організаційний момент.	1
2. Презентація теми та мети.	2
3. Розминка.	
Вправа «Відчуйте музику».	4
4. Основна частина заняття.	
Вправа «Опишіть емоцію». Групова робота.	5
Вправа «Вербальні способи приниження». Фронтальна робота.	10
Мозковий штурм «Як перетворити аудиторію на позитивне навчальне середовище».	15
Дискусія на основі вірша «To laugh is to risk».	15
Перегляд відео “ADL’s Names Can Really Hurt Us Assembly Program.” Бесіда.	15

Гра «Як би Ви почувалися, якби ...»	8
Гра «Рухливі емоції»	5
5. Рефлексія та зворотній зв'язок.	5
6. Самооцінка та завдання для самостійного опрацювання.	5
Заняття 4. Заохочення турботи, співчуття та співпраці.	
1. Організаційний момент.	1
2. Презентація теми та мети.	2
3. Розминка.	
Гра «Дзеркала».	4
4. Основна частина заняття.	
Вправа «Турботливий педагог-фасилітатор».	12
Вправа «Мої проблеми у спілкуванні».	12
Вправа «Кооперативний ураган».	4
Дискусія «Асертивна поведінка». Фронтальна робота.	10
Обговорення сценаріїв. Групова робота.	20
Гра «Ехо почуттів». Дискусія.	15
5. Рефлексія та зворотній зв'язок.	5
6. Самооцінка та завдання для самостійного опрацювання.	5
Заняття 5. Креативне вирішення конфліктів.	
1. Організаційний момент.	1
2. Презентація теми та мети.	2
3. Розминка.	
Вправа «Завжди / Іноді / Ніколи».	5
Бесіда «Поведінка у конфлікті».	3
4. Основна частина заняття.	
Аудіювання казки «The true Story of the Three Little Pigs». Обговорення. Фронтальна робота.	8
Дискусія «Окуляри, які виражають точку зору».	3
Опис малюнку «Погляд на аудиторію з позиції учителя».	3
Введення конфліктних ситуацій. Бесіда. Фронтальна робота.	5
Опис конфлікту за малюнком. Групова робота. Дискусія.	10
Асоціації з конфліктом. Робота з китайським ієрогліфом «криза». Дискусія.	3
Міні лекція «Можливості конфлікту: позитивний аспект».	5
Вправа «Якби конфлікт був кольоровим ...»	5
Дискусія «Навчаємось вирішувати конфлікт мирним способом».	10
Поняття ескалації конфлікту. Міні лекція.	5
Вправа «Я-повідомлення». Тренування. Групова робота.	10
Бесіда «Переваги Я-повідомлень у порівнянні з Ви-висловлюваннями».	5
5. Рефлексія та зворотній зв'язок.	4
6. Самооцінка та завдання для самостійного опрацювання.	3
Заняття 6. Створення неупередженої атмосфери в аудиторії.	
1. Організаційний момент.	1
2. Презентація теми та мети.	2

3. Розминка.	
Вправа «Позбудьтеся свого Его».	2
4. Основна частина заняття.	
Введення ролей у конфлікті (кривдників, спостерігачів, жертв, союзників). Міні-лекція.	5
Мозковий штурм «Ненасильницькі способи протидії у конфлікті».	5
Бесіда «5 кроків формулювання асертивних повідомлень».	5
Гра «Вмикаємо кривдника».	15
Вправа «Перетасовуємо силу».	15
Дискусія на основі тексту «Створення позитивного навчального клімату. 10 найбільш вагомих вказівок як попередити залякування»	20
Вправа «Людська павутина».	10
5. Рефлексія та зворотній зв'язок.	5
6. Самооцінка та завдання для самостійного опрацювання.	5
<i>Заняття 7. Створення толерантного навчального середовища.</i>	
1. Організаційний момент.	1
2. Презентація теми та мети.	2
3. Розминка.	
Вправа «Мене люблять і я спроможний на багато речей». Бесіда.	4
4. Основна частина заняття.	
Рекомендації щодо стимулювання здорового вираження почуттів. Дискусія. Фронтальна робота.	10
Рекомендації щодо заохочення турботи, співчуття та співпраці. Дискусія. Фронтальна робота.	15
Рекомендації щодо творчих способів вирішення конфліктів. Основні переваги навчання вирішувати конфлікти в освітніх закладах. Дискусія. Фронтальна робота.	20
Рекомендації щодо створення неупередженого навчального середовища. Дискусія. Фронтальна робота.	15
Методичні рекомендації щодо обговорення суперечливих та незручних важливих проблем в аудиторії.	10
Бесіда на основі аналізу вірша «Діти навчаються з того, як вони живуть».	4
5. Рефлексія та зворотній зв'язок.	4
6. Підбиття підсумків тренінгу.	5

PEDAGOGICAL TOLERANCE TRAINING

It is crucial for all of us to continue to give meaning to the word ‘tolerance’ and understand that our ability to value each and every person is the ethical basis for peace, security, and intercultural dialogue. A peaceful future depends on our everyday acts and gestures. Let us educate tolerance in our schools and communities, in our homes and workplace, and, most of all, in our hearts and minds.

LESSON 1

Theme: **What is tolerance?**

Objectives:

- to get the participants acquainted with the notion of “tolerance”;
- to introduce the aim and tasks of the subject “The Practice of Oral and Written Speech (on the basis of tolerance)”;
- to provide teachers with the sources of literature and the Internet sites helpful for the development of their teaching skills and awareness of pedagogical tolerance;
- to introduce journal writing.

Materials: the text of the *Declaration of Principles on Tolerance*, cards.

1. Organization.

Recent studies confirm that one of the primary causes of violence among children is peer disrespect, or “dissing.” Fear, hurt and anger, springing from the wounds of ridicule and bullying by other children, can translate into severe emotional pain as well as depression, violence and, in extreme cases, suicide.

The hopeful news is that when social and emotional learning and character education programs are introduced into the classroom, they have proved to be highly effective tools for creating a safe, nurturing classroom environment. This training program, which uses tested classroom techniques and pedagogy, can, over time, move classrooms toward the elimination of ridicule, bullying, intolerance and name-calling. These, and other forms of disrespect, can damage the spirit and vitality of students, seriously diminishing their ability to concentrate and productively engage in classroom work.

We are aware that the stress and strain on those of you who have to deal with the daunting emotional problems of victims and perpetrators of such behavior can, understandably, diminish your ability to teach, and deplete your morale, no matter how dedicated and skillful an educator you are. We sympathize with the difficulties you face as you work hard to raise academic performance even as you try to cope with a class whose spirit is sometimes fragmented by troubled students’ behaviour and eroded by a climate of disrespect.

The reality is that the introduction of social and emotional learning and character education programs will, ultimately, not steal time from teaching essential academic skills. On the contrary, we believe that – not immediately, but within a few weeks – the introduction of social and emotional learning and character education programs, if well-implemented, will noticeably begin to bind your class together in mutual, determined endeavor, nurturing a spirit of humanity and compassion and simultaneously accelerate the personal, emotional, ethical and academic growth of your students.

In short, although it will not take place overnight, we urge you to embrace this training program and trust that, as the fresh spirit and harmony in your class increases, so will its academic performance and your own personal rewards from teaching that you so richly deserve.

2. Theme and objectives presentation.

The theme of our lesson is “What is tolerance?” By the end of today’s lesson you will be able to talk about tolerance in general and principles of tolerance in accordance with the Declaration, and start journal writing. Also you are going to find out the sources of literature and the Internet sites helpful for the development of your teaching skills and awareness of pedagogical tolerance.

3. Icebreaker.

- 3.1 Exercise “Let’s get acquainted.” The participants have to introduce themselves, telling each other three pieces of information about themselves, what they would like the others to know about themselves.
- 3.2 Brainstorming “What is tolerance?” Teachers need to name all associations they have with the word “tolerance”. The activity is followed by a short discussion on the peculiar features of tolerance.

4. Main part of the lesson.

- 4.1 Declaration of Principles on Tolerance (authentic text). Reading for details. Group work.

Look through the Preamble and answer the questions (the whole group activity):

- What official documents is the Declaration based on?
- Which of them are you familiar with?
- What reasons forced the United Nations to adopt it?
- What main idea can we grasp from the Preamble?

Read the articles of the *Declaration of Principles on Tolerance* in groups. The text is divided into 4 parts. Every group has to read their extract and define its main idea, key words and afterwards present their understanding of tolerance to the whole group.

CARD 1

Declaration of Principles on Tolerance

The Member States of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at the twenty-eighth session of the General Conference, from 25 October to 16 November 1995,

Preamble

Bearing in mind that the United Nations Charter states: 'We, the peoples of the United Nations determined to save succeeding generations from the scourge of war, ... to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, ... and for these ends to practise tolerance and live together in peace with one another as good neighbours',

Recalling that the Preamble to the Constitution of U N E S C O, adopted on 16 November 1945, states that 'peace, if it is not to fail, must be founded on the intellectual and moral solidarity of mankind',

Recalling also that the Universal Declaration of Human Rights affirms that 'Everyone has the right to freedom of thought, conscience and religion' (Article 18), 'of opinion and expression' (Article 19), and that education 'should promote understanding, tolerance and friendship among all nations, racial or religious groups' (Article 26),

Noting relevant international instruments including:

- the International Covenant on Civil and Political Rights,
- the International Covenant on Economic, Social and Cultural Rights,
- the Convention on the Elimination of All Forms of Racial Discrimination,
- the Convention on the Prevention and Punishment of the Crime of Genocide,

- the Convention on the Rights of the Child,
- the 1951 Convention relating to the Status of Refugees and its 1967 Protocol and regional instruments,
- the Convention on the Elimination of All Forms of Discrimination against Women,
- the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment,
- the Declaration on the Elimination of All Forms of Intolerance Based on Religion or Belief,
- the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities,
- the Declaration on Measures to Eliminate International Terrorism,
- the Vienna Declaration and Programme of Action of the World Conference on Human Rights,
- the Copenhagen Declaration and Programme of Action adopted by the World Summit for Social Development,
- the U N E S C O Declaration on Race and Racial Prejudice,
- the U N E S C O Convention and Recommendation against Discrimination in Education,

Bearing in mind the objectives of the Third Decade to Combat Racism and Racial Discrimination, the World Decade for Human Rights Education, and the International Decade of the World's Indigenous People,

Taking into consideration the recommendations of regional conferences organized in the framework of the United Nations Year for Tolerance in accordance with U N E S C O General Conference 27 C/Resolution 5.14, as well as the conclusions and recommendations of other conferences and meetings organized by Member States within the programme of the United Nations Year for Tolerance,

Alarmed by the current rise in acts of intolerance, violence, terrorism, xenophobia, aggressive nationalism, racism, anti-Semitism, exclusion, marginalization and discrimination directed against national, ethnic, religious and linguistic minorities, refugees, migrant workers, immigrants and vulnerable groups within societies, as well as acts of violence and intimidation committed against individuals exercising their freedom of opinion and expression – all of which threaten the consolidation of peace and democracy, both nationally and internationally, and are obstacles to development,

Emphasizing the responsibilities of Member States to develop and encourage respect for human rights and fundamental freedoms for all, without distinction as to race, gender, language, national origin, religion or disability, and to combat intolerance,

Adopt and solemnly proclaim this Declaration of Principles on Tolerance

Resolving to take all positive measures necessary to promote tolerance in our societies, because tolerance is not only a cherished principle, but also a necessity for peace and for the economic and social advancement of all peoples,

We declare the following:

CARD 2

Article 1 - Meaning of tolerance

1.1 Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty; it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

- 1.2 Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and States.
- 1.3 Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.
- 1.4 Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others.

CARD 3

Article 2 - State level

- 2.1 Tolerance at the State level requires just and impartial legislation, law enforcement and judicial and administrative process. It also requires that economic and social opportunities be made available to each person without any discrimination. Exclusion and marginalization can lead to frustration, hostility and fanaticism.
- 2.2 In order to achieve a more tolerant society, States should ratify existing international human rights conventions, and draft new legislation where necessary to ensure equality of treatment and of opportunity for all groups and individuals in society.
- 2.3 It is essential for international harmony that individuals, communities and nations accept and respect the multicultural character of the human family. Without tolerance there can be no peace, and without peace there can be no development or democracy.
- 2.4 Intolerance may take the form of marginalization of vulnerable groups and their exclusion from social and political participation, as well as violence and discrimination against them. As confirmed in the Declaration on Race and Racial Prejudice, 'All individuals and groups have the right to be different'(Article 1.2).

CARD 4

Article 3 - Social dimensions

- 3.1 In the modern world, tolerance is more essential than ever before. It is an age marked by the globalization of the economy and by rapidly increasing mobility, communication, integration and interdependence, large-scale migrations and displacement of populations, urbanization and changing social patterns. Since every part of the world is characterized by diversity, escalating intolerance and strife potentially menaces every region. It is not confined to any country, but is a global threat.
- 3.2 Tolerance is necessary between individuals and at the family and community levels. Tolerance promotion and the shaping of attitudes of openness, mutual listening and solidarity should take place in schools and universities and through non-formal education, at home and in the workplace. The communication media are in a position to play a constructive role in facilitating free and open dialogue and discussion, disseminating the values of tolerance, and highlighting the dangers of indifference towards the rise in intolerant groups and ideologies.
- 3.3 As affirmed by the U N E S C O Declaration on Race and Racial Prejudice, measures must be taken to ensure equality in dignity and rights for individuals and groups wherever

necessary. In this respect, particular attention should be paid to vulnerable groups which are socially or economically disadvantaged so as to afford them the protection of the laws and social measures in force, in particular with regard to housing, employment and health, to respect the authenticity of their culture and values, and to facilitate their social and occupational advancement and integration, especially through education.

3.4 Appropriate scientific studies and networking should be undertaken to co-ordinate the international community's response to this global challenge, including analysis by the social sciences of root causes and effective countermeasures, as well as research and monitoring in support of policy-making and standard-setting action by Member States.

CARD 5

Article 4 - Education

4.1 Education is the most effective means of preventing intolerance. The first step in tolerance education is to teach people what their shared rights and freedoms are, so that they may be respected, and to promote the will to protect those of others.

4.2 Education for tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance - major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.

4.3 Education for tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities for independent judgment, critical thinking and ethical reasoning.

4.4 We pledge to support and implement programmes of social science research and education for tolerance, human rights and nonviolence. This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.

Article 5 - Commitment to action

We commit ourselves to promoting tolerance and non-violence through programmes and institutions in the fields of education, science, culture and communication.

Article 6 - International Day for Tolerance

In order to generate public awareness, emphasize the dangers of intolerance and react with renewed commitment and action in support of tolerance promotion and education, we solemnly proclaim 16 November the annual International Day for Tolerance.

4.2 Journal writing.

We're going to focus on journaling as one way that we can explore and share our thoughts and feelings with others.

Discussion: What might be benefits of writing in a journal?

After participants have explored their own thoughts about the benefits of keeping a journal, they continue conversation, based on the following question: Has there ever been a time in your life when sharing your feelings in writing with another person has helped you know yourself better or feel understood and accepted?

Some thoughts to make sure are incorporated into the discussion include: A journal is a wonderful way to explore our own feelings or opinions about a topic; it helps us to get to know ourselves better. Writing our thoughts and feelings down can help us express and release our feelings so that we do not feel overcome by them when we are upset or angry. Sharing some of our journal writings with others helps us to get to know each other better. And when we listen respectfully to one another's deepest feelings, we give each other permission to be our most authentic and best self. When people share their real feelings and thoughts, we learn that every person is unique and that it is truly okay to be different. And we learn how much we might have in common with people who on the surface might appear to be different.

We will use journaling to explore your thoughts and feelings about a topic you are studying or an event that happens in your classroom, school, university or life and then to share those thoughts with a partner by reading each other's journal entry and asking questions of one another.

Guidelines for writing in your journal and sharing your writings with others:

- *Feel free to be completely yourself. (Discuss what "being yourself" means.)*
- *Write the date and the topic of your entry or the question you will answer in your journal.*
- *You can "pass" when we share our journals if you feel something you wrote is too personal to share with others.*
- *After reading someone else's journal entry, ask questions of her to better understand her feelings or thoughts. Don't debate that person's feelings, rather ask questions so that you learn more about them. Some questions you might ask: "Tell me more about . . ." "Why did you think . . ." or you may want to ask clarifying questions, "What do you mean by . . ."*
- *Anything shared in our classroom will be confidential (meaning that no one outside of the room will learn about it).*
- *Thank your partner for sharing his or her journal when you are finished.*

Write Your First Journal Entry

On the board the first journal topic has been written: "My thoughts about the role of tolerance in today's education." Participants write continuously for ten minutes about anything they can think of related to that topic.

Pair work. Teachers share and discuss their journal entries. Each teacher is given five minutes to share and to thank one another for sharing.

4.3 Presentation of the aim and tasks of the subject "The Practice of Oral and Written Speech (on the basis of tolerance)".

The aim of the discipline is to develop pedagogical tolerance of students – future teachers of foreign languages.

The tasks:

- to get the students acquainted with the essence of pedagogical tolerance and intolerance manifestations in school;
- to improve their knowledge of English;
- to develop their empathy, respect, acceptance of other people, conflictological and communicative competences;
- to develop their skills in conducting lessons;
- to teach students to celebrate diversity and react constructively to conflict situations;
- to provide them with methodical techniques of preventing intolerance in the classroom;

- to teach them how to create a tolerant nurturing learning environment.

To realize these tasks in practice the participants look through the programme of the subject they are going to teach and the list of some sources of literature and the Internet sites, which can be helpful in the organization of lessons with students [1; 4; 5; 9; 10; 11; 12; 13; 14; 15].

5. Reflection and feedback.

Journal writing “HEAD/HEART/FEET”.

Review skills and knowledge learned today. Use journal writing to reflect on day’s events. Participants draw three diagrams under today’s date: Head/Heart/Feet.

HEAD means “What did you learn?”

HEART means “How did you feel?”

FEET means “What steps will you take?”

Each participant has to write two sentences under each heading related to the day.

6. Evaluation and tasks for individual work.

Facilitator’s questions:

- What are your impressions of today?
- What did you like / didn’t like?

Facilitator thanks everyone for the participation and ends with a quote for the day.

CARD 6

“Tolerance implies a respect for another person, not because he is wrong or even he is right, but because he is human.” (John Cogley)

Participants have to comment on the saying in their journals as a task for individual work. Also, they have to look through the given before sources of literature for a better understanding of the learnt subject.

LESSON 2

Theme: **Teacher’s Tolerance.**

Objectives:

- To get the participants acquainted with differences between tolerant and intolerant people;
- To make a verbal portrait of a tolerant teacher;
- To introduce the peculiarities of work of a teacher-facilitator;
- To help the participants find out features of a tolerant teacher and their own ones;
- To deepen their self-perception and expression of emotions;

Materials: card, lecture.

1. Organization.

Greeting.

Reading journal entries (comments on the quote from the previous lesson).

2. Theme and objectives presentation.

The topic of today’s lesson is “Teacher’s tolerance”. By the end of the lesson you will be able to characterize a tolerant personality, distinguish her features, and define the peculiarities of the work of a tolerant teacher-facilitator.

3. Icebreaker.

Exercise “Transformations” (individual and whole group work). The participants have to continue the sentence “*If I were ..., I would be ...*” The comparison of oneself with music, a

genre of literature, a plant, an animal, a natural phenomenon, a fairy tale, a sport, a meal, a means of transport, a hobby, a piece of clothing and other categories helps them to understand themselves as well as each other better.

4. Main part of the lesson.

4.1 Questionnaire “Features of a tolerant personality”.

The training presenter hands out a questionnaire to the participants, who in column A have to put “+” opposite those features that are most characteristic for their personalities, and “0” – opposite those ones that are least inherent in them. In column B they have to mark those qualities that describe a tolerant person best of all. The poster with same questionnaire with column B is attached to the board. The data written in column A is not shown to other members of the group. After completing both columns the participants discuss the information they wrote in column B. They raise their hands when the training presenter names every feature from the chart; the presenter counts them and writes the results opposite every quality on the board. Those three qualities that receive the highest points are considered to be the most important ones from the point of view of this group. In such a way the participant have the opportunity to compare the whole group results with the perception of themselves as tolerant people.

CARD 1

	Features of a tolerant personality	Column A	Column B
1.	Disposition to others		
2.	Indulgence		
3.	Patience		
4.	Sense of humour		
5.	Sensitivity		
6.	Trust		
7.	Altruism		
8.	Acceptance of differences		
9.	Self-possession skills		
10.	Kindness		
11.	Ability not to judge others		
12.	Humanism		
13.	Ability to listen		
14.	Curiosity		
15.	Capacity to empathy		

4.2 Discussion “Portrait of a tolerant teacher.”

The next step is to add the portrait of a tolerant personality with the features that particularly appeal to a tolerant teacher. In the course of the discussion the participants complete the portrait with love to children, conflictological and communicative competences, reflection, the ability for feedback.

4.3 Lecture “Differences between tolerant and intolerant teachers.”

The division of people into tolerant and intolerant is rather relative. Its extremes are seldom found in the society as every person takes tolerant as well as intolerant actions in his / her life. Nevertheless, the inclination toward tolerant / intolerant behavior may become a stable personality trait. This fact allows differentiating between tolerant and intolerant personalities and characterizing them.

1) Self-perception.

Tolerant people know about their individual merits and faults more than intolerant ones. Being critical to themselves, they aren't inclined to accuse other people of their own troubles.

Psychologists have found that a tolerant person can be characterized by much bigger differentiation between "Ideal Self" and "Real Self" than an intolerant one. "Ideal Self" means a perfect image of a person, the way he / she would like to change. "Real Self" shows true self-perception. An intolerant person admits that his / her "Ideal Self" and "Real Self" almost coincide. Tolerant people know themselves better; they accept their merits as well as faults. Consequently, they are less satisfied with themselves. Their potential for self-development is much higher. An intolerant person notices his / her merits rather than flaws and tends to blame other people for his / her problems.

2) Security.

It's rather hard for an intolerant person to live in harmony with himself / herself as well as with other people. He / she is afraid of the social environment, himself / herself, and even of his instincts. He feels continuous threats. A tolerant person, on the contrary, feels secure. That's why he / she isn't inclined to protect himself / herself from other people or groups of people. He is sure that he can deal with threats promptly, and this point is a very important condition for the formation of a tolerant personality.

3) Responsibility.

An intolerant person thinks that everything around doesn't depend on him / her. He / she can't control his destiny. Tolerant people are convinced that their fate depends on them. They don't shift responsibility on others, as they are responsible for themselves. Intolerant people tend to deprive themselves of responsibility for everything. This peculiarity is the base for the formation of prejudice against others as it's difficult for them to understand that they can hurt and damage others. They are sure that other people hate and offend them.

4) The need for certainty.

Intolerant people see the world in two colours – black and white. They divide people into two types – good and bad. They accept only one correct way of life. They clearly differentiate between "their own group" and "strangers". Their attitude can't be neutral, as they approve or disapprove something. A tolerant person has an opposite opinion, since he / she accepts diversity and is ready to listen to every view.

5) A commitment to order.

It has been stated that an intolerant person pays too much attention to cleanliness, good manners and politeness. Order in everything is essential for him / her. These features are of secondary importance for tolerant people. Intolerant people especially prefer social order. He / she is dependent on the group which protects him from anxiety.

6) Capacity for empathy.

Capacity for empathy is defined as social sensitivity, the ability to give a correct judgment about other people. Empathy is not an innate quality. It is believed that positive family environment, high social values and aesthetic senses can influence the development of empathy.

Tolerant people can adequately assess others. They are able to sympathize. It's much harder for intolerant to take somebody else's perspective and feel compassion.

7) Sense of humour.

Sense of humour and capacity to laugh at oneself are important qualities of a tolerant person, who has no need to feel superiority over others.

8) Authoritarianism.

Social hierarchy and outer discipline are extremely important for intolerant people. They are satisfied with ordered authoritarian society and powerful authorities. A tolerant person prefers living in free democratic society.

A tolerant teacher ought to have all the mentioned above features, but he should also be a facilitator. The facilitation of learning is the process by which we can learn to live and contribute to the development of the student. I believe that facilitating type of learning provides the opportunity to be in the changing process, to try to design and find flexible answers to the serious questions, about which humanity is concerned nowadays.

Facilitation of teaching is based on certain psychological characteristics of personal relationships between the facilitator and learners.

The authenticity of the facilitator.

Probably everything in the work of a teacher is based on the authenticity (reality). If the facilitator behaves like a real person (as it is), if he starts a relationship with a student, showing his real face, he is more likely to succeed. This means that his feelings are conscious; he is able to experience these feelings and share them, if appropriate. This means that he builds a direct personal relationship with a student, communicates with him as a human with a human. This means that the facilitator is genuine, he doesn't reject himself.

Hence it is clear that in the relationship with the students the teacher can be a real person. He can feel the enthusiasm, boredom, interest in students, can be angry with them, worry, and sympathize with them. Because he accepts these feelings as his own, he has no need to impose them on students. He may like or dislike the work of the student, regardless of how it is objectively good or bad, or how good or bad the student is. The facilitator simply expresses his attitude to the part of student's work that is the feeling inherent in him. Thus, he speaks to his students as a human being, not a faceless embodiment of a school requirement or an instrument through which knowledge flows from one generation to another. Obviously, this setup, proven to be effective in psychotherapy, is absolutely opposite to the desire of most teachers to present themselves to the students only as a role player. It is normal that the teacher consciously puts on the mask, the appropriate role of a teacher, and wears this mask all day, removing it only in the evening when leaving school.

Approval, acceptance, trust.

Those who manage to achieve success in facilitation, experience the approval of the student and approval of his feelings, his opinions, and his personality. This is a concern, but the concern is not proprietary. This is the acceptance of another person as an autonomous personality, with its own value. This basic trust is the original belief that the other person can be trusted. This system — whether we call it an endorsement, acceptance, trust, or otherwise manifests itself in many obvious ways. Teacher, who has this setup to a certain extent, accepts the fear and hesitation of the student, who faces a new challenge, and the satisfaction which a student experiences from his achievements. A teacher is able to accept a temporary indifference of the student, his extravagant desire to study trivial things, as well as his deliberate attempts to achieve important goals. Such a teacher is able to take experiences that at the same time interfere with learning, and contribute to it: competition with peers, the hatred for authority, concern on its adequacy. The essence of the described set-up is the approval of the student as a faulty human, who is characterized by different feelings, different features. Approval and recognition of a student is a peculiar to a facilitator expression of faith in human abilities.

So, the facilitator is the person who shows concern, approval, and trust to the student and thus creates an atmosphere of teaching, so different from that prevailing in normal school, that any resemblance is purely coincidental.

Empathic understanding.

Another element providing an atmosphere of independent (based on own experiences) learning is empathic understanding. When the teacher is able to internally understand the reaction of the student when he feels how the process of learning is perceived by the student, then the probability of successful teaching is further enhanced. This kind of understanding is very different from the usual evaluative understanding that follows the formula: "I understand what is wrong with you." When the teacher expresses sensitive empathy, the reaction of the student is the following: "Finally someone understands what it's like to be me, not wanting to analyze and evaluate me. Now I can open up, develop and learn." Such acceptance of a stranger's position and perception of the world through the eyes of a student is almost nonexistent in school. You can see thousands of ordinary examples of communication in the classroom and fail to face even a hint of a clear, heartfelt, empathic understanding. But its appearance gives you an incredibly liberating effect.

If each teacher decides at least once a day to respond to demonstrated and expressed feelings of a student non-judgmentally, he will discover huge potential of so rarely found understanding.

It is extremely difficult to achieve authenticity; even if the person truly wants to be himself, it is not always possible. If he wants to make the assessment, the verbal formulation, similar to the expression of feelings, will not help. This is only a mask of different shape, that is, the lack of authenticity. We slowly and gradually learn to be ourselves. First, you need to learn to understand your feelings, to understand them. Then you need to dare to share them, without transferring them into judgments and attributing them to other people.

The credibility of human nature.

It is highly unlikely that someone will be able become a facilitator of the teaching, if he has no deep faith in the human body and its capabilities. If I do not trust a human being, I have to load it with the information that I choose, so that this person will not follow the wrong way. But if I believe in the ability of the individual to realize his potential, I can provide him with plenty of opportunities and allow him to choose his own path, his own direction in learning.

Facilitators build their work on the assumption that students, who face any problem, wish to learn, grow, crave discoveries, creativity, and strive for self-discipline. The atmosphere of personal relationships of teachers with students is necessary to ensure that these natural tendencies are embodied.

Thus, when a facilitator creates a classroom atmosphere that is characterized by the maximum achievable authenticity, acceptance and empathy, when he believes in the constructive tendency of the individual and the group, then he realizes that he has committed a pedagogical revolution. The training takes on a different quality, flows in a different pace and has a much greater depth. Experiences, positive, negative, or mixed, become a part of the classroom experience. The training becomes a part of life. Students – sometimes with enthusiasm, sometimes with caution – become knowing, ready to change people.

Independence, independent and responsible learning, creativity, desire for personal growth become students' personal achievements, if teachers decide to create an atmosphere of trust, acceptance, genuineness, understanding and, indeed, freedom.

Conclusion

Our teachers and the general public are too focused on teaching. This confronts them with many questions that are meaningless in connection with real learning. If we focus on the promotion of the teaching, or ask questions: how, why, when the student learns and what teaching he sees from the inside, it will be at a much more advantageous way. We have some knowledge and can learn more about the conditions that facilitate teaching, and one of the most important such conditions is the quality of relations between facilitator and learner.

We can describe the mind-sets that effectively contribute to the teaching. It is primarily the true authenticity of the facilitator, the desire to be human, to experience the thoughts and feelings of the moment. When this authenticity involves approval, care, trust, respect for the student, then teachers are able to create a tolerant atmosphere. When the atmosphere involves empathetic listening, it stimulates the spontaneous teaching. The student is trusted to develop. Teachers, who have enough courage to follow the principles of tolerant training, not simply change teaching methods; they make progress. These brave people do not perform almost any functions of the teacher. And it is wrong to call them teachers. They are the facilitators, the catalysts, the driving force; they give students the freedom and opportunity to learn and, most importantly, learn along with them.

4.3 Exercise “Fairy store.” (Role play)

Imagine that there is a fairy store in which quite extraordinary things are sold: disposition to others, indulgence, patience, sense of humour, sensitivity, trust, altruism, acceptance of differences, self-possession skills, kindness, ability not to judge others, humanism, ability to listen, curiosity, capacity to empathy, love to children, conflictological and communicative competences, reflection, the ability for feedback. The list of these things is on the board, as it was used in the previous exercise. The presenter is a shop assistant and the participants are customers. Every participant comes up to the shop assistant and asks for the things he feels lack of (he uses the information from column A of the table filled in earlier). For example, one customer wants to buy “curiosity”; he has to answer the questions:

- How much curiosity do you need?
- Why do you need it?
- When are you going to use it?

After that he can only exchange those things which are inherent in his personality for the things he wants to acquire. For instance, he can change his “indulgence” for “curiosity.”

5. Reflection and feedback.

Answer the questions

- What features of a tolerant teacher can you name?
- What conditions can stimulate the formation of teacher’s tolerance?

Journal writing “HEAD/HEART/FEET” (the procedure is the same as at the previous lesson).

6. Evaluation and tasks for individual work.

Facilitator’s questions:

- What are your impressions of today?
- What did you like / didn’t like?

Facilitator thanks everyone for the participation and ends with a quote for the day.

CARD 2

“It’s a universal law – intolerance is the first sign of an inadequate education. An ill-educated person behaves with arrogant impatience, whereas truly profound education breeds humility.”

(Aleksandr Solzhenitsyn)

Participants have to comment on the saying in their journals as a task for individual work.

LESSON 3

Theme: **Promoting the Healthy Expression of Feelings.**

Objectives:

- to develop empathy;
- to build awareness of actions that constitute put-downs and put-ups;
- to develop commitment to positive interactions;
- to sensitize students to the effects of ridicule, exclusion, and other unkind behaviors;
- to identify and get in touch with feelings in self and others;
- to build a feelings vocabulary.

Materials: poem “To laugh is to risk” (card 1), video, index cards.

1. Organization.

Greeting.

Reading journal entries.

2. Theme and objectives presentation.

The main condition of the formation of a tolerant teacher is creating tolerant nurturing educational environment. So, today we are going to discover the ways how to promote the healthy expression of feelings, which are an essential part of the learning atmosphere. By the end of today’s lesson you will be able to recognize the actions that denote put-ups and put-downs, to interact positively, to speak about the influence of different unkind behaviors, to build up and use in communication a feeling vocabulary.

3. Icebreaker.

Exercise “Feel the music.” Let the participants listen to a piece of music that has no words. They have to describe how they felt when they listened to the music and what they think it is about.

4. Main part of the lesson.

4.1 Exercise “Describe the emotion”

The participants are given different emotions that they must describe in groups. They cannot use actual word. Other groups must guess what emotion is being described. Then, group members must each come up with three things that make them feel that emotion.

4.2 Activity “Verbal put-downs.”

The presenter distributes one index card to each participant and asks them to think about a time when they heard someone being ridiculed or put down. On the top of the index card, they should write the put-down. On the bottom of the card, they should write the emotion they believe the target of the put-down felt.

When participants have finished writing, the presenter gathers all of the index cards, shuffles them, and then randomly redistributes them to teachers.

The presenter goes around the room and has all participants share both the put-downs and emotions from their cards. On the board, he records the emotions named, keeping track of the number of times a particular emotion is shared with check marks. He does not write down the put-downs, as that might reinforce them.

Question is put: Is there anything about this list that anyone wants to comment on? Acknowledge how harmful put-downs can be.

4.3 Brainstorming a list of ideas for making a class a positive learning experience.

Question: What guidelines will help the group to work together productively, communicate effectively, and treat each other respectfully? To help participants get started, write down two or three agreements from the following sample list:

- Talk one at a time. (Don't interrupt another student while he or she is speaking.)
- Avoid being judgmental.
- Give everyone a chance to speak.
- Keep what is said in class confidential.
- Be open and honest.
- Look at people when you speak to them.
- Listen and discover, rather than giving advice.
- Don't make fun of what other people say or do.
- Help each other out.

Be sure to include nonnegotiable rights for creating a sense of safety in your classroom: 1) everyone has the right to privacy (so participants may pass if they do not want to share something too personal); 2) everyone has the right to confidentiality (i.e., anything shared in the room will not go out of it or be talked about elsewhere); and 3) everyone has the right to be respected. List the participants' suggestions on chart paper.

4.4 Discussion on the poem "To Laugh Is to Risk."

Facilitate a discussion about this anonymously attributed poem, "To Laugh Is to Risk."

CARD 1

To laugh is to risk appearing the fool.

To weep is to risk appearing sentimental.

To reach out to another is to risk involvement.

To expose our feelings is to risk exposing our true self.

To place your ideas and dreams before the crowd is to risk loss,

To love is to risk not being loved in return,

To live is to risk dying,

To hope is to risk despair,

To try at all is to risk failure,

But risk we must, because the greatest hazard in life is to risk nothing.

*The man, the woman who risks nothing, does nothing, has nothing,
is nothing.*

After the poem has been read aloud, participants answer the questions:

- Can you think of a time you took one of these risks?
- How did it feel?
- What made it safe to take that risk?
- When might it not feel safe to take such a risk?
- What is it like when people don't feel it's safe to take risks?
- When might taking a risk be healthy?

- When might it be unhealthy?

Explore how the group agreements participants made might help make it safer to take certain healthy risks. Are there any new agreements participants would like to add related to this discussion? (Perhaps they want to make an agreement that it's okay to cry or show strong emotions, for example.)

4.5 Watching a video “ADL’s Names Can Really Hurt Us Assembly Program.”

Pre-watching activity. A conversation on the topic: think of the situations in the educational institutions when words can hurt people.

While-watching activity. Answer the question: what feelings did the characters of the video have when they were bullied at school?

Post-watching activity. Name the roles people usually play in a conflict and characterize them. Imagine a teacher in each of these roles (bully, target, bystander, and ally) and describe his behaviour. Discuss which role should be played by a tolerant teacher.

4.6 Game “How would you feel if ...”

With desks in a semicircle, the presenter hands out twelve index cards and one marker to everyone. For the first half of this activity, participants will write down a word on an index card for how they would feel if . . . for each scenario here. Challenge the participants to come up with a *different* feelings word for each scenario. After each scenario: 1) Collect all the cards, shuffle them, and then redistribute them to teachers. Have everyone hold up the card they received and look around the circle at the other cards. Point out that different participants have very different feelings for the same scenario and that all feelings are valid since we all experience situations differently. 2) Ask if there are any feelings listed on the cards that someone in the room finds more difficult or easier to express. Again, note the diversity in the responses.

“How would you feel if . . .”

- someone made fun of you because of the clothes you were wearing?
- you won a prize or a competition?
- you were picked last when choosing sides for a game?
- you were told you were good at doing something?
- someone you admire called you a “geek”?
- someone helped you solve a problem?
- no one wanted to sit with you at lunch?
- someone you like invited you to a party?
- you had no food and had to beg on the street?
- someone asked your opinion about something important?
- there was a bad rumour circulating about something you did?
- someone forgave you for a mistake you made?

4.7 Game “Emotion motions”

Ask: Why might it be important to be able to read someone else’s feelings?

The presenter collects the feelings word index cards. He deletes any words that are not feelings or are repeated and then shuffles the cards. These are now your “Emotion Motions” feelings cards. The large group is divided into two teams to play a game of “feelings words” charades.

Each member of Team 1 will have 20 seconds to silently act out at the front of the room a feelings word that she or he has chosen from the feelings cards for Team 2, who will be sitting in their seats. The rules of charades apply – no talking and no spelling out words with your hands. Once the group has guessed the feeling correctly, the next person in the group picks out a card,

then begins to act out that feeling. Once Team 1 is finished, the presenter reverses roles and has Team 2 present to Team 1.

Each group is given a few minutes to decide the order in which they will go. When everyone is ready, the presenter says “Go!” and acts as timer for the participants.

Then the large group brings back together and debriefs the activity.

- What kinds of feelings were the easiest to guess? The hardest?
- What feelings were the easiest to act out? The hardest? What are some reasons that some feelings might be harder to act out than others?
- Think of a time when someone didn’t understand or know how you felt. What happened? How did you eventually resolve the problem?

Comment on the diverse range of feelings that color our days and our lives is made! What makes feelings so rich is that they may be experienced differently by different people.

5. Reflection and feedback.

Journal writing “HEAD/HEART/FEET” (the procedure is the same as at the first lesson).

On the board the list of all the things participants have learned about feelings:

Feelings

- all feelings are important
- sometimes we hurt others’ feelings by what we do or say
- we need to appropriately express our feelings
- keeping a journal is one way to calm down when we are upset
- we can be strong with our anger without being mean

6. Evaluation and tasks for individual work.

Facilitator’s questions:

- What are your impressions of today?
- What did you like / didn’t like?

Facilitator thanks everyone for the participation and ends with a quote for the day.

CARD 3

“Anger cannot be overcome by anger. If someone is angry with you, and you show anger in return, the result is a disaster. On the other hand, if you control your anger, and show its opposite – love, compassion, tolerance and patience – not only will you remain peaceful, but the other person’s anger will also diminish” (Dalai Lama)

Participants have to comment on the saying in their journals and watch other videos (documentary «Bullied» [15], video «Names Can Really Hurt Us» [16]) for better understanding of the learnt subject.

LESSON 4

Theme: **Encouraging Caring, Compassion and Cooperation.**

Objectives:

- To raise awareness about positive and negative behaviors;
- To explore creating agreements around behaviors;
- To make class commitments to positive interactions;
- To learn a process for making group agreements;

- To raise self-esteem and empathy of the participants.

Materials: cards, image of a Caring Teacher-Facilitator.

1. Organization.

Greeting.

2. Theme and objectives presentation.

3. Icebreaker.

Game “Mirrors”

Have the participants break into pairs facing one another for a game of mirroring. Person B reflects all the movements initiated by Person A, including facial expressions. After a short time, call “change” so that the positions are reversed. Question: “What did it feel like to mirror someone?”

The presenter pairs teachers and asks them to stand back to back. For each question, when he indicates, teachers will turn around and face each other and answer the question. Each participant will have one minute to answer the question. After each question is answered by both teachers in the pair, they will return to their back-to-back position. When presenter indicates, they will turn around and face one another to answer the next question, and so on. A few volunteers are asked after each question to share with the larger group.

Presenter asks participants to think about a time when they felt they were part of a group and felt respected, cared for, and safe being themselves.

- What was it about that experience that made you feel respected, cared for, and safe being yourself?

- How did members of that group treat each other?

- How did people of that group treat nonmembers?

- How did people in that group show that they cared for each other?

4. Main part of the lesson.

4.1 The image of a “Caring Teacher-Facilitator”.

The participants are asked to outline the image of a person on a poster. This outline becomes your group’s “Caring Being” – a class mascot of sorts who will symbolize the agreements you will make together to help create a caring classroom. After a short brainstorming session a name “Caring Teacher-Facilitator” was given for such a mascot (or it could simply be called the Caring Being).

Gather everyone around the Caring Being (or whatever name your class has chosen) and ask them to think about what actions, ways of treating one another, and attitudes would make your classroom the best possible place to be—a place where everyone felt included, cared for, and respected. After they have had a minute or two to think, have each student who wants to contribute take a marker and write these positive things inside the outline of the Caring Being. (Some possible things to include are sharing, listening, waiting my turn, giving put-ups.) Feel free to include your own suggestions after the students have had a chance to share.

Ask the group to think of some actions, ways of treating one another, or attitudes that they do *not* want as part of your classroom (thumbs-down behaviors) because of their negative consequences (put-downs, name-calling, exclusion, etc.). Have each student who wants to contribute write these words on the outside of the Caring Being. Add your ideas.

Have each group member say what he or she meant by the words offered. Even if the words were the same as someone else’s, the meaning may be slightly (or greatly) different.

Hang up your classroom’s Caring Being where everyone can see it.

Have students as group choose three thumbs-down behaviors each from the Caring Being that they feel they would most like to see stopped in your classroom and school. Help move the group to consensus. Then, together in pairs, ask them to create signs with fun, catchy slogans to remind one another to stop those behaviors (all on the same color of paper). Similarly, ask them to choose three thumbs-up behaviors that they would most like to see encouraged in your classroom and school and create signs to encourage each behavior (all three thumbs-up signs should be on a second color of paper). Post the colorful slogans around your classroom as a reminder to students.

4.2 Exercise “My problems in communication.”

On the sheets of paper the participants continue the sentence “My problem in communication is ...”, fold them and the presenter shuffles them and randomly distributes sheets to the participants. Each teacher reads about the problem and gives some advice how to get rid of the problem and improve communication. Other members of the group discussed whether the suggested methods are effective or not.

4.3 Exercise “Cooperative rainstorm.”

Tips for the presenter: Have the group sit or stand in a circle around you. Have everyone reflect for a minute on what it feels like to be in a soothing summer rainstorm. Now imagine you’re in a driving rain and pounding thunderstorm. What does that feel like? Explain that the goal of this activity is to work together cooperatively to simulate the sound of a rainstorm. Begin by rubbing your hands together in front of one person in the circle; that person then imitates your motion. Continue around the circle until everyone is rubbing hands at the same time. The second time around the circle, snap your fingers in front of each participant to indicate he or she should switch from rubbing his or her hands to snapping his or her fingers. Everyone else will remain rubbing hands together until you pass them snapping your fingers, indicating they are to begin to snap. The third time around, make a loud pattering sound by slapping your thighs, indicating, as you go around the circle, for participants to join you. Now go around the circle one more time and stamp your feet. This is the height of the rainstorm. Direct the subsiding of the storm, going around and changing the pattering to slapping your thighs to snapping to hand rubbing to complete silence.

Pause for a moment of silence.

Debrief: What skills of cooperation did it take to successfully create the rainstorm? (Listening to each other, following the leader, knowing and playing your part, being prepared, waiting your turn, being focused on a common goal, etc.) How is cooperating in our classroom like simulating the rainstorm? (Sometimes we lead, sometimes we follow; sometimes we listen, sometimes we speak; we all work best together when we share the same goal, etc.)

What peculiarity of the learning environment can help students to work cooperatively? (The learning environment should be free from all kinds of destructive behaviour which were fixed around the image of Caring Teacher-Facilitator in the previous exercises).

4.4 Large Group Discussion “Assertive Behaviour.”

a) Facilitator Instructions:

Discuss the differences between assertive, passive and aggressive behaviour (behavior may be spoken or physical).

PROVIDING EFFECTIVE FEEDBACK ABOUT A SITUATION

Write on flipchart while reading out loud:

ASSERTIVE BEHAVIOR – shows your feelings without causing harm to another person or property.

PASSIVE BEHAVIOR – occurs when a person does not say or do anything.

AGGRESSIVE BEHAVIOR – a violent reaction that damages property or hurts a person.

Explain these guidelines to the group:

- IDENTIFY THE SITUATION: “What is going on?”
- SITUATION’S EFFECTS: “How does this issue violate your rights or cause injury or harm to you, others or the environment?”
- REFRAMING: “What is the other person’s opinion, feelings about and reasons for this situation? What can you learn from this experience? What actions would make this situation better or worse (for example: sense of humour, openness to learning and trying something different)?”
- TIMING: “How do you decide when to respond to the situation? What would happen if you acted now or later? Can you wait until you’ve had a chance to cool down and think?”
- NON-VERBAL AND VERBAL COMMUNICATION: “How can you assert yourself without causing injury or harm to you, to others or the environment?”

b) Small Group Work

Arrange participants into groups of three.

Provide each group with a scenario of violence related to sexism, racism or homophobia.

Ask the participants to describe a response using the Guidelines for Effective Feedback. Ask each person to try acting assertively using the "I" messages.

CARD 1

Scenarios

- A kid is being bullied for being gay. He defends himself and is arrested for assault (homophobia).
- An Oriental participant is being teased in class. The teacher gives the Oriental youth a detention for swearing at the classmates (racism).
- A pedestrian’s hijab or turban is pulled off the head (racism).
- Black youth is refused team membership (racism).
- No one responds to the cry for help from a Muslim boy (racism).
- Male team players make sexual comments for a female coach (sexism).

c) Regroup - Feedback

Facilitator Instructions:

Ask each group to present its scenario.

Ask participants, "How was the experience?"

4.5 Game “The Feeling Echo.”

The presenter instructions:

a) Gather participants in a circle and explain the game: You’ll begin by completing the sentence, “I feel cared for when . . .” Then you’ll pass the soft ball or object to a student in the circle who wants to go next. This person will then echo the same beginning, “I feel cared for when . . .,” adding her own ending to the statement. Ask that student to pass the soft ball to another student who has not yet contributed. Continue until every participant has contributed once.

b) Explore Caring

Have participants in pairs share a) one time at school / university that someone was kind and caring to them and how that felt to them and b) one time that they were kind and caring to

someone at school / university and how that felt to them. Give each participant one minute to share for both a) and b) questions. Ask for a few volunteers to share their stories with the whole group or, if you have time, have each pair share.

Now have pairs combine into groups of six to 1) Brainstorm a list of ways in which we know kindness when we see it. 2) Discuss: What, if anything, keeps us from being kind to one another in this school / university? Elect a reporter from each group. Have the small groups report to the entire group.

5. Reflection and feedback.

Journal writing “HEAD/HEART/FEET” (the procedure is the same as at the first lesson).

6. Evaluation and tasks for individual work.

Facilitator’s questions:

- What are your impressions of today?
- What did you like / didn’t like?

Facilitator thanks everyone for the participation and ends with a quote for the day.

CARD 2

“Compassion and tolerance are not a sign of weakness but a sign of strength” (Dalai Lama)

Participants have to comment on the saying and give definitions of the key words of today’s lesson in their journals (caring, cooperation, compassion, kindness, exclusion, inclusion, ridicule, put-up, put-down, dissing, teasing, ignoring, name-calling).

LESSON 5

Theme: **Teaching Creative Conflict Resolution.**

Objectives:

- to explore points of view in conflict;
- to practice taking the perspective of another person;
- to explore the effects of teasing and develop classroom agreements around it;
- to understand conflict escalation triggers;
- to become aware of the effects of “you” messages as conflict escalators;
- to learn the format of “I” messages and practice creating them.

Materials: cards, conflict images, chart paper, markers.

1. Organization.

Greeting.

2. Theme and objectives presentation.

At the lesson we are going to learn about creative conflict resolution.

By the end of the lesson the participants will be able to take the perspective of another person, make classroom agreements, distinguish conflict escalation triggers and practice “I-statements” as a means of conflict resolution.

3. Icebreaker.

Exercise “Always / Sometimes / Never.”

Three signs: Always, Sometimes, Never are stuck in different parts of the classroom.

The presenter instructions:

When students work closely together, conflict is inevitable. In this activity, students learn some strategies for communicating effectively and addressing conflict.

1. Place each of the three signs in separate corners of the room.
2. Ask participants to think about how they resolve problems at home or school. Invite them to share a few of their responses with the group.

3. Tell participants that you are going to read some statements aloud and they need to stand under the sign that best represents how they respond to conflict, in regards to school and work assignments.

- If I get angry with a friend, I try to stay away from that person.
- If I get angry with a friend, I try to talk through the problem.
- If a teacher tells me what to do, I do it.
- When someone tells me that they don't like something I'm doing, I get angry.
- When people disagree with me, I get angry.
- I quickly forget about minor disagreements and don't hold grudges.
- I apologize when I'm wrong.
- I talk through problems.

4. After each statement, have participants discuss why they are standing under the sign.

5. Discuss how we all have different approaches to handling conflict. Remind the three ways or behaviours associated with how people typically react:

- Passive Reaction: being angry about a conflict or situation and not expressing that problem or anger to the other person.

- Aggressive Reaction: Attacking the person physically or verbally; being unwilling to listen to each other

- Assertive reaction: both parties talk about the problem and try to think of different solutions. Being assertive is about learning to express your feelings honestly and directly while practicing mutual respect.

6. Discuss how conflict is a normal part of everyday life. Ask what is meant by conflict resolution. The goal of conflict resolution is to use conflict for its constructive and positive aspects, not its destructive ones. Explain that conflict resolution is:

- nonviolent;
- meets some important needs of each person involved;
- can improve the relationship of the people involved;
- aims for a win-win situation (win-win refers to outcomes that are possible when both parties agree to work out the problem so that they both get something important that they need and they both feel good about the solution.)

4. Main part of the lesson.

4.1 Listening. "The true Story of the Three Little Pigs."

a) While-listening activity.

Listen to the story and find the difference with the tale you have known very well since childhood.

Alexander T. Wolf was framed! All he wanted to do was borrow a cup of sugar to make a cake for his granny. Unfortunately, a bad cold and some unfriendly neighbours land Al in a heap of trouble. Now in jail, Al recounts what really happened to the Three Little Pigs.

"Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story. I'm Alexander T. Wolf. You can call me Al. I don't know how this whole Big Bad Wolf thing got started, but it's all wrong. Maybe it's because of our diet. Hey, it's not my fault wolves eat cute little animals like bunnies and sheep and pigs. That's just the way we are. If

cheeseburgers were cute, folks would probably think you were Big and Bad too. But like I was saying, the whole big bad wolf thing is all wrong. The real story is about a sneeze and a cup of sugar.

THIS IS THE REAL STORY.

Way back in Once Upon a Time time I was making a birthday cake for my dear old granny. I had a terrible sneezing cold. I ran out of sugar. So I walked down the street to ask my neighbour for a cup of sugar. Now this neighbour was a pig. And he wasn't too bright either. He had built his whole house out of straw. Can you believe it? I mean who in his right mind would build a house of straw? So of course the minute I knocked on the door, it fell right in. I didn't want to just walk into someone else's house. So I called, "Little Pig, Little Pig, are you in?" No answer. I was just about to go home without the cup of sugar for my dear old granny's birthday cake.

That's when my nose started to itch. I felt a sneeze coming on. Well I huffed. And I snuffed. And I sneezed a great sneeze.

And you know what? The whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig - dead as a doornail. He had been home the whole time. It seemed like a shame to leave a perfectly good ham dinner lying there in the straw. So I ate it up. Think of it as a cheeseburger just lying there. I was feeling a little better. But I still didn't have my cup of sugar. So I went to the next neighbour's house. This neighbour was the First Little Pig's brother. He was a little smarter, but not much. He has built his house of sticks. I rang the bell on the stick house. Nobody answered. I called, "Mr. Pig, Mr. Pig, are you in?" He yelled back, "Go away wolf. You can't come in. I'm shaving the hairs on my shinny chin."

I had just grabbed the doorknob when I felt another sneeze coming on. I huffed. And I snuffed. And I tried to cover my mouth, but I sneezed a great sneeze.

And you are not going to believe this, but the guy's house fell down just like his brother's. When the dust cleared, there was the Second Little Pig – dead as a doornail. Wolf's honour. Now you know food will spoil if you just leave it out in the open. So I did the only thing there was to do. I had dinner again. Think of it as a second helping. I was getting awfully full. But my cold was feeling a little better. And I still didn't have that cup of sugar for my dear old granny's birthday cake. So I went to the next house. This guy was the First and Second Little Pig's brother. He must have been the brains of the family. He had built his house of bricks. I knocked on the brick house. No answer. I called, "Mr. Pig, Mr. Pig, are you in?" And do you know what that rude little porker answered? "Get out of here, Wolf. Don't bother me again."

Talk about impolite! He probably had a whole sack full of sugar. And he wouldn't give me even one little cup for my dear sweet old granny's birthday cake. What a pig! I was just about to go home and maybe make a nice birthday card instead of a cake, when I felt my cold coming on. I huffed. And I snuffed. And I sneezed once again.

Then the Third Little Pig yelled, "And your old granny can sit on a pin!" Now I'm usually a pretty calm fellow. But when somebody talks about my granny like that, I go a Little crazy. When the cops drove up, of course I was trying to break down this Pig's door. And the whole time I was huffing and puffing and sneezing and making a real scene.

The rest as they say is history.

The news reporters found out about the two pigs I had for dinner. They figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

So they jazzed up the story with all of that "Huff and puff and blow your house down and they made me the Big Bad Wolf. That's it THE REAL STORY. I was framed."

b) Post-listening activity.

Answer the questions:

1. How are the two versions of the story alike? How are they different?
2. Which version of the story do you like better? Why?
3. Which version of the story do you think is true? Why?
4. How can you figure out which version is the correct one?
5. Is it possible to determine if one is the truth? Why or why not?
6. Have you ever disagreed with somebody about something that happened? Did you figure out what really happened?
7. What can we do when we have two versions of an event? How can we figure out which one, if either, is true?

4.2 Discussion “The Point of View Glasses.”

a) Distribute the P.O.V. Glasses handout and refer to it as you present the following minilecture. Encourage students to take notes on the handout.

CARD 1

The P.O.V. Glasses

Five of the shadings on the P.O.V. Lenses are:



Experiences:

Goals:

Values:

Feelings:

Needs:

The P.O.V. Glasses

Each of us looks at the world from our own point of view. It's as if we look through an invisible pair of sunglasses called the P.O.V. Glasses. Everything we see and experience is filtered through these glasses. Many things in our lives contribute to the color of these lenses.

Each of us looks at the world through an invisible pair of colored glasses we're going to call the "Point of View" Glasses. Everything we see and experience is filtered through that experience. Several things in our lives contribute to the color of these lenses. Five of the shades of color on the P.O.V. lenses are needs, goals, experiences, feelings, and values. If time permits, explore with students creating definitions for needs, goals, experiences, feelings, and values. Needs are the physical and psychological drives that we want to fulfill. Goals are the things we want to accomplish. Experiences are the things that have happened to us. Feelings are the emotional reactions we have to what we're seeing. Values are a combination of our beliefs and the things we think are important.

For example, let's say that you are hungry right before your last period class. That's a physical need that's contributing to your P.O.V. on going to your last period class. You develop a goal to meet that need before you get to class: you want to find something to eat. You know

from experience that your friend has some cookies in his or her locker, and you know from experience that your friend is generous. So you find that friend, who says, “No, I only have a few left, and I’m saving them.” Your emotional reaction might be one of hurt and anger because one of your strong values might be a belief that friends should always share with one another. So, your point of view on the conflict in this situation is that your friend has let you down when you needed him or her.

Explain that in a conflict each of the people involved has his or her own point of view. Often we assume that one side (usually our side) has all the truth and goodness and that the other side is all wrong and bad. But it’s not usually that simple. As we’ve learned from the True Story of the Three Little Pigs, before deciding who’s right and who’s wrong, it’s important to put on the Point of View Glasses and see the situation from both sides.

Now ask for two volunteers: one to tell the point of view of the wolf and one to listen as Little Pig. What might Little Pig want to say to the wolf now that he’s heard his side of the story? Can anyone imagine a different ending to the story?

b) Picture description.

CARD 2



Look at the picture and describe what is going on in the classroom first from the point of view of the teacher, and then from students’ view.

4.3 Pictures of Conflict.

a) Introduction to conflict.

The presenter instructions: Ask participants what comes to mind when they hear the word “conflict.” Write their thoughts on the board, encouraging them to share all aspects that come to mind when considering the word (i.e. examples, emotions, associations, etc.) Once participant responses have waned, further discuss:

- How could we define conflict?
- Does conflict have to be physical? Do conflicts always involve two or more people?

What does it mean if we have a “conflict of ideas?” What about an “internal conflict?”

- What causes conflict?

- What elements do most conflicts seem to have in common?
- What escalates conflict?

b) Discussion “Pictures of Conflict” (See pictures in Appendices).

Tell participants that they are going to be exploring conflict today in class, and that they will begin by examining some pictures of conflicts in pairs or small groups. Tell the group that each partner/group will receive a picture and several discussion questions that they are to examine together. After examining the picture, participants will discuss:

- What evidence of conflict do you see in this image?
- What could be taking place in this picture?
- How might this conflict escalate negatively and how might the people involved be impacted?
- Have you ever experienced or witnessed a conflict you might relate to this picture?

Explain.

- What suggestions would you have for peacefully resolving this conflict?

Determine how to divide students, review expectations for respectful partner/group work, pass out the pictures, and allow participants to get started. After they have had 5-8 minutes to discuss their picture, have each partner/group share their picture and summarize their discussion with the class. (The presenter compiles copies of all the pictures into a Power Point; this will allow projecting each picture up front as participants discuss it.) Ask questions to spur further thinking as participants share their ideas.

c) Conflict association.

Once all pictures have been discussed, project the attached image of the Chinese writing of “crisis.”

Image of Chinese Word



Ask students to comment on what they see. Finally, explain that they are viewing the Chinese way of writing the word crisis and that there are two characters that make up the word crisis in the Chinese language: one of them means “danger” and the other means “opportunity.”

Further discuss with participants:

- Why do you think crisis is written in this way, with both danger and opportunity included?
- Is conflict always a bad thing? Why or why not?
- In what ways might there actually be opportunity in crisis or conflict?

d) Conflict opportunities (the presenter's minilecture).

Discuss with participants how in actuality, conflict is not always bad, and it certainly does not have to result in violence or hurt feelings. Conflict is a part of every day, normal life and we'll never be able to avoid it. Remind participants how they related to the pictures they just viewed. Also remind them how they discussed possible negative and positive outcomes based on the pictures of conflict. Whether a conflict escalates and ends negatively, or is resolved and ends peacefully, is based on the choices we make. Explain to participants that it is a mature, life skill to learn how to appropriately respond to and handle conflict, since it is our response (be it in school, at work, in college, on the sports field, etc.) that often determines how a situation ends. If we learn to respond to conflict in appropriate ways, both in our classroom as well as the world beyond, we can ensure that no one comes away feeling physically or emotionally hurt or disrespected. Thus, we can actually turn conflicts in our life into opportunities for learning, growing, and changing for the better.

4.4 Exercise "If Conflict Were a Colour."

Lay out an array of colored paper on a table or the floor. Ask students to choose a color of paper that represents conflict to them. Say, "If conflict were a color, it would be . . ." and have students pick out a piece of paper. Ask everyone to hold up their colours. Give everyone a minute or two to share in pairs what colour they chose and why. Ask for a few volunteers to share with the larger group. Make the point that often we see conflict as negative. But conflict doesn't have to be negative. In fact, it can be positive, depending on how we deal with it.

4.5 Discussion "Learning to Resolve Conflict Peacefully."

Explain to participants that you are going to teach them some strategies to help them deal with conflicts peacefully. Hand out the attached "How to Make Peace" sheet (Card) and go over each detail with participants. While reviewing the handout, ask questions that allow participants to discuss and further process this way of thinking and behaving, such as:

- Why do conflicts such as heated arguments often escalate and get out of control so quickly? (Discuss how powerful emotions are often at play during times like this, and those powerful emotions can be hard to control. Many times, such emotions [i.e. anger, rage, frustration, etc.] are further coupled with other, underlying emotions [i.e. humiliation, jealousy, guilt, etc.] Discuss with participants how it is important to try and identify what they are feeling outwardly, but also what else might be underneath that main emotion felt.)

- What are some specific ways you can "slow down the action?" (Discuss techniques such as pausing, taking deep breaths, walking away to take some time alone, getting some fresh air, etc.)

- Consider how you listen. Do you really listen when someone is explaining their side of things, or are you just thinking about what you want to say to prove your point? Why is it important to actively listen? What are the characteristics of someone who is really, actively listening? (Discuss body language, eye contact, physical and verbal cues such as nodding your head or saying "Hmmm," asking clarifying questions, summarizing what you heard the speaker say, etc.)

- One of the most difficult, but also one of the most admirable and mature things you can do, is reflect on your behaviour and be able to admit when you are wrong – to say to someone, "You are right. I'm sorry." Why is this so hard for us to do?

- What are some examples of win-win solutions? (Try and use the pictures students worked with earlier to discuss examples of win-win solutions.)

- Why is it important to ask for help when you are involved in a conflict you can't resolve? What is the difference in asking for help and being a "tattle-tale"?
- How might being able to handle conflicts peacefully, appropriately, and maturely benefit you throughout your entire life?

CARD 2

How to Make Peace

Slow down the action. Many fights and arguments get out of control very fast. Before reacting, think.

Listen well. Don't interrupt. Hear the other person out. It helps to paraphrase or state in your own words what you hear the other person saying.

Give the other person the benefit of the doubt. In a conflict between two people, each person has feelings; each person has a point of view. You may not agree with the other person, but try to understand where s/he is coming from. Ask open-ended questions to get information about how the other person sees things. Try to listen with an open mind. If you see that you have done something wrong, don't hesitate to apologize.

Acknowledge the other person's feelings. When people believe they've been listened to, they generally become less angry and more open to listening to what the other person has to say. Statements like "I can see you're angry" or "You really feel strongly about this" tend to diffuse anger and open up communication.

Be strong without being mean. Express your needs and your point of view forcefully, without putting the other person down. Use I-messages to communicate how you are feeling rather than you messages that put the blame on the other person. Name-calling, blaming, bossing, and threatening tend to block communications and escalate conflict.

Try to see a conflict as a problem to be solved, rather than a contest to be won. Attack the problem, not the other person. Try to get away from fighting over who's right and who's wrong. Ask instead: What do I need? What does the other person feel they need? Is there a way we can both get what we want?

Set your sights on a win-win solution. In a win-win solution, both parties get what they need and come away happy. This requires good listening on both sides and creative thinking. If a win-win solution is not possible, you may have to settle for a compromise, where each person gets something and each gives up something. A compromise is a lot better than violence.

If you don't seem to be getting anywhere in solving a conflict, ask for help. Of course, you'll need agreement from the other person that help is needed and you'll have to agree on who the third party should be. But a third party can be helpful. Try to find someone who is a good listener. Tell the third party their role is to help the people in conflict talk with each other, not to take sides.

Remember that conflict, handled well, can lead to personal growth and better relationships. Try to see the conflict as an opportunity. Working through the conflict with a friend can lead to greater closeness. Hearing other points of view can introduce us to new ideas and increase our understanding of ourselves and other people.

The true heroes of today's world are not the Rambos. They are those men and women who have the courage and intelligence to deal with conflict in creative, nonviolent ways.

4.6 Conflict Escalates (5 minutes)

- a) Ask participants to describe an escalator (a set of stairs that moves either up or down). Draw an escalator with four steps to it on the board.

Explain that when a conflict gets worse we say that it escalates. Give the following minilecture:

“Usually a conflict gets worse step by step. When a conflict gets worse, we say it is escalating. A conflict might begin when someone says or does something that makes you a little upset. And then you might say something back (now that you’re upset) that makes the other person even more upset. Before you know it, both of you are very angry. Sometimes being in a conflict can feel like taking a ride on an escalator—once it starts, you’re on your way to the top. Fortunately, understanding better what makes conflict escalate can help you stop the escalator—before both of you are so angry that you might say or do something that you regret.”

b) Perform a Skit: “The Big Betrayal” (20 minutes)

Have two participant volunteers act out the “Big Betrayal” script.

CARD 3

The Big Betrayal Conflict Script

Characters: Sasha and Terry, who have been close friends.

Scene: Sasha confronts Terry at a basketball game.

Sasha: *(sarcastically) Thanks a lot.*

Terry: *What did I do?*

Sasha: *I can't believe you told the teacher that I was cheating at the test. It was a secret.*

Terry: *I didn't tell anyone.*

Sasha: *This is so typical of you. First you betray me, then you deny it.*

Terry: *Don't blame me because you can't get a better grade. I didn't tell anyone.*

Sasha: *You are such a liar! You are jealous that I could have a better result than you. . .*

Terry: *(interrupting) Oh, right! So just assume it was ME that told her. Least I'm not a jerk to my friends! No wonder you failed the test. Get out of my way, I'm leaving.*

Sasha: *(furious) I'm going to get you later . . .*

Terry: *(sarcastically) Oh, I'm so scared!*

Divide participants into cooperative groups of two or three and give each group a copy of the “Big Betrayal” script, a piece of chart paper, and a marker. Have the students draw an escalator with five steps on the chart paper. Have students identify each step in the script where the conflict escalated and write it on the ascending steps of the escalator. Alongside the steps where the conflict escalated, also write the feelings that were probably present at that moment. For example, the first step might be: Sasha accuses Terry of telling her secret; the second step: Sasha accuses Terry of lying; the third step: Terry insults Sasha; fourth step: Terry interrupts Sasha and insults her; fifth step: Sasha threatens to hurt Terry.

When participants have finished, in small groups have them discuss how the conflict escalated. After each question, ask for volunteers from the small groups to share with the large group.

- What things did Sasha and Terry do that made this conflict worse?
- How did the feelings escalate as the conflict escalated?
- When someone is in a conflict, how do feelings affect the way they behave?

Help participants to generalize and identify types of behaviours that escalate a conflict. Record these answers on a sheet of chart paper entitled “Some Conflict Escalators.” (Some “escalators” related to this example include: blaming, name-calling, insulting, threatening, interrupting or not listening, accusing, assuming, etc.)

Ask: What could Sasha and Terry have done differently, so that the conflict would not have escalated? How do you imagine they solved their problem?

Discuss: Have you ever had a conflict like this? How did it escalate? How might you have handled it differently?

4.7 Exploring “I” Messages.

a) “I-Statements” Introduction.

On the board:

You are always late and it’s incredibly irresponsible!

I feel frustrated when you are late because I’m left waiting all by myself.

Explain that the statement “*You are always late and it’s incredibly irresponsible!*” is a “you” message. “You” messages begin with “you” and tend to escalate or make conflicts worse. The other person feels attacked so they try to defend themselves or retaliate with a counterattack. And that can send both parties up the conflict escalator. “You” messages are like a big finger pointing and poking at another person. Almost everybody tries to defend themselves from the poking, pointing finger. “You always forget . . .” “You are lazy,” etc.

Introduce “I” messages as a way of getting what you need by being strong but not mean. With an “I” message the speaker identifies his feelings about a problem instead of attacking the other person. This makes the listener feel more willing to try to solve the problem. Point out that the statement “*I feel frustrated when you are late because I’m left waiting all by myself*” is an “I” message and is far less threatening than the “you” message.

“I” messages usually have the following format (write on the board):

1. I feel _____ (*state the feeling*)
2. when _____ (*state the behaviour*)
3. because _____ (*state the effect the behaviour has on you*).

b) “I-Statements” Practice.

Using the attached “Creating I-Statements” sentence strips, allow participants to take a typical conflict comment and transform it into an “I-statement.” In pairs, instruct participants to read the statement and determine how to better phrase it using the above I-statement format.

CARD 4

Creating I-Statements

1. *You knocked over our project and now it’s ruined. You are such an idiot!*
2. *You went behind my back and said mean things about me. You are a traitor.*
3. *You are a liar. You told me you would help me with my homework and you never showed up!*
4. *You’re picking on me. I wasn’t the only person talking in class, so why are you only giving me detention?*
5. *You need to shut-up. I can’t do my work when you are over there talking all the time.*
6. *You left your lunch trash all over the table. You’re a slob and I’m tired of picking up after you.*
7. *You think all these stupid jokes you tell are funny, but I don’t like it when you joke with me.*
8. *You need to watch where you are going. Every day you bump into me when you try to get to your locker and I’m sick and tired of having a sore shoulder.*
9. *You are driving me crazy by tapping your stupid pencil all the time.*
10. *There is no way I am working in a group with you this time. Last time, all you did was making me do all the work. You’re lazy!*
11. *You never say please or thank you and I do a lot to help you out.*

12. *You were late to practice again today and all of us had to waste our time waiting on you. Why don't you grow up?*

c) Discussion. After participants have finished, have one partner read the original statement and the other partner read the newly revised "I-statement." Allow students to further discuss:

- Why is using I-statements beneficial in deescalating conflicts?
- Why do you think it is easier to hear an "I-statement" rather than a statement accusing you of something?
- What might you find difficult about using I-statements? (Discuss how it can be hard to say how we honestly feel; sometimes this might make us feel vulnerable. It's also challenging to break the habit of how we typically speak to people during a conflict.)

5. Reflection and feedback.

Journal writing "HEAD/HEART/FEET" (the procedure is the same as at the first lesson).

6. Evaluation and tasks for individual work.

Facilitator's questions:

- What are your impressions of today?
- What did you like / didn't like?

Facilitator thanks everyone for the participation and ends with a quote for the day.

CARD 5

"An eye for an eye will only make the whole world blind"
(Mahatma Gandhi)

Participants have to comment on the saying of today's lesson in their journals.

LESSON 6

Theme: **Creating Anti-Bias Classroom.**

Objectives:

- To sensitize to the effects of prejudice, ridicule, teasing and other hurtful behaviours;
- To celebrate and appreciate differences;
- To identify differences and similarities in a non-judgmental way;
- To get acquainted with the tips how to prevent cyberbullying and create positive tolerant learning environment.

Materials: markers, cards, the ball of string, the globe.

1. Organization.

Greeting.

2. Theme and objectives presentation.

The theme of our lesson is "Creating Anti-Bias Classroom." By the end of the lesson you will be able to distinguish the effects of prejudice, ridicule, teasing and other hurtful behaviours; appreciate differences, identify differences and similarities in a non-judgmental way, talk about cyberbullying and ways how to create tolerant positive learning environment.

3. Icebreaker.

Exercise "Get rid of your ego."

The participants write the word “I” on the sheets of paper, decorate them with markers, tear the sheets into small pieces and throw them into the presenter’s bin. The presenter explains that these torn sheets of paper are the symbol of their ego and they throw their “ego” away to direct themselves for productive cooperation.

4. The main part of the lesson.

4.1 Introduction of Bullies, Targets, Bystanders, and Allies.

The presenter explains that you are going to turn your attention to what we can do when we see someone being treated unkindly or bullied. Ask: What types of behavior constitute bullying? (Someone is being bullied when he or she is repeatedly called names, made fun of, picked on, hit, kicked, shoved, pushed, pinched, threatened, or excluded from a group.)

The presenter asks for a show of hands of everyone in the room who has seen someone being bullied or been bullied themselves. (Likely everyone will raise their hands.)

Minilecture: “Everyone in this room will or already has at some time found themselves in a situation where they are either a **target** of bullying (the person being bullied) or a **bystander** (someone who witnesses the bullying). When we witness a situation in which an individual or a group is targeted, we can make a choice to be a bystander who doesn’t say or do anything to change the situation. Or we can choose to be an ally, someone who works with and acts in support of a targeted person or group. Today we’re going to learn 1) how to be an ally when you see someone being bullied and 2) how to stand up for yourself if you’re bullied”.

The presenter creates groups of three participants and randomly distributes cards so that in each group there is one student per role: ally, target, and bystander. Each participant is given one minute to tell about a time when he or she was an ally, a target, or a bystander (the role as assigned on their card).

The groups are given one minute for the bystanders and allies to respond.

When everyone has finished the groups are given three minutes to debrief (one minute per question): What did it feel like to be the target? What did it feel like to be the bystander? What did it feel like to be the ally?

Now the presenter brainstorms with participants a list of things we can do when you or someone else is being hurt or bullied. You are looking for ideas that are nonviolent. Explore with participants why a violent response would be a bad choice. Now the presenter records ideas on chart paper in two columns: ideas that mean confronting the bully and ideas that do not, and adds to the participants’ ideas with suggestions from the following:

- Refuse to join in (doesn’t involve confrontation).
- Report bullying you know about or see to an adult (doesn’t involve confrontation).
- Invite the person being hurt to join your group (might involve confrontation). Then ask the person who was bullied if it’s okay to have the bully join your group if the bully apologizes (does involve confrontation).
- Speak out using an “I” message. Say, “I don’t like it when you treat him like that.” “I want you to stop calling him that name.” “I wouldn’t want someone to say that to/about me” (does involve confrontation.)
- Be a friend to the person who has been bullied by showing him you care about him: put an arm around him, give him a put-up, etc. (doesn’t involve confrontation).
- Distract the bully with a joke or something else so she stops the behavior (does involve confrontation).
- Share your perspective (does involve confrontation). Say, “That sounds like an assumption to me . . .”

- Provide accurate information (does involve confrontation). “Here’s what I know about (the situation/person) . . .”

Participants are given copies of the handout “Five Steps for Sending Assertive Messages” for their review. They go over the steps.

One important rule is that if students see someone being hurt physically or see an interaction that might escalate into physical violence, they should *not* confront the bully. Rather, they should quickly go and get help from an adult. Discussion with participants about the signs that might indicate such a physical threat is held.

CARD 1

FIVE STEPS FOR SENDING ASSERTIVE MESSAGES

1. Prepare the “I” message. Think about it ahead of time. Talk about it with another person. It may be a good idea to practice saying it.

2. Give the message to the person. Use body language and a tone of voice that reinforces the message.

3. Wait a moment or two. The other person may not respond immediately. When the response comes, it may be defensive – the other person may offer excuses, attack, or withdraw.

4. Listen actively to the response, paraphrasing what the other person is saying and reflecting feelings. Ask questions that encourage the other person to look for a solution. Restate the problem and ask, “What do you think would be fair? What can we both do now?”

5. Look for a solution that meets both of your needs.

Note: Depending on how the other person responds, you may need to go through the steps above several times before reaching a solution.

4.2 Game “Intervene in Bullying: The Bullying Buster Machine”.

The presenter’s guidelines: It takes practice and courage to act strong without being mean when you or another person are being bullied. Tell the participants you are going to create a Bullying Buster machine. To form the machine, have participants break into two lines facing one another about three feet apart. They should imagine that they have switches on their arms. When you touch an arm, the Bullying Buster machine switches on. You will walk down the aisle between the participants, pretending to be a bully. Once a participant is “switched on,” that person should give out an assertive (strong, but not mean) message to the bully.

Walk along the aisle between the students. Recite a scenario from the ones listed below, or act it out if you are comfortable doing that. Then choose a participant randomly and switch him or her on with a touch on the arm for a strong Bullying Buster response. Practice with several students before moving on to another scenario. Some possible situations:

- Someone calls you a bad name. (Possible Bullying Buster machine response: “I feel hurt and angry when you call me that name. Please don’t do that.”)

- Someone tells you to do something you don’t want to do.

- Someone is calling someone else a bad name.

- Someone is making fun of someone because she is blind.

- Someone wants you to call someone else a bad name.

- Someone tells you can’t sit with them at lunch.

- Someone demands that you give him some money.

- Someone is teasing a friend of yours and she doesn’t like it.

Debrief the activity: What messages do you think were most effective?

4.3 Exercise “The Power Shuffle.”

Instructions: Line up all the participants along one side of the masking-tape line across the floor, facing the line. Introduce the activity: “Sometimes when someone hurts another person he is just being mean or maybe he is being careless. Or maybe they’ve forgotten the Ridicule-Free Zone agreement. Or maybe they feel pressure from their friends to join in when other people are teasing or excluding someone. Other times, people hurt other people just because of *who they are* – just because of the color of their skin, or their ethnicity, or their sexual orientation, or their religious beliefs. These ways of being mean can even be supported and encouraged by our society – where privilege and laws give some groups more power than other groups. In this activity we’re going to look at ways we hurt each other and how differences can sometimes be used to divide us.”

Explanation how to do the activity: “It’s best to do the activity we’re about to do in complete silence. You might have some strong feelings during this activity – sadness, anger. So we need to be very respectful and caring to one another. No laughing or talking, so we can all feel safe. Raise your hand if you can agree to the ‘no-talking, no-whispering, no-laughing rule.’ If someone forgets, please gently remind him or her. Tears might come up in this activity. Remember, all our feelings are important. It’s OK to feel sad. If someone near you starts to cry, what could you do to comfort her? (Put your arm around her; put a hand on her shoulder for comfort, etc.) We’re going to stay right here together, though, throughout the entire activity.”

The presenter’s instructions: “I’m going to call out a group and if you belong to that group, please cross the line and turn around to face the participant on the other side of the line. If you do not feel comfortable crossing the line, even though you are part of that group, that’s okay. You can stay right where you are and notice any feelings you are having.” For each group that is called out, people in that group will cross the line. They will then turn around to face the participants who have not crossed the line. When you tell the group that crossed the line to return, they will return to their original places on the other side of the tape, so that the entire group is standing together once more.

Important Facilitation Note: After each of the “cross the line” categories, you will 1) pause until the participants who have crossed the line have turned to face the other participants; 2) then you will say: “Now notice how it feels to cross the line and notice how it feels to watch other people cross the line (pause). Look who is with you (pause). Look who is not with you (pause)”; 3) ask everyone to come back together.

- “*Now, cross the line in silence if you’ve ever been teased or called a bad name or made fun of.*”

- “*Cross the line if you’ve ever been judged, put down, or teased about your accent or your voice, or told that you couldn’t sing.*”

- “*Cross the line if you or any one of your family members or any friend of yours has a disability that you can or can’t see.*”

- “*Now cross the line if you’ve ever seen someone else being teased or called a bad name or made fun of for any reason at all.*”

- “*Cross the line if you’ve ever been called a name or put down or made fun of or whistled at or harassed or told you couldn’t do something you wanted to just because you’re a girl.*”

- “*Cross the line if you’re a boy and you’ve ever been told you shouldn’t cry, show your emotions, or be afraid or told you couldn’t do something just because you are a boy.*”

- “*Cross the line if you’ve ever been picked last in games or sports or felt left out or excluded from an activity altogether.*”

- *“Cross the line if you or someone you care about has ever been judged, put down, teased, excluded or discriminated against because of your religious background.”*
- *“Cross the line if you or someone you care about has ever been judged, put down, teased, excluded, or discriminated against because of the color of your skin.”*
- *“Cross the line if you or someone you care about has ever been judged, put down, teased, harassed, or discriminated against because of your sexual orientation or suspected sexual orientation – whether or not it is true.”*
- *“Cross the line if you’ve ever been told by an adult that you’re too young to understand or been called a name by an adult or had your dress or appearance criticized by an adult.”*
- *“Cross the line if you’ve ever felt alone, unwelcome, or afraid.”*
- *“Cross the line if you or someone you care about has ever been teased or made fun of for wearing glasses, braces, a hearing aid, or for the clothes you wear, your height, your complexion, or for the size or shape of your body.”*
- *“Cross the line if you’ve ever been told you’re a bad, ungrateful, no-good, or worthless kid.”*
- *“Cross the line if you’ve ever felt pressure from your friends or an adult to do something you didn’t want to do and felt sorry or ashamed afterwards.”*
- *“Cross the line if you’ve ever felt ashamed for speaking from your heart or sharing your worries, fears, or secret hopes and dreams with someone.”*
- *“Cross the line if someone’s ever been mean to you and you’ve been reluctant or too afraid to say anything about it.”*
- *“Cross the line if you’ve ever stood by and watched while someone was hurt or bullied and said or did nothing because you were too uncomfortable, shy, or afraid to say something.”*

In pairs, have participants debrief the activity:

- What are some feelings that came up for you during this activity?
- What was the hardest part for you?
- What did you learn about yourself? What did you learn about others?
- In the large group, have participants debrief the activity:
 - What do you want to remember about what we’ve just experienced?
 - What, if anything, do you want to tell others about this experience?

Ask for volunteers to raise their hands to share with the entire group for each of the questions above. Sum it up: “When you crossed the line, that didn’t make you any less deserving of respect and caring. In fact, many of those times were probably when you needed respect or caring the most. It’s important to know that our differences do not cause us to hurt one another. The differences, however, are used to justify already existing power imbalances in our society.

“For many of us, it takes courage to cross the line. If you noticed, lots of us crossed the line many times. Everyone here knows what it feels like to get hurt, or to see someone be hurt and not stand up for them. But maybe we forgot that hurt because we pushed it inside. If we can remember what we’ve shared here today – that we’ve all been hurt – hopefully we can teach others about our Ridicule-Free Zone and try to make sure no one else gets hurt these ways again.”

4.4 Reading “Developing a Positive School Climate. Top Ten Tips to Prevent Bullying and Cyberbullying.”

- a) While-reading activity: Read the article and summarize the tips to prevent bullying.

CARD 2

Developing a Positive School Climate. Top Ten Tips to Prevent Bullying and Cyberbullying.

Sameer Hinduja, Ph.D. is a professor at Florida Atlantic University and Justin W. Patchin, Ph.D. is a professor at the University of Wisconsin-Eau Claire. Together, they travel across the United States and abroad teaching teens how to use technology safely and responsibly. The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents.

Much research has shown that a positive school climate contributes to a variety of behavioral, emotional, and academic outcomes that educators hope to achieve. Our research demonstrates that students who report a positive climate at school also experience fewer problematic behaviors online. Here's what you can do to improve your climate and not only enhance student achievement, success, and productivity, but also teach youth to be safe, smart, honest, and responsible while using technology.

1. Promote awareness. *School staff should dedicate time in the classroom to educating students about all forms of bullying in order to raise awareness of the risks, possible school-based and legal penalties, and the emotional, psychological, reputational, and even physical harm that can result. Students should realize that even if they are not bullying others, they have a responsibility to ensure the safety of their peers. If they see bullying, they should do something about it. Schools should also instruct, model, and reward appropriate and helpful behaviors, instead of only speaking out against and disciplining that which is inappropriate.*

2. Cultivate open lines of communication. *Interaction between staff and students should exist conveniently and comfortably throughout the school. Staff should intentionally work to build an atmosphere of trust and continual dialogue regarding the issues youth are confronting. Students must know and feel completely comfortable with at least one adult at school whom they can approach to discuss any struggle they are facing – offline or online.*

3. Learn their names. *Educators should take the time to learn the names of all of their students in order to build relationships, combat feelings of unimportance, promote connectedness and belongingness, and to reinforce critical feelings of trust, mutual respect, and safety. This is a simple but very powerful way for educators to show that they truly care about each and every child in their school.*

4. Develop stakeholder relationships. *Educators should work together with parents and others in the community, such as businesses, non-profits, law enforcement, and other youth professionals to properly address bullying and cyberbullying. Local organizations that care about these issues can assist in ways that are substantive (sponsorships!) and symbolic (messaging, endorsements, intangible support). Everyone can bring something to the table and help collectively combat these issues. Teaching teens to use technology with wisdom, discretion, and forethought is the responsibility of every-one in the community.*

5. Set up anonymous reporting. *Schools should create safe and private ways for students to report issues of concern that they may otherwise feel uncomfortable, scared, or ashamed to openly share with the proper authorities. Nobody wants to be viewed as a snitch or tattletale. Reporting systems could include a form on a school web page, a phone number to receive confidential calls or texts, or a drop-box on campus for youth to use. As important as reporting mechanisms are, it is even more essential that schools investigate and respond swiftly and appropriately to all reports that come in. If not, students will quickly learn that nothing happens when reports are made, and they will stop doing it, and dismiss the school as oblivious, hypocritical, and apathetic.*

6. Instill hope. School staff should work to cultivate a strong sense of hope and positivity across the student body to counter negative messages from those who bully, and to help buffer typical adolescent stressors. The best educators demonstrate care about more than just the academic or athletic success of youth. Administrators, teachers, and support staff can come alongside all students to build them up, show compassion and empathy, give them assistance when needed, and keep them inspired toward a great future.

7. Build positive social norming campaigns. Social norming is about changing prevailing mentalities about the extent of certain behaviors across campus. For example, if most youth think that bullying is a common and natural part of adolescent culture, or that anyone who talks to an adult about their problems is weak, then these beliefs will dominate and spread. The reality is that the vast majorities of kids despise bullying, don't want to hurt others, and desire great relationships with their peers. Focus attention on the majority of youth who do utilize their phones, social media, and other technology in acceptable and even positive ways. Promote the positive things that students are doing. Celebrate successes. Highlight and commend acts of kindness. Make clear that care and compassion is the norm at your school, and not the exception. And have a clear messaging strategy that gets the word out!

8. Enlist the help of students. Many youth want to be actively involved in combatting cruelty and promoting positivity at their school. And they are typically best positioned to make the greatest impact! The peer group is a powerful influence on the attitudes, beliefs, and behaviors of adolescents at this stage of their development. High school leaders could talk to fellow students about these issues informally in the cafeteria during lunch or during a more structured assembly. Some could organize a presentation for others in small classroom-sized (20+) groups. The potential opportunities for student empowerment and involvement are endless!

9. Collect data. Administrators should consider conducting a regular formal assessment of students to find out the actual extent of bullying, cyberbullying, and related teen problems – as well as their contributing factors and the negative outcomes that result. This will help inform and direct efforts so that resources are spent in the best possible ways. Having data specific to your school(s) also adds credibility and legitimacy to funding requests by demonstrating what is happening locally. The results can also be compared to national data to examine the extent to which your school is substantially different (better or worse) than other schools. Contact us for help and support in making this happen!

10. Never stop learning. Educators themselves should continue to learn about new technological developments, devices, and forms of online misuse. They should also develop relationships with staff at other schools that focus on these problems so that they know where to get help when an incident comes across their desk. There are plenty of research-informed resources available to help educators identify, prevent, and respond to bullying and cyberbullying. They just need to seek out and obtain the best materials out there. Our Cyberbullying Research Center has an increasing number of excellent resources for educators, parents, and teens; check them out at www.cyberbullying.org.

b) Post-reading activity. Discussion: Which tips mentioned in the article are characteristic / non-characteristic for the Ukrainian system of education?

4.5 Exercise “The Human Web.”

Gather Together: Play Human Web (10 minutes)

The presenter begins by holding one end of the ball of string. Then he says: “My wish for the world today is _____.” (It doesn't have to be one word—it can be a short statement.)

Then, still holding one end of the string, the presenter tosses the ball to a participant across from him in the circle, who will catch the ball (grabbing onto the string with one hand and the ball with the other). This person will then share his wish. He then tosses the ball to another participant across the circle, and so on, until you have created a spider's web within the circle. The presenter reminds participants to hold onto the string when throwing the ball. (It's common to be tempted to release the string when you throw the ball, so your reminders are helpful.)

Instructions for the presenter: While everyone holds the string, ask for a few volunteers to share why being connected like a spider's web might help us accomplish all the wishes we just shared. Try to bounce a soft ball or globe on the web. Ask, "What do you think would happen if one of us drops her string?" (Allow volunteers from the inner circle to answer.) Say, "Let's try it." Have one volunteer drop her string, then another and another. "See how quickly the web falls apart when even one of us is left out or doesn't do our part?"

Debrief: "Do you think we could hold up the globe now?" Try bouncing the Earth ball on the web again. Summarize: "Everyone in this classroom is important and powerful. We need all of us, working together, to make the world a better place."

5. Reflection and feedback.

Journal writing "HEAD/HEART/FEET" (the procedure is the same as at the first lesson).

6. Evaluation and tasks for individual work.

Facilitator's questions:

- What are your impressions of today?
- What did you like / didn't like?

Facilitator thanks everyone for the participation and ends with a quote for the day.

CARD 4

"All humanity is one undivided and indivisible family, and each one of us is responsible for the misdeeds of all the others"
(Mahatma Gandhi)

Participants have to comment on the saying of today's lesson in their journals.

LESSON 7

Theme: Creating Tolerant Classroom Environment.

Objectives:

- to summarize the principles of tolerant teaching;
- to get acquainted with the guidelines for creating tolerant classroom environment and discuss them;
- to define the features of a tolerant teacher-facilitator.

Materials: IALAC sheet, cards with guidelines, a poem.

1. Organization.

Greeting.

2. Theme and objectives presentation.

The theme of our final lesson is "Creating Tolerant Classroom Environment." By the end of the lesson you will be able to use guidelines for creating positive and tolerant learning atmosphere in your classroom. Also we are going to discuss a poem and define main features of a tolerant teacher.

3. Icebreaker.

Activity “I am lovable and capable (IALAC).” Discussion.

Instructions for the trainer:

a) Introduce the term IALAC on a white piece of paper. Explain that everyone carries invisible IALAC sign around with them at all times and wherever they go. IALAC stands for ‘I am lovable and capable.’ This is our self-concept, or how we feel about ourselves. The size of our sign – or how good we feel about ourselves – is often affected by how others interact with us. If somebody is nasty to us, teases us, or puts us down, rejects us, hits us, etc., then a piece of our IALAC sign is destroyed.

b) Demonstrate how our IALAC can be destroyed by reading the following scenarios:

- *A ninth-form girl named Jessica is still lying in bed three minutes after her alarm goes off. All of a sudden, her mother calls to her, “Jessica, you lazy girl, get out of bed and get down here before I send your father up there! (rip!)*

- *Jessica gets out of bed, goes to get dressed, and can’t find a clean pair of socks. Her mother tells her she’ll have to wear yesterday’s pair. (rip!)*

- *She goes to brush her teeth and her older sister, who’s already locked herself in the bathroom, tells her to go away because she is so irritating! (rip!)*

- *As she leaves for school, she forgets her scarf and her mother calls to her, “Jessica! You’ve forgotten your scarf; you’d forget your head if it weren’t attached!” (rip!)*

- *As she hurries to school, she sees some girls from her form. She isn’t watching where she is walking, and she trips and falls, and the girls laugh at her. (rip!)*

- *Plus, she has mud on her pants now. (rip!)*

- *She’s late to school and has to get a pass from the principal, who gives her a lecture for being late and having mud on her pants. (rip!)*

- *The whole day goes badly. She gets a bad mark on one of her exams. (rip!)*

- *After the last bell, she tries to find her friends to go for a walk and have fun, but finds that they have left without her. (rip!)*

- *That evening, she calls her boyfriend, but he says he is too busy and doesn’t have time to talk to her. (rip!)*

- *And finally, before she goes to bed, she looks in the mirror and sees a huge pimple on her nose! (rip!)*

c) Ask the participants: what else could have happened to Jessica that could have torn her IALAC sign? Explain that some things she couldn’t control, like getting mud on her pants and getting a pimple. But most of her bad day, and having her IALAC sign torn up, was because of other people.

d) Give each participant a piece of paper and have him or her write IALAC in the middle of the paper. Ask the participants: How does your IALAC sign get torn up?; What things affect you the most?; What do you do that destroys the IALAC signs of others – in school, university, family, etc.? As they name things the participants should rip a piece of their paper (the bigger the rip, the larger the issue effects their self-esteem).

e) Ask the participants: How do you feel when your IALAC sign is ripped? When you rip someone else’s?

f) Next, ask the participants what we can do enlarge their IALAC (and everyone’s). As they name things, they tape back together their IALAC sheet.

4. The main part of the lesson.

4.1 Important facilitation guidelines. Reading. Discussion. The whole group work.

Read the guidelines and discuss the following questions:

- Which guidelines have you tried to implement in your classroom?
- What ideas are new for you?
- Is it hard / easy to follow them?
- What can every teacher do to make their classroom a tolerant learning environment?

a) Promoting the healthy expression of feelings.

The trainer's minilecture: "Young people will learn as much – if not more – about the healthy expression of feelings from how you manage your classroom as from the direct skill instruction provided in this unit. If young people are given ample opportunity to practice responding to one another's feelings in a caring way, they will eventually require little prompting from you. Slowly, the shift to a more caring culture will become apparent in your classroom.

To achieve this shift, it's important to model the skills you hope young people to acquire in everything you do – from how you facilitate your daily lesson plans to how you respond to students' feelings during an intervention to how you yourself manage and express your feelings. So, throughout your day, create and seize opportunities to support young people's healthy expression of feelings."

CARD 1

Promoting the healthy expression of feelings.

- ***Build a feelings vocabulary:*** Take every opportunity to help young people learn new words to describe their feelings. Make sure you give words for positive emotions at least twice as often as negative ones.

- ***Encourage discussion about feelings:*** Use class meetings to talk about feelings. Check in with students in a go-round, asking each student to say one word that describes how they are feeling that day (or to pick from a stack of Feelings Cards made on index cards for this purpose).

- ***Model:*** Give young people permission to express their feelings by naming your own feelings during the day.

- ***Promote reflection:*** Use the journal writing at the end of each activity to help students reflect on and share their feelings about that particular topic.

- ***Assure:*** Look for opportunities to assure students that whatever feelings they bring to the group are okay. For example, when one student says to another who is crying, "Don't be a baby," you can take the opportunity to affirm that crying is okay – regardless of our age or gender.

- ***Create a sense of safety:*** Together with the students, create agreements for making your classroom a place of safety for everyone. This includes creating confidentiality policies, including a right to pass if something is too private, and discussing the limits of teasing and other potentially hurtful behaviours.

- ***Support empathy:*** Encourage young people to look for physical cues that will help them identify how another person is feeling. Then help them explore the reason behind the feeling and think of ways they can help.

- ***Infuse feelings reflection into your curriculum:*** Look for opportunities when studying foreign languages, to discuss feelings with young people and connect them to their own lives. Ask: "What do you think that character in a book is feeling about that (event, conflict, relationship, etc.)? Have you ever felt that way? How might those feelings have influenced his behaviour? How have similar feelings influenced your behaviour?"

• **Give girls extra encouragement:** Help girls stand up for themselves, speak out, and to value their own needs and feelings as much as someone else's.

b) Encouraging Caring, Compassion, and Cooperation.

CARD 2

Encouraging Caring, Compassion, and Cooperation.

Provide opportunities for positive social interactions: Community-building activities such as the gatherings and closings of each of the lessons in this guide give students an opportunity to learn about each other in safe, nonthreatening, and fun ways. These types of activities also build mutual respect and caring and reduce exclusion.

Match pairs and groups: When forming pairs or small groups, try to match young people who otherwise might not have much exposure to one another. Avoid groups where there are well established friendships or common bonds between most but not all students.

Evaluate your routines: You can use classroom routines to create opportunities for young people to work cooperatively in small groups. Ask yourself: Are there certain activities that could be done in small groups or pairs? Can students take turns with certain tasks, such as distributing materials?

Give positive feedback: Look for opportunities throughout the day to comment positively on examples of cooperation as you see and hear them.

Name the problem: Discuss behaviours that make cooperation difficult – quitting, interrupting, disagreeing, arguing, etc. Also help young people identify behaviours conducive to cooperation.

Gradually allow more autonomy: Include young people in decision making and problem solving that affects them. As youth develop problem-solving skills, gradually provide leadership opportunities.

Set clear limits and expectations: Clear expectations help create a sense of safety for oftentimes self-critical and unsure young people.

c) Teaching Creative Conflict Resolution.

CARD 3

Teaching Creative Conflict Resolution.

Conflict resolution education models and teaches, in developmentally relevant and culturally appropriate ways, a variety of processes, practices, and skills designed to address individual, interpersonal, and institutional conflicts, and to create safe and welcoming learning environments. These skills, concepts and values help individuals to understand conflict dynamics, and empower them to use communication and creative thinking to build healthy relationships and manage and resolve conflicts fairly and nonviolently. Conflict resolution educators envision a peaceful and just world where citizens act responsibly and with civility in their interactions and in their dispute resolution processes.

Practice, practice, practice: Allow some time for role-playing or games when young people aren't involved in a problem and can focus on how the techniques work. Be explicit with students that learning these skills takes time and practice. And be forgiving and gentle when students slip into old behaviours. Correct the mistaken behaviour and then give students an opportunity to try it the right way. Positively reinforce good behaviour.

Model skill behaviour: Young people are tuned into the messages that you send through your own dealings with conflict. Model the skills and behaviours you wish your students to learn.

Explore identities: Journal writing, role-plays, and small group discussions give students opportunities to explore their thoughts, feelings, and preferences. Students will be more likely to

understand and accept others' points of view if they have practiced listening to varied thoughts and opinions.

Turn the problem over: *Whenever possible, turn the problem over to the group.*

Give starters: *Try giving starters to help students talk about conflicts as they arise. Be neutral and non-blaming. For example, "I saw that you were arguing with (insert name) before the lesson."*

Give time to cool off: *Don't try to solve problems when emotions are still running high. Give everyone a chance to cool off first.*

Promote creative solutions: *Help young people find creative solutions. Ask questions like "What could you do if this happens again?" or "What could you do now to make this situation better?"*

Bring the conflict to closure: *Many conflicts are over before an adult has the chance to intervene. Young people may still need to learn from the experience, however. To bring a conflict to closure, bring the participants together and ask the following questions: What happened? How do you feel? What could you do if this happens again? What could you do now to make things better?*

Evaluate solutions: *During problem solving, have students decide whether all the parties in a conflict would be happy with suggested resolutions. Also, after a predetermined interval, check in on how the solution is working and suggest adjustments if needed.*

Conflict Resolution Education Core Concepts

Effective classroom resolution helps students recognize the following concepts:

- *what conflict is and how it operates*
- *the difference between conflict and violence - violence is a symptom, or a kind of response, while conflict is the underlying problem or disagreement*
- *how conflicts increase and decrease*
- *cultural variations in conflict styles and conflict resolution processes*
- *personal conflict styles and diverse approaches to conflict*
- *the difference between fight-flight (aggressive) responses, avoidance responses and assertiveness*
- *basic human needs and the role that unmet needs play in causing or exacerbating conflicts*
- *the distinctions between needs and wants, between interests and positions*
- *recognizing one's own and others' emotions*
- *anger triggers and responses to those triggers*
- *group communication and interaction patterns and challenges*
- *the nature of "bullying" and harassment, and how to interrupt and/or deter it*
- *how conflict resolution skills can be useful "life skills" at school, at work and at home*
- *responsibility: taking ownership for one's role in the conflict and the outcome of conflict*

Conflict Resolution Education Core Skills

- *cooperative group interaction: turn-taking, sharing responsibility*
- *communication: paraphrasing, active listening, non-verbal communication, validating, reframing, giving and receiving effective messages, including feedback*
- *affirmation and empathy: learning to feel better about oneself, appreciate others, and provide emotional support for oneself and empathy for others*

- *anger management: impulse control, capacity to identify anger and effectively respond to it, in self and others*
- *mediation and negotiation: ability to initiate and successfully complete formal conflict resolution process steps, such as brainstorming, selecting from among alternatives, understanding positions and interests, and analyzing various perspectives of a conflict*
- *bias awareness: identifying bias (personal, cultural, institutional), understanding bias in self and others, knowing methods for interrupting and countering bias*
- *problem solving: defining the problem, identifying and evaluating options, selecting the most appropriate resolution strategy*
- *collaborative decision-making: learning democratic, consensus-based, and other ways of helping people make decisions*

d) Creating an Anti-Bias Classroom.

CARD 4

Creating an Anti-Bias Classroom.

Foster inclusion: To help foster a sense of inclusion, take time to celebrate each student as an important member of the group. By discussing ways that friends may be alike or different, you can create an atmosphere of tolerance rather than conformity.

Provide appropriate materials: Post pictures around the room that depict young people from diverse backgrounds interacting. Some sources for these kinds of images include: UNICEF, the Children’s Defense Fund, magazines, etc. Images of people doing everyday things make diversity more meaningful to young people than photos featuring traditional costumes or exotic settings, which may reinforce stereotypes (“All Japanese girls wear kimonos”). It’s also helpful to display pictures showing people with a variety of body types or different physical abilities.

Create diverse groups: Make a conscious effort to set up small groups that integrate children across racial, ethnic, and gender lines. Research shows that working in a small, cooperative group is a powerful way for young people to overcome any fears or stereotypes they have already formed.

Acknowledge differences: Neutral observation helps young people see differences in a nonjudgmental light. The more students see that you are comfortable with differences and that you talk about them with ease and respect, the more they will be able to accept differences. Also point out similarities.

Intervene to prevent exclusion: Be prepared to intervene when you hear young people making comments that exclude someone on the basis of gender, race, or physical ability. Instead of changing the subject or tackling it head-on, try asking why a student made that comment. For example: “I wonder why you think girls can’t be firefighters?” Help children see that the source of their thinking is misinformation and support them in finding a new way to look at their assumptions.

Take a stand against bias: Young people who use offensive language or gestures should not be reprimanded for their behaviour. Instead, help them to see why such acts are hurtful. For example, model the skills learned in the Resolving Conflict Creatively unit. Use “I” messages: “I feel bad when you call him that name because I know it hurts him.” Invite perspective-taking: “If someone said something like that about you, how would you feel?”

Extend thinking: Help young people become aware of their prejudices and see that stereotypical thinking is based on misinformation.

Provide varied opportunities: Young adolescents need help finding out what they are good at doing. They can be painfully self-conscious and self-critical. Therefore, they require frequent and varied opportunities to explore competence and achievement. And they are more likely to be tolerant of differences if they experience an environment where different abilities are clearly valued.

e) Discussing Sensitive and Controversial Issues.

CARD 5

Discussing Sensitive and Controversial Issues.

Plan Ahead

- *Become comfortable with the issue(s) yourself. Identify and clarify your own feelings and try to recall concrete incidents from your own experience that might help your students understand the issue(s) at hand more clearly.*

- *Approach discussion as a curious learner yourself. If you are relaxed and open to hearing different perspectives, your students will be more likely to do the same.*

Create a Comfortable Climate

- *Students will be more comfortable discussing sensitive issues when they can see each other face to face. Consider rearranging the room or moving to another setting to accomplish this.*

- *Assure students that the goal of these discussions is to learn from one another, to recognize similarities and differences, and to discover common principles such as respect and fairness.*

Establish Ground Rules

- *Help your students develop some guiding principles for discussions. This will enable everyone to participate freely and safely.*

Don't Dominate the Discussion

- *Remember that your role is to listen, interpret, and prompt, not to judge. Refrain from telling and preaching.*

- *Give students time to reflect on ideas that are raised in the discussion; don't jump in with a comment to fill an awkward silence.*

- *Encourage students to think about comments by asking questions such as: What do you base your opinion on? What do you think would change that? Why might someone believe this?*

What If . . .

- *Someone breaks the ground rules? Stop the discussion and repeat the rules.*

- *The debate becomes heated? Remind students that the goal is to learn and grow in a spirit of collaboration, not to win an argument.*

- *Someone introduces false information or stereotypes? Present the facts without judgment. Remind students that while each person has a right to his or her opinion, all views should be supported with factual evidence. If there is a disagreement over facts, challenge students to find evidence for their positions.*

Closure / Debriefing

- *Provide opportunities for students to reflect on what they learned from a discussion. Ask: What discoveries did we make today? Do we share some common values? How do we differ?*

- *Encourage social action. Elicit ideas for concrete follow-up actions such as cleaning racist graffiti from a public site, writing a reasoned opinion article for a newspaper, or designing posters with messages about tolerance.*

• *Remind students that you will have discussions about these topics throughout the year so they will have additional opportunities to learn from one another and examine and clarify their beliefs.*

4.2 Conversation. A poem analysis.

- a) Students spend a considerable part of their lives in school, college or university. Every educational institution influences the way of their lives and behaviour. Moreover, it defines their future professional skills. To make that impact positive we should create all conditions necessary for positive and constructive learning. Look through the poem of Dorothy Law Nolte, Ph.D., and define what positive and negative effect the learning atmosphere can have on students.

CARD 6

CHILDREN LEARN WHAT THEY LIVE

By Dorothy Law Nolte, Ph.D.

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

- b) What features should a tolerant teacher have according to the poem?

5. Reflection and feedback.

Journal writing “HEAD/HEART/FEET” (the procedure is the same as at the first lesson).

6. Evaluation and conclusion.

Facilitator’s questions:

- What are your impressions of today and of the whole course?
- What did you like / didn’t like?

Facilitator thanks everyone for the participation and ends with a quote for the day.

CARD 7

*“The highest result of education is tolerance”
(Helen Keller).*

APPENDICES / ДОДАТКИ



Conflict Image 1



Conflict Image 2



Conflict Image 3



Conflict Image 4



Conflict Image 5



Conflict Image 6



Conflict Image 7



Conflict Image 8

RESOURCES / ДЖЕРЕЈА

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Гордієнко Юлія Анатоліївна

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