



**SACE**

South African Council for Educators

*Towards Excellence in Education*

# Teachers' Safety and Security in South African Schools:

# A FACILITATOR GUIDE



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# How to use this guide

## Introduction

This *Teachers' Safety and Security in South African Schools: A Facilitator Guide*, is produced by the South African Council for Educators (SACE) and aims, through a series of interactive workshops, to give every educator access to information on his or her rights and responsibilities regarding violence in schools.

The guide offers structured support for those responsible for guiding cohorts of South African educators through the *Teachers' Safety and Security in South African Schools: A Handbook*, produced by SACE in April 2021.

The handbook, the guide, as well as a participant workbook comprise all the elements of the *Teachers' Safety and Security in South African Schools* training course. It was developed by MIET AFRICA and would not have been possible without our partnership with and financial support from VVOB South Africa.

## Aim of the training course

The hope of SACE, the funders and the developers of the materials is to help educators work - both intellectually and psychologically - towards the creation of a safe school environment, free from fear and intimidation, for all within the school community.

While there is always room for constructive criticism and for voicing challenges and hurdles, the training course is intended as a platform for positive developments, and to be of some benefit to all who attend, by creating spaces that are safer, more secure, kinder and more tolerant for all who use them.

## Outline of the course

The training course comprises:


- *The Teachers' Safety and Security in South African Schools: A Handbook*
- *The Teachers' Safety and Security in South African Schools: A Facilitator Guide*
- *The Teachers' Safety and Security in South African Schools: A Participant Workbook*

These are designed to be used together. Participants of the training (educators) should receive the handbook and the Participant Workbook and you as the facilitator will have both these publications as well as this Facilitator Guide which you will use to workshop the issues of violence in schools, especially against teachers.

Each section includes:

- Outline of the workshop
- Outcomes of the workshop
- List of resources necessary for the workshop
- Copies or the website address of three videos, to be used in the workshop
- Activities

- Distributed throughout the guide are "Training Tips". These will give you ideas and suggestions for best practices when facilitating training workshops
- A number of icons representing:

 **How much time you will spend on an activity**


 **Resources, like newsprint or pens**

 **Outline**

 **Outcomes**

 **Handbook Page**

 **Video**

 **Working alone** (for example, filling in a form)

 **Pairs**

 **Group**

 **Plenary**

## Duration of training

The training workshop programme comprises five three hour, self-contained sessions within which facilitators introduce concepts, engage in activities and challenge notions regarding the safety and security of teachers – and all other stakeholders – in schools.

Two and a half hours within each session are allocated to the workshop activities and 30 minutes to tea breaks and/or comfort breaks. It is up to you as the facilitator to decide at what point in the workshop you will allocate the breaks. When you prepare your workshop remember to plan when you are going to build in the breaks, and how long the break/s will be.

## Your responsibility as facilitator

As facilitator, you are responsible for covering the content and the activities comprehensively and timeously, ensuring full engagement from the participants.

You are responsible for ensuring that participants feel comfortable and relaxed, that they do not feel intimidated or threatened, and that they are interested and engaged.

In order to do this you need to be very familiar with the materials.

We suggest the following:

1. Read the handbook, and make notes should you have questions or need further information. Familiarise yourself with the definitions on page 6 of the handbook; make sure you know what all the acronyms stand for (page 5 of the handbook); fill in the exercises yourself, and check them against the responses that follow.



## IMPORTANT TAKE NOTE

Some of the case studies/scenarios taken from the handbook may be longer or a little different in the workbook and in your guide. We added or changed information to add more discussion points. Please make sure that you and the participants **always refer to the document indicated in the instructions**. This will avoid confusion.

2. Watch each of the three videos at least twice. Once concentrating on the video, and the second time linking the information in the workbook with the content of the video.
3. Read through this Facilitator Guide, and refer to the pages mentioned in both the handbook and the workbook. Make sure you understand how to run the activities. If you prefer, rewrite the instructions in your own words. Make sure you are familiar with the activities, the content and the process. While the Facilitator Guide is there to guide you through the workshop, you DO NOT want to spend all your time during the workshop constantly referring to it, thereby giving the impression that you do not know what to do or what comes next. Your participants may have questions, so make sure you feel comfortable with all the information, so that you come across as competent and knowledgeable.
4. Prepare yourself for each workshop: Have the correct resources available (a video monitor or screen, kokis, blank paper).
5. Make sure you feel comfortable with the facilities: that you know where the toilets are, that there is toilet paper available, drinking water available, that you have sanitiser on hand if necessary, and that the room is set up before your participants arrive.
6. At the start of training, make sure you introduce yourself to the participants; tell them where you are from, ask them questions, and set the tone for an interactive workshop. If you spend too much time talking at them in the beginning they will form the impression that this is a one-way workshop and you will struggle to get them to interact. Start as you mean to continue - show an interest in your participants and their points of view.
7. Make sure the participants are very clear as to what the aim of this training course is.



### Note to facilitators

We suggest that you bring blank exercise books or sheets of paper, as well as pens and pencils to each session. Participants may want to make their own notes, or they may want to practice writing their answers before filling in their workbooks.

## Establishing ground rules

It's useful for participants to suggest some of the basic ground rules to keep this series of workshops moving effectively and efficiently. Some of the rules should include starting on time, cell phone use, breaks, and talking at the same time. It is also important, especially if participants are going to be discussing aspects of their own experiences in the classroom, that rules regarding confidentiality are set and kept. A rule could be that anything said in the training room stays in the training room.

# Expectations





Ask participants to write down their expectations and their worries and stick them up on a sheet of paper which you will park in a corner. At the end of the training, i.e. Workshop 5, you must revisit the expectations and have participants give feedback. This is an excellent way to self-evaluate your workshop.

## Course outline

<b>Workshop 1</b>	Understanding Violence	3 hours allocated (including comfort breaks)
<b>Workshop 2</b>	Roles and Responsibilities in a Whole School Approach	3 hours allocated (including comfort breaks)
<b>Workshop 3</b>	Rights and Responsibilities of Educators	3 hours allocated (including comfort breaks)
<b>Workshop 4</b>	Risk Within the School Environment	3 hours allocated (including comfort breaks)
<b>Workshop 5</b>	Strategies to Manage Potentially Violent Situations in School	3 hours allocated (including comfort breaks)

# Workshop 1

## Understanding Violence

	<p>3 hours. Remember to use 30 minutes of this time for breaks.</p>
	<p>Check that you have the following resources:</p> <ul style="list-style-type: none"><li>• Handbook</li><li>• Participant Workbook (one for each participant)</li><li>• Equipment / device to play video</li><li>• Copy of Video 1 and Video 2</li><li>• Flip chart paper</li><li>• White board markers / koki pens</li><li>• Blank paper for rough notes</li></ul>
	<p>This workshop aims to open up discussion amongst educators around the issue of violence in schools and how to prevent it. We start with a short icebreaker to get the conversations going, and continue with discussions and conversation around violence in schools. We work on developing an understanding of the different forms of violence and how prevalent they are, specifically in the school context. We also encourage sharing of ideas and experiences.</p>
	<p>By the end of this workshop, participants should be able to:</p> <ul style="list-style-type: none"><li>• Assess their own and others' experiences of violence</li><li>• Identify forms of violence</li><li>• Relate forms of violence to themselves and their school</li><li>• Understand the different forms of violence in schools</li></ul>





## Activity 1: Step 1: Introduction and Outline of Course



20 minutes



Workbook  
Reference: pg 4, 5



Plenary

Welcome the participants and go through the house rules. You can produce these beforehand or create them together with your participants. Remember to include behaviours related to health and safety, for example, the wearing of masks and social distancing if appropriate.

There is a space on page 7 of their workbook to write down these rules.

Go through the outline of course – refer participants to page 5 of their workbook, and go through the course sections together.

Make sure that each participant has both:

*Teachers' Safety and Security in South African Schools: A Handbook*

*Teachers' Safety and Security in South African Schools: A Participant Workbook*

Explain the following:

- There will be pre-reading or homework required for sessions 2 - 5, which will be explained and discussed at the end of each session. This is explained in the workbook (tell them to turn to page 12 for an example of this).
- Homework must be done in preparation for the sessions.
- We encourage participants to participate and interact with others. This ensures we all achieve the best outcome for the course.



## Activity 1: Step 2: Introduction and Outline of Course



10 minutes



Handbook  
Reference: pg 9 - 11



Plenary

- ▶ Show Video 1 to participants: *Approaching the Five-step Whole School Approach to Reducing the Risk of Violence in Schools*. This is taken from page 9 - 11 in the handbook.

If you do not have a video facility, then watch it on your laptop, or at school, and then explain the content to participants.

Once the participants have watched the video, ask if they have any questions.



## Activity 2: Getting to Know You Bingo



20 minutes



Workbook Reference: pg 8



Plenary

Explain that the purpose of the exercise is to get to know each other.

### INSTRUCTIONS

Tell participants to turn to page 8 in their workbooks where they will see nine blocks. Each block represents an experience. They have to find another person who has had that experience, and then write their name in the block. The first one to finish can shout Bingo!

Note: this allows them to get to know one another as well as get conversations going.

Get to know your fellow participants...

#### Instructions:

- Find one person in the room who matches the description in each box and then write his or her name in the box.
- You may not fill in the same person's name twice.

ACTIVITY REFERENCE

#### Find someone who...

Has more than two siblings	NAME: _____
Travelled more than 15 minutes to get to this workshop	NAME: _____
Has taught for more than 10 years	NAME: _____
Has witnessed violence	NAME: _____
Is wearing blue	NAME: _____
Has not witnessed a potentially violent situation at school	NAME: _____
Doesn't feel any stress at school	NAME: _____
Feels really safe at their school	NAME: _____
Has more than 40 in their class	NAME: _____

### Guided Answers

Guide the conversation towards the fact that not everyone feels safe at school, many have witnessed violence in schools, and that a high level of stress is experienced at schools.

The aim of this discussion is to highlight that many teachers do not feel safe and have witnessed violence and/or could have been victim to it. They are not alone and there are steps that could help.

After the participants have finished, ask them:

- Which of the blocks were difficult to find a name to fill in?
- Which of the blocks were easy to find a name to fill in?



### Activity 3: Step 1: Types of Violence



10 minutes



Workbook Reference: pg 9



Individual

Ask participants to complete the activity in their workbooks (page 9) to check their understanding of violence in schools.

Read the instructions aloud. Don't go through the answers until you have completed step 2 below.

Use the checklist below to reflect on your own understanding of what constitutes school violence. The answers will be discussed during the next section, step 2.

ACTIVITY REFERENCE

Indicate, in your opinion, which of these statements are true or false.

	YES	NO
The definition of school violence is acts of violence that only take place on school premises	<input type="checkbox"/>	<input type="checkbox"/>
Sending a naked photo of a classmate to a learner WhatsApp group does not fit the definition of violence	<input type="checkbox"/>	<input type="checkbox"/>
If someone threatens you but does not actually hurt you, this cannot be defined as violence	<input type="checkbox"/>	<input type="checkbox"/>
A 19-year-old grade 11 student refuses to answer his teacher. He stares at her constantly but will not say a word. It makes her feel uncomfortable, but this is bad behaviour rather than violence	<input type="checkbox"/>	<input type="checkbox"/>
To call behaviour "school violence", it needs, by definition, to be a criminal act	<input type="checkbox"/>	<input type="checkbox"/>
A teacher proposing love to an 18-year-old matric student cannot be defined as violence	<input type="checkbox"/>	<input type="checkbox"/>
A teacher making a disobedient learner kneel in the corner for the entire lesson can be defined as violence	<input type="checkbox"/>	<input type="checkbox"/>
A group of grade 11 boys make kissing sounds when they see a grade 9 learner, who they think is homosexual. The teacher says this is stupid behaviour but it is not violence	<input type="checkbox"/>	<input type="checkbox"/>

#### TIP: Parking Ideas

Hopefully many ideas and questions will arise during the course of the workshops. Some of these might not be on the topic you are currently discussing, so what do you do? One method is to "park" the idea/question. At the beginning of the workshop put up a large piece of newsprint. Every time a comment or question arises that is not related to what you are doing, write it on the piece of paper. Then deal with it as soon as the topic arises. Explain to participants that this is what you are going to do. They are welcome to come up and "park" their own questions.

*Adapted from CSTL SADC Schools Workshop*



### Activity 3: Step 2: Types of Violence



10 minutes



Handbook Reference: pg 20 - 24



Plenary

▶ Introduce the idea that there are different types of violence and then show Video 2, *Types of Violence*.

If you do not have video facilities, watch the video before the time and ask the participants to refer to pages 20 to 24 in their handbook.

Afterwards, ask participants if there were any forms of violence that they were unaware of or if there are any questions.



### Activity 3: Step 3: Types of Violence



10 minutes



Workbook Reference: pg 9



Plenary

Look back at the true / false checklist on page 9 of the workbook and ask participants:

- a. All the answers are false. Did you mark some of the answers as "true"?
- b. Have any of your responses changed?
- c. Have you had new thoughts or ideas on what constitutes violence in school?

Refer them to the detailed explanation of violence in the handbook, pages 16 - 22.

#### TIP: Check for Understanding

The most important part of an activity is ensuring that participants understand what it is they will be doing. Do not ask a closed question like: "Do you understand?" Mostly, everyone will say, "Yes". A better way to check is to give instructions and then ask someone if they will help you by repeating the instructions.

*Adapted from CSTL SADC Schools Workshop*



### Activity 4: Step 1: Violence in Your School



10 minutes



Workbook Reference: pg 10



Individual

Discuss that all schools are affected differently by violence; then ask participants to complete the activity below on page 10 of their workbook.

How much do each of the factors below contribute to issues of discipline and violence in your particular school?

How often do these forms of violence occur in your school				
	NEVER	SELDOM	SOMETIMES	OFTEN
Verbal aggression from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal aggression from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal aggression from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse by teachers on learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse by learners on learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical abuse by learners on teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying and intimidation from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying and intimidation from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying and intimidation from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITY REFERENCE



## Activity 4: Step 2: Violence in Your School



35 minutes



Workbook  
Reference: pg 10



Group

Once they have completed the activity above, participants answer the questions that follow with their group. Namely:

- o Do you see any common trends at your school?
- o Did your group establish common trends across schools?

When discussion time is over, go back into plenary and ask participants to reflect on the stress that this causes teachers.

### TIP: Set Up for Success

In group work it's important to make sure that WHAT participants are doing is correct. However, it's difficult to reach the WHAT if you haven't set out the HOW. In other words, it is important to explain the process to be followed when you set a task: Ensure that a scribe has been appointed who will take notes and give feedback at the end; ensure that someone is group leader to make sure the group is keeping to time, answering the correct questions, keeping participants on the right path and giving everyone a turn to contribute. Make sure you are constantly available to clarify any grey areas or clear up confusions.



## Activity 5: Stress Caused by Violence in Your School



25 minutes



Workbook  
Reference: pg 11



Pairs

Say: "Turn to the person next to you. When you say you are stressed or burnt out, what do you actually mean?"

Give feedback below in plenary.

### Guided Discussion

Use the following information to guide the plenary discussion:

Stress is difficult to define as it varies from person to person, but it is a reaction of the mind, the brain and the body to a threat (e.g. a person coming too close), a difficulty (e.g. learning something new), or change in one's life (e.g. becoming a parent). Stress can be a motivator for us to react quickly to protect ourselves or others, to focus and learn or to create the energy needed to be a teacher. Sometimes when there are too many stressful things going on, or the stress continues for a long time, we may feel unable to cope and it may affect our ability to do things. Stress can be a reaction to a short-lived situation, such as being stuck in traffic. Or it can last a long time if you're dealing with relationship problems, a death in the family or other serious situations. Stress becomes dangerous when it interferes with your ability to live a normal life over an extended period. USA research has stated that over 40% of US teacher suffer from stress. Given what we face in South Africa stress levels of teachers are unlikely to be lower.

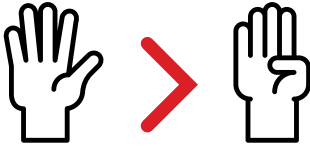
*Safe Back to School: A practitioner's guide | Resource Centre (savethechildren.net)*

Ask: "Do you know what happens when you get stressed?"

Demonstrate what happens to the human brain when it is stressed. (See information below)

## Guided Discussion

(Show your open hand to the group, and fold your thumb across your palm).



If my hand were the brain, my thumb would be the emotional part. It is called the amygdala. In emergencies, or when life is challenging, stress increases. When we are stressed, it is difficult for us to stay in control of our emotions and we may do things that we did not intend to such as shouting at, or punishing, our students. However, it is important we understand that we can change this. We can change how we respond to our students by understanding how stress can affect us, and learning ways to cope with it.



### Thinking brain

The top part of my brain (point to your four fingers), or the frontal lobe, would be my fingers. This is the thinking and reasoning part of the brain. (Fold your fingers over your thumb) and it is folded over the emotional part of the brain. When your hand is in a fist like this your "thinking brain" controls executive skills like problem-solving, decision making, and concentration. This is the part that helps us to make decisions and think rationally. It helps us determine consequences for our actions. Scientific studies have found that this is the last part of our brain to develop and that it is not fully developed until we reach the age of 25.



### Amygdala

When you feel stressed or anxious, your fingers go up and you "flip your lid." (Pop your fingers up and expose the thumb underneath.) We often immediately stop using our thinking brain and use our emotional brain instead. It signals an emotional response which helps us to react to something quickly. When there is a threat, the signal triggers hormones which makes our blood pressure rise, heart beat increase and we react to something quickly on instinct. This means our thinking brain is not working. While this helps us to act quickly, it can also result in us doing or saying something that we may regret. We may be unable to make complex decisions, or see a situation from different perspectives. You may find yourself responding in a way that makes you feel safe - "I am right and you are wrong."

In plenary, ask participants:

1. Think of an example when you reacted with your emotional brain and not your thinking brain. What happened? (It might be useful for you to give an example of yourself first.)
2. What were the consequences of those actions?
3. Ask participants to think of an example of a particular learner who behaved badly or emotionally (ask one or two participants to share their examples and if they are willing, to answer the questions below aloud).
4. Might there be something happening in the child's life that caused stress?
5. How can the age of the learner affect their reactions?



# Workshop 1: Homework Activity 1



Handbook  
Reference: pg 58



Workbook  
Reference: pg 12

Complete the questionnaire below for your next workshop session.

### Reflect on how much each of these factors contribute to the issues of discipline and violence in your school

	NO IMPACT	SOME IMPACT	STRONG IMPACT		NO IMPACT	SOME IMPACT	STRONG IMPACT
Learners show little respect for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a lack of parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have a negative attitude towards learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Absenteeism of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners do not respect teacher's authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Age disparity between learners in the same grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners carry knives and weapons to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of communication of school rules and consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners behaviour is impacted by the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of discipline policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners have poor socio-economic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learners come from broken families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang violence impacts the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher learner ratio is not manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and alcohol impact the learners' behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers do not keep the learners focussed in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners do not respect young teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of structure and support from the Department of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school is poorly managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of structure and support from the School Governing Body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender dynamics impact the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of structure and support from the Management Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial dynamics impact the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of structure and support from parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are no serious consequences for actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lack of structure and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Little support for teachers from parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				



## Workshop 1: Homework Activity 2



Handbook  
Reference: pg 24 - 27

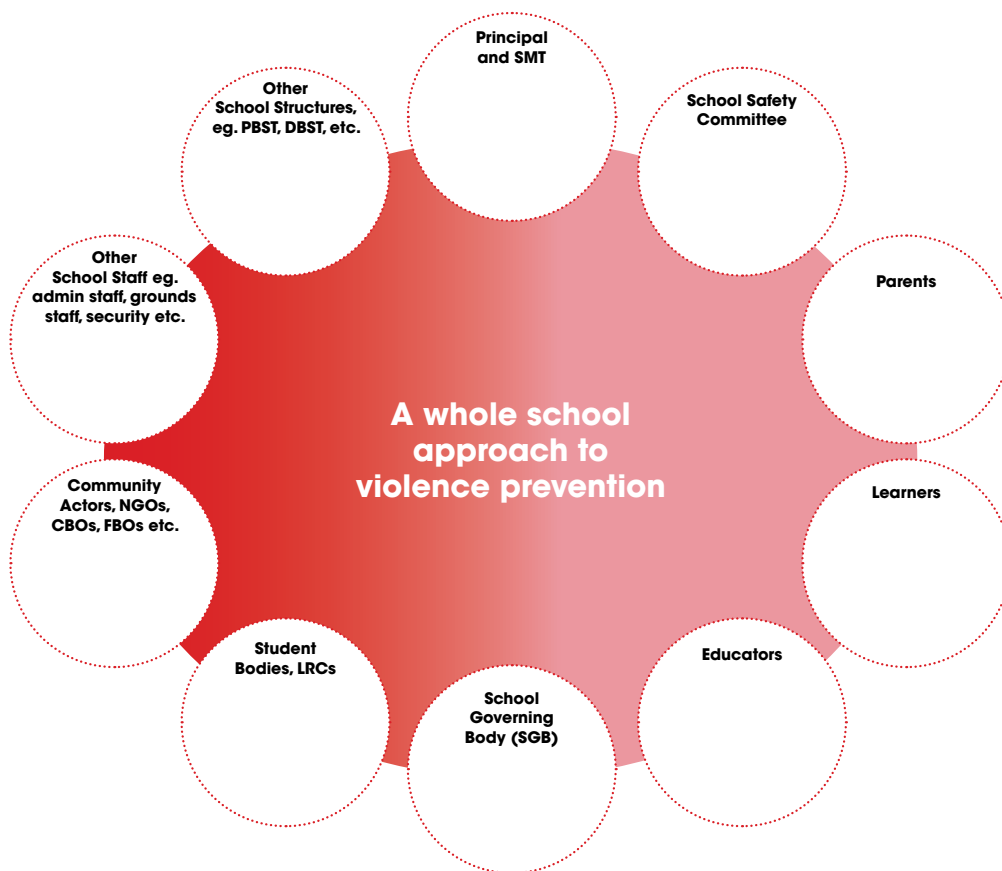


Workbook  
Reference: pg 14

Look at page 24 in your handbook.

You will see a diagram of the whole school approach to violence prevention where everyone in the school community plays a role in ensuring the safety and security of the school and everyone within it. Each circle has the name/s of different role players. Write down what you think their specific roles should be.

Use the table on the next page if there is not enough room in the circles.











# Workshop 2

## Roles and Responsibilities in a Whole School Approach

	3 hours. Remember to use 30 minutes of this time for breaks.
	<p>Check that you have the following resources:</p> <ul style="list-style-type: none"><li>• Handbook</li><li>• Participant Workbook (one for each participant)</li><li>• Flip chart paper</li><li>• White board markers / koki pens</li><li>• Blank paper for rough notes</li></ul>
	<p>This workshop aims to create an understanding of the concept of a whole school approach and its value, in particular regarding the roles and responsibilities shared by the different bodies and sectors within the school community. The workshop begins with some input on the recommended, assigned and/or chosen roles and responsibilities of the various groupings that comprise the school community regarding safety and security; participants are given the opportunity to discuss and reflect on their current situation. This gives them the space to identify gaps and challenges regarding these roles and responsibilities in their particular schools and share ideas on how to best address these. A case study is used to allow participants to analyse and address a practical situation, and to reflect on how similar occurrences might be best addressed in their own classrooms.</p>
	<p>By the end of this workshop, participants should be able to:</p> <ul style="list-style-type: none"><li>• Recognise the concept of a whole school approach</li><li>• Identify the roles and responsibilities of sectors within the school community</li><li>• Recognise weak links and gaps in the overall approach to safety and security in their schools</li><li>• Advance ideas for filling the gaps and addressing challenges in the safety and security roles within school communities</li></ul>



## Activity 1: Find Your Place Icebreaker



25 minutes



Workbook Reference: pg 17



Plenary

This icebreaker illustrates how important it is to work together – nothing will be achieved without communication, without taking on your role and responsibilities, and with not letting things slide through the gap.

Tell participants the rules:

### Icebreaker Rules

- No talking
- Everyone must wear a blindfold
- Move all furniture to the side so that no one gets hurt
- Participants must stand randomly around the room
- The facilitator will whisper a number in each person's ear
- The numbers must be random (eg, 2, 150, 17, 13, 88) not in order (1, 2, 3, 4, 5)
- The goal is for the group to arrange itself in numerical order in a row without speaking out loud (you can whisper in someone's ear) and without the use of sight
- Make sure all participants are safe throughout the exercise

Once the exercise is done have a quick discussion and ask:

- What was the most difficult aspect of this exercise?
- Did you have a sense of working together? Why/why not?
- What was necessary in order for you to be successful?
- Can you link this activity to a whole school philosophy?

### TIP: Being an active listener

A good facilitator is an active listener. Your role is to listen to what participants are saying. Here are two methods to help with active listening.

**Mirroring:** This means listening to a participant and then repeating his or her words back to them exactly, in an accepting tone of voice. This shows you heard what they said and can help develop trust.

**Paraphrasing:** This means showing that you heard and understood what a participant said by using your own words. For example, "So I understand that you think xxxx. Am I correct?"

Adapted from CSTL SADC Schools Workshop



## Activity 2: Roles and Responsibilities



20 minutes



Handbook Reference: pg 26 - 29; 38 - 41



Plenary

Prior to showing Video 3: *The Roles and Responsibilities of Stakeholders in the School Community*, ask participants to look at the worksheet they completed for homework and discuss:

What roles should the different school community roleplayers assume regarding safety and security and the prevention of violence at schools?

- ▶ Ask participants to watch Video 3. Tell them that after watching the video they will be discussing whether there are any gaps in the roles people play in their school. After the video, ask if there are any questions.

If you do not have video facilities, watch the video before the time and ask the participants to refer to pages 26 to 29 and 38 to 41 in their handbook.



### Activity 3: Step 1: Who Does What?



15 minutes



Workbook Reference: pg 18



Individual

Tell participants to turn to page 18 in their workbooks and take a few minutes to think about and fill in the checklist.

Remind them that responsibilities are sometimes held by more than one group at a time. Refer them to page 24, 25, and 26 in the handbook, and to the completed diagram on page 24.

Take a few minutes to think about and fill in the checklist.

Remember that responsibilities are sometimes held by more than one group at a time.

ACTIVITY REFERENCE

Look at the list below and reflect on who does what in your school

	Teachers and staff	SMT	SGB	Parents and Community
Empower and develop educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve the public and form partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote moral values amongst learners and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop effective policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop effective processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective implementation of policies and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication of policies, processes and actions to staff, learners, parents and broader community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective awareness training for staff, learners, parents and broader community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop plans and effectively and appropriately manage these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instil classroom discipline and systems and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure a collaborative and supportive working approach from all staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing reporting mechanisms that are easily accessible to all learners and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring that appropriate responses and actions are followed through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constant review and revision of policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carry out effective discipline actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes a positive and safe environment for all learners and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carries out annual risk analysis of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a school improvement plan that includes and addresses issues of concern around violence and safety of staff and learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Activity 3: Step 2: Who Does What?



20 minutes



Workbook  
Reference: pg 19



Group

Refer to the diagram on page 24 of your handbook and ask participants to discuss the following in their groups.

#### Guided Discussion

In your group answer the following:

- Do you feel that all roleplayers play an equal role in addressing the problem of school-based violence at your school? Give examples.
- Where is the weak link in the chain?
- Are there ways to address those weak links? Make suggestions.
- Do you have a school safety committee? If yes, what does it do? If no, what could its role be?



### Activity 3: Step 3: Who Does What?



20 minutes



Workbook  
Reference: pg 19



Plenary

In plenary ask each group to give feedback on their most important finding.  
Encourage groups to give different feedback so that different points are covered.

Have a general discussion about what a school safety committee is and how it could work.  
(Refer to page 25 in the handbook and page 32 for school safety policy).

Remember to constantly link back to the concept of a whole school approach.

Brainstorm suggestions on how to fill gaps or strengthen weak links.

#### TIP: Keeping to time

When you ask for feedback, let people know how long they have to give feedback. Explain how timing will work throughout these workshops. Because each workshop has to stick to its two and a half hour limit, feedback is usually restricted to two minutes per scribe or group presenter. Set a timer or use your watch. When they have 30 seconds left, raise your hand. At the end of 30 seconds quietly say, "Thank you". Allow the participant to complete her sentence and then say again, "Thank you."

*Adapted from CSTL SADC Schools Workshop*



## Activity 4: Step 1: Case Study Reflection



5 minutes



Workbook  
Reference: pg 20



Plenary

Read the case study out loud and ask participants to follow on page 20 of their workbooks.

### Case Study

A parent has taken a grievance to the SGB. He is very angry because an incident happened in March and it is now October. The parent says James, a learner in his son Bongani's class, threw Bongani's cell phone into the toilet. Although the principal suspended James for a month, the parent wants James expelled. The parent says that James is a disgusting homosexual and should not be allowed in the school with normal children. James says that Bongani and his friends have been bullying him ever since they saw him holding hands with another boy in town.

On that day in March, Bongani and his gang surrounded him in the toilet and threatened to do terrible things so he grabbed the phone, threw it in the toilet and ran away. Their class teacher said he had heard them calling James a \*?@#+, but that it was "normal boys' teasing".

Once the suspension was over the class teacher asked the boys to leave James alone but he can see that the bullying is continuing. The principal says that if James got himself a girlfriend the bullying might stop. The SGB looked to the principal for a recommendation. The principal took the issue to the School Management team but they said that the teacher needs to deal with this. One of the SMT said "If we have to make a decision every time boys fight we will never be able to do our work." The principal says there is no excuse for breaking property but decides expulsion is too tough. James is given a demerit instead.



## Activity 4: Step 2: Case Study Reflection



30 minutes



Workbook  
Reference: pg 20



Group

In groups, ask the participants to reflect on the scenario and on how things could have been different if the roleplayers had carried out their tasks effectively.

Ask the participants to answer the questions relating to the case study in their groups.

- What could the School Governing Body have done differently or more effectively?
- What could the School Management Team have done differently or more effectively?
- What could the teacher have done differently or more effectively?
- What could the parent community have done differently or more effectively?
- Is there a role for a school safety committee?
- Is there a role for the learner body?
- Have you had similar incidences at your school? What happened? How could it have happened differently?

### TIP: Communicating to groups

When people break into groups and begin to work, use the opportunity to go from group to group making sure that the participants are on the right track and understand what they need to do. Ask, "What are you going to do?" Do not ask a closed question like: "Do you know what you are going to do?" Mostly, the answer will be, "Yes".

*Adapted from CSTL SADC Schools Workshop*





## Workshop 2: Homework Activity 1



Handbook  
Reference: pg 30



Workbook  
Reference: pg 22

Complete the questionnaire on the rights of teachers. You may tick more than one box.

HOMWORK REFERENCE

Reflect on the rights of teachers and indicate who you feel is responsible for ensuring that these rights are respected.

	Teachers and Staff	SMT	SGB	Parents and Community	Learners
Right to be respected in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to always be in class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to teach in a conducive situation and safe environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be discriminated against race and gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to dignity and humanity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be treated reasonably and fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right for voice and opinion to be heard and be taken seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be empowered/educated and made aware of their rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to know the recourse when their rights have been violated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be victimised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right not to be physically attacked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to have intervals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right for their voice not to be silenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to be paid on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to teach what they know, and what they trained for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to develop/study further	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Right to inclusivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## Workshop 2: Homework Activity 2



Handbook  
Reference: pg 28



Workbook  
Reference: pg 23

HOMWORK REFERENCE

Complete the questionnaire of responsibilities.





Look at the table below and reflect on how well you carry out your responsibilities as a teacher.

Do you carry out these responsibilities as a teacher?		
	YES	NO
Fairly, reasonably and consistently implement school discipline policy	<input type="checkbox"/>	<input type="checkbox"/>
Build self-esteem of learners through encouragement and positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>
Build positive relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
Understand how students learn and how to teach them effectively	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand the content you teach	<input type="checkbox"/>	<input type="checkbox"/>
Know your students	<input type="checkbox"/>	<input type="checkbox"/>
Plan and assess for effective learning	<input type="checkbox"/>	<input type="checkbox"/>
Create and maintain safe and challenging learning environments	<input type="checkbox"/>	<input type="checkbox"/>
Implement the anti-bullying and harassment policy	<input type="checkbox"/>	<input type="checkbox"/>
Access specialist welfare and referral services when required	<input type="checkbox"/>	<input type="checkbox"/>
Use a range of teaching strategies and resources to engage students in effective learning	<input type="checkbox"/>	<input type="checkbox"/>
Regular monitoring of student progress, attendance, participation and welfare	<input type="checkbox"/>	<input type="checkbox"/>
Treat all members of the college community with respect, fairness and dignity	<input type="checkbox"/>	<input type="checkbox"/>
Keep parents and guardians informed on student progress and learning	<input type="checkbox"/>	<input type="checkbox"/>

<https://www.ashwood.vic.edu.au/page/179/Rights-and-Responsibilities>

# Workshop 3

## Rights and Responsibilities of Educators

	<p>3 hours. Remember to use 30 minutes of this time for breaks.</p>
	<p>Check that you have the following resources:</p> <ul style="list-style-type: none"><li>• Handbook</li><li>• Participant Workbook (1 for each participant)</li><li>• Flip chart paper</li><li>• White board markers / koki pens</li><li>• Blank paper for rough notes</li></ul>
	<p>This workshop aims to develop the educator's awareness and conscious understanding of the responsibilities they bear to their learners and to their classroom. In practice this involves ensuring that their classrooms are safe and secure and conducive to learning. The educators are given the opportunity to reflect on their own approach to conflict and their reaction to learners in stressful situations, to reflect on their actions, and then react accordingly. The workshop also gives educators the space to articulate their rights, and the ways in which the school community is responsible for upholding these rights and ensuring their protection.</p> <p>Two case studies are introduced to encourage participants to analyse and address practical situations, and to reflect on how similar occurrences might be best addressed in their own classrooms.</p>
	<p>By the end of this workshop, participants should be able to:</p> <ul style="list-style-type: none"><li>• Identify and reflect on the rights of educators</li><li>• Reflect on how rights must be upheld and enforced</li><li>• Identify the responsibilities of educators</li><li>• Reflect and act on responses, attitudes and behaviour towards learners that do and do not make the learners feel safe</li><li>• Reflect and act upon learners' safety and security in the classroom</li><li>• Identify pro-active behaviours to ensure the classroom is a safe, non-violent and secure environment for learners and teachers</li></ul>



### Activity 1: Step 1: Decide on What is Important



15 minutes



Workbook Reference: pg 25



Individual

Ask participants to work alone and jot down the top 10 qualities of an effective teacher on the worksheet on page 25 of their workbook.



### Activity 1: Step 2: Decide on What is Important



15 minutes



Workbook Reference: pg 25



Pairs

Ask participants to share the list with the person sitting next to them and come up with a top 10 between them, and fill them in on the worksheet provided.



### Activity 1: Step 3: Decide on What is Important



15 minutes



Workbook Reference: pg 26



Group

Have each pair link with another pair to make a group of four and debate and decide together on a top 10 between them. Write these on blank paper.

Conclude by sticking the paper on the walls and asking groups to read what the others have selected, and give feedback.

Love their learners, **LISTEN WELL**, communicate, **show empathy**, know their subject, **be patient**, work with other teachers, be strong, **BE ORGANISED IN THE CLASSROOM**, **get to know the parents**, know the names of all their learners, give positive feedback, be fair, be creative, **control the classroom dynamic**, **CREATE A POSITIVE ATMOSPHERE**, **HAVE HIGH STANDARDS**, expect pupils to pull their weight and be accountable, **UNDERSTAND THAT PUPILS MIGHT LEARN DIFFERENTLY AT DIFFERENT RATES**, make expectations clear, **MAKE LEARNERS WELCOME IN THE CLASSROOM**, give and expect respect, refuse to tolerate bullying, **NEVER EMBARRASS A LEARNER**, **RESPECT PRIVACY**, **forgive easily**, do not take things personally, maintain standards, **set clear goals**.

#### Guided Discussion

(There is no need to push for a pre-determined 10 qualities – anything that links to what the workshop is covering, i.e. roles and responsibilities for making the learner feel safe and making the classroom a safe welcoming environment, and dispelling the threat of violence.)



## Activity 2: Step 1: Rights of Educators



20 minutes



Workbook  
Reference: pg 27



Pairs

- Discuss the homework checklist on rights of educators. (pg 22)
- Ask the participants to turn to the person alongside them and answer the following:
  - a. Do you feel you have the rights as mentioned on the checklist?
  - b. Do you feel there are rights that have not been mentioned? What are these?
  - c. Who is responsible for ensuring your rights are met?



## Activity 2: Step 2: Rights of Educators



25 minutes



Workbook  
Reference: pg 27



Group

Read the case study out loud and ask participants to follow on page 27 of their workbooks.

### Case Study

Ms Vela is a young educator with only one year's experience in the classroom. Andani is in Ms Vela's grade 11 class and keeps commenting on Ms Vela's clothes and hair. She makes rude jokes and the other learners laugh. Ms Vela has tried to ignore these comments, but they upset her. She hasn't tried to talk to Andani but she has spoken to the principal who said she must instil discipline in her class. She tells a senior teacher who says that Ms Vela must dress more modestly. The situation in class gets worse. Some of the boys start to make remarks about her appearance, and about her body.

Ms Vela sees an SGB member on the school grounds and explains what has been happening. The SGB member tells her to ask for a disciplinary enquiry. Ms Vela does not know how to do that, and the principal will not help. She cannot cope and starts to take days off, saying that she feels sick. At the end of the year, the SGB looks at her poor attendance record and questions her commitment. The principal says that he does not think she is suited to teaching.

Ask the participants to break into groups and answer the questions from their workbooks relating to the case study (page 27) in their groups. They may write their answer in the space on page 27 of their workbook.

List the rights of Ms Vela that were violated.

Next to each of these rights, indicate who was responsible for protecting each of these rights (e.g. learner, teacher, parents, SMT or SGB). (It may be more than one group).

- a. What could have been put in place to protect these rights?
- b. What does this school need to do to ensure this doesn't happen again?
- c. Is this something that could happen at your school? Discuss.

Have a plenary discussion on your responsibilities as a teacher within your own classroom.

Ask the following guiding questions:

- Did you add any responsibilities to the checklist?
- Are there responsibilities that you don't believe belong to teachers?
- Do you find some responsibilities hard to take on? Give examples.



## Activity 2: Step 3: Rights of Educators



20 minutes



Workbook  
Reference: pg 27



Group

Read out the following, which has been taken from the handbook on page 28.

As an educator, you are responsible for ensuring that your own classroom is safe and secure and conducive to learning. Your approach to discipline and your attitude towards your learners should be something you constantly reflected upon. You should be familiar with policies and processes and be able to identify problems early. It is also essential that you build good relationships with the parents of your learners and understand your learners' individual circumstances.

Ask groups to discuss and answer the following questions:

- What do you do in your own classroom to reduce the risk of violence?
- Do you believe learners feel comfortable speaking to you if they have a problem?
- Think back to the qualities that make for an effective educator – can a well-managed classroom reduce the risk of violence for both teachers and learners?

### **TIP: Straying off the topic**

Discussions can be so engaging that they go completely off topic. If this happens, then try stopping the discussion and asking a participant to sum up where the discussion is in relation to the question or topic. Another idea is to (politely) jump in when a point is mentioned that will allow you to move back to the topic. Remember, don't be too rigid, people need to meander a little but also don't let the group stray too far.

*Adapted from CSTL SADC Schools Workshop*



### Activity 3: What are Your Responsibilities?



20 minutes



Workbook  
Reference: pg 29



Group

Read the case study out loud and ask participants to follow on page 29 of the workbook.

#### Case Study

Well-managed classrooms are also likely to increase educator safety through minimising the opportunities for educators to be victimised. Read the scenarios below and compare how the two educators handled the same situation very differently. Then think about the questions below:

##### SCENARIO 1

The maths teacher is explaining a difficult concept but Lubabalo and Fezekile are talking openly and loudly. It is clear they are not discussing the subject. The teacher makes eye contact and they stop. A few minutes later they begin again. She again asks them to stop but this continues. Eventually the teacher stops the lesson and says, "I'm sick of your disruptions. You are going to amount to nothing in your lives. You are a pair of donkeys. Get out!" The class bursts out laughing. The boys walk out, and Fezekile throws a rude finger sign at the teacher and bangs the door on his way out. The class takes another five minutes to settle down and the lesson continues.

##### SCENARIO 2

The maths teacher is explaining a difficult concept but Lubabalo and Fezekile are talking openly and loudly. It is clear they are not discussing the subject. The educator makes eye contact and they stop. A few minutes later they begin again. She asks them to stop but this continues. She walks over to the boys and stands next to them as she continues explaining the concept. She does not look at them or address them. When she is finished explaining she sets the class some exercises and calls the boys to her, one at a time. She quietly draws their attention to the classroom Code of Conduct and explains the consequences they will face if this happens again. She requests meetings with each boy after school where she gently ask them if they are OK, if they have a personal problem, and why they behaved the way they did.

In groups, have participants answer the questions that follow the case study in their workbooks.

- Which educator seems more in control of the situation? Why do you say so?
- Explain what went right and what went wrong in both scenarios?
- Which scenario can you relate to? (Many teachers will say "both".)
- Can you think of a similar scenario in your classroom that you might have handled differently in different circumstances?

#### **TIP: Dealing with dominators**

If there are one or two people who dominate discussions then introduce a "talking stick". This can be a wooden spoon, or a ruler, or even a big stick. Whoever is holding the stick may speak. Set some rules like: You may only hold the stick twice in any discussion; you may hold the stick for one/two minutes; you must pass the stick to someone who has not had a chance to speak; you may not interrupt the person holding the stick.

*Adapted from CSTL SADC Schools Workshop*



### Activity 4: Step 1: Coping with Stressful Classroom Situations



20 minutes



Workbook Reference: pg 32



Plenary

#### INSTRUCTIONS

Say: "Classroom tension can be very stressful. It might be useful to discuss strategies that will help you cope with stressful situations, that include violence, threats of violence or conflict."

#### Guided Discussion

When you are suffering from stress, it can be difficult to think clearly and to be a positive and supportive influence on your students. Under such circumstances, you may be quicker to use anger or violence in the classroom (in other words, use your "emotional" rather than your "rational" brain). This can put both you and your learners at risk, and you can lose control of your classroom.



### Activity 4: Step 2: Coping with Stressful Classroom Situations



20 minutes



Workbook Reference: pg 32



Group

Have participants turn to page 32 in the workbook, discuss the two issues, and then write up their points on flipchart paper, and if they want, in their workbooks.

How to diffuse or cope with a stressful situation or a potential conflict	What NOT TO DO in a conflict situation or when you are under stress
eg.: <b>Remain calm</b>	eg.: <b>Raise your voice</b>
eg.: <b>Do not blame</b>	eg.: <b>Think you need to win</b>

#### ACTIVITY REFERENCE

Ask groups to pin up their lists.

If there is time, have a gallery walk and get people to add to their lists or add points in their workbooks.

If there is not enough time, have groups pin up their lists and have a discussion.

## Guided Discussion

### Here are suggestions of what you should do to deal with a potentially violent situation:

- Acknowledge the situation, without judging the events or criticising yourself. This does not mean you agree with the situation or bad behaviour, it means you stop blaming or getting angry.
- Remain calm.
- Avoid negative strategies such as blaming or saying you know everything.
- Find a way to give support to all involved.
- Work towards a win/win situation where everyone benefits.
- Use a neutral tone of voice and try to keep your voice free of anger or judgement.
- Be assertive.
- Give/receive feedback.
- Listen to the learners. Ask open-ended questions, like "What do you see as unfair?" When the student explains, really listen. Focus on what they say, don't interrupt, and let them finish.
- Open your mind. It's very easy to misinterpret someone, especially if they are at all emotional. Check your own perception of their point of view by describing how you understand what it is they are saying, and asking them to correct any misinterpretations.
- Select a course of action that is in line with your teaching goals. Tell the students what you have decided and give them your rationale for your decision.
- Decide when best to deal with the situation. Sometimes you can respond immediately. (For example, pause until you get the learner's attention, make eye contact with disruptive students, or ask if there is a problem you can help resolve.) Some situations cannot be fully addressed immediately. (For example, if stopping to address a serious disagreement in class might distract the others, undermine your authority or take a lot of teaching time, then rather note the situation and deal with it later).

### Here is what you should not do to deal with a potentially violent situation:

- Don't see it as a contest and try to win. Intimidation tactics can cause students to challenge you further and discourage their participation.
- Don't take it personally. Don't think "I'm being attacked", rather, "That student is really upset – I wonder what the problem is?" If you do not take the situation personally, you will control your own emotional reaction.
- Don't avoid. Ignoring problems does not make them go away.
- Don't try for a quick fix. Rewarding unacceptable behaviour ("If you stop being disruptive I will give you better marks.") won't solve a conflict but it will harm your credibility.

Source: Conflict Management for Instructors | Centre for Teaching Excellence | University of Waterloo (uwaterloo.ca)





## Workshop 3: Homework Activity 1



Handbook  
Reference: pg 41



Workbook  
Reference: pg 33

Take your time thinking about the situation in your school and answer the questionnaire below.

HOMWORK REFERENCE

Audit of Violent Actions:				
Do these actions occur in your school?			WHEN? Time of day (during breaks, before school, after school, during class)	WHERE? Area or place in and outside the school grounds (eg, behind the toilets, at the front gate)
	YES	NO		
Verbal aggression from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Verbal aggression from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Verbal aggression from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by teachers on learners	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by learners on learners	<input type="checkbox"/>	<input type="checkbox"/>		
Physical abuse by learners on teachers	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from teachers towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from learners towards learners	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying and intimidation from learners towards teachers	<input type="checkbox"/>	<input type="checkbox"/>		

### Additional Notes:

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# Workshop 4

## Risk within the School Environment

	<p>3 hours. Remember to use 30 minutes of this time for breaks.</p>
	<p>Check that you have the following resources:</p> <ul style="list-style-type: none"><li>• Handbook</li><li>• Participant Workbook (1 for each participant)</li><li>• Equipment / Device to play video</li><li>• Copy of Video 3</li><li>• Flip chart paper</li><li>• White board markers / koki pens</li><li>• Blank paper for rough notes</li></ul>
	<p>This workshop aims to develop the educator's understanding and awareness of the risk within their own school environment. They continue by establishing where the greatest risk in the school environment lies, and identifying what each of the school community's roleplayers can do to reduce the risk of violence. It aims to take them through a practical process of mapping and assessing their own school and reflecting on what they can do to reduce the risk of violence, both in their school and in their own classroom.</p>
	<p>By the end of this workshop, participants should be able to:</p> <ul style="list-style-type: none"><li>• Identify and reflect on what the various roleplayers can do to reduce the risk of violence</li><li>• Identify ways to get a variety of stakeholders on board</li><li>• Carry out a risk assessment in their own classroom</li><li>• Have a better understanding of their own school environment</li><li>• Map their school and identify risk areas</li></ul>



### Activity 1: Is There a Risk?



10 minutes



Workbook Reference: pg 35



Group

Ask participants to reflect on and discuss their homework from workshop 3 in their groups.

- Is there a particular time of the day when incidents mostly occur?
- Is there a particular area of the school where incidents occur?



### Activity 2: Step 1: Map Your School's Hotspots



30 minutes



Workbook Reference: pg 36



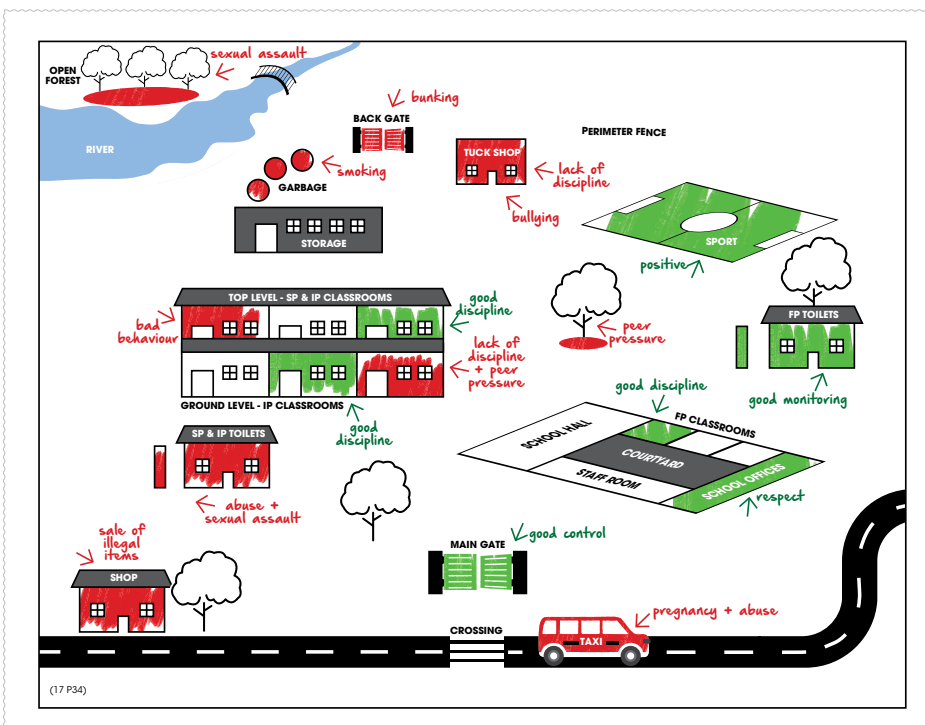
Individual

This activity takes the participants through a process of mapping the spots in their schools that are potential hotspots for violence.

Take them through each of these steps and allow for enough time for them to complete each stage before moving to the next step. Refer to page 37 in the handbook as a reference and show them the example on page 38.

Explain to participants how to draw their hotspot map:

- Draw a detailed map of your school. Include all the areas surrounding your school. Make sure to include classrooms, learner and educator toilets, car park, play area, the library, the tuck shop, the fencing, the perimeter area and the areas outside the gate and so on.
- In **red**, mark all the areas on the map where learners and teachers feel unsafe.
- In **green**, mark all the areas on the map where learners and teachers feel safe.
- Use symbols to show the type of violence which occurs at each spot (there may be more than one).
- Ask them to identify the times of the day the violence is most likely to occur in these areas (This could be morning, tea break, lunch, all day – anything appropriate to their situation).



HANDBOOK REFERENCE



## Activity 2: Step 2: Map Your School's Hotspots



20 minutes



Workbook Reference: pg 38



Pairs

Ask each participant to explain their map to the person next to them – that person may ask questions that will help add in more information.

Use the following questions to guide the discussion:

- Which area do you believe the learners feel least safe?
- Which areas do you believe are the safest?
- Where do most of the violent incidents occur?
- Which areas would you address first?
- What could you do to make this or these areas safer?

### Guided Discussion

Refer participants to page 39 of the handbook where they will see an example of a table where the information is collated. Suggest they do this in their own time to clarify the information they have collected.

WHERE?	WHAT FORM OF VIOLENCE?	WHAT TIMES?	AGAINST WHOM?	BY WHOM?
Classroom	Smacking with ruler	All morning	Paseka, Xolani, Peter and Frank	Mrs Chen
Girls toilet	Sexual threats	All day	All female learners	A group of Matric boys
Outside the school on the street	Wolf whistling, ugly comments	On the way home	The young female educators	Groups of schoolboys in uniform

HANDBOOK REFERENCE



## Activity 2: Step 3: Map your School's Hotspots



30 minutes



Workbook Reference: pg 39



Group

Now that they have drawn their own map, ask them to reflect in their groups on the following:

- As an educator in your school, where do you feel at the most risk of violence? (whether it be physical or psychological, threats or harassment)
- Where in the school do your learners feel unsafe?
- Have you taken any action regarding the answers above? If so, what? If not, why?
- Are there any other forms of information that you could draw on?

To round up the session: Have a plenary discussion about what their first steps would be to ensure that learners and staff feel safer – what can they personally do?



### Activity 3: Step 1: Is your classroom a risk?



15 minutes



Workbook  
Reference: pg 40



Plenary

Ask participants to reflect on how safe they feel in their own classrooms and why.



### Activity 3: Step 2: Is your classroom a risk?



5 minutes



Workbook  
Reference: pg 40



Plenary



Show Video 4 on *Six Steps to Follow to do Your Own Risk Assessment in Your Classroom*. Refer to the summary of the video on page 34 of the handbook.

If you do not have a video facility, then watch it on your laptop, or at school, and then explain the content to participants.

Once the participants have watched the video, ask if they have any questions.

#### Six steps to follow to do your own risk assessment in your classroom

1. Identify the hot spots in your classroom
2. Identify any patterns of occurrence e.g. times, situations, certain classes, certain learners
3. Decide who might be affected and how
4. Evaluate the risks and decide on precautions that could be taken in your classroom
5. Put rules, processes and precautions in place
6. Record and Review your findings and update if necessary



### Activity 4: Step 1: Why is it Like This?



10 minutes



Workbook  
Reference: pg 41



Individual

There are many factors that contribute to violence in schools and classrooms.

Ask participants to work on their own and brainstorm all the factors that contribute to violence in their own school and classroom.

Ask participants to look at the categories below and decide where the factors they listed fit best. Do all the factors contribute to violence, or are some bigger contributors than others?

#### In your school and your classroom, which of these factors contribute to violence?

- Individual level (e.g. low self-esteem, impulsiveness, stress, lack of skills)
- Relationship level (parenting, family violence, poverty, home circumstances)
- School level (age in grade, absenteeism, school size)
- Friendship level (social isolation, participation in group activities, influences)
- Social level (exposure to media and inappropriate actions, unemployment levels, access to illegal substances)



## Activity 4: Step 2: Why is it Like This?



30 minutes



Workbook  
Reference: pg 41



Group

Ask participants to discuss in their groups:

- Which factors are most serious and significant?
- Why is this?

What can you do about it? Brainstorm ideas of what the various roleplayers can do to reduce these factors contributing to violence.

Ask for feedback from each group.

Refer participants to handbook page 40 as reference and summary of ideas.

### TIP: Effective brainstorm

A brainstorm means that participants must feel free to state their ideas in response to the topic. It does not matter if the responses are right or wrong or if you think they are unrealistic. Your role is to capture all of these ideas on newsprint without making judgments. Keep this sheet of newsprint on the wall and ensure that you keep it safe for future sessions as you will return to it.

*Adapted from CSTL SADC Schools Workshop*



## Workshop 4: Homework Activity 1



Workbook  
Reference: pg 42

HOMWORK REFERENCE

Complete the questions below by circling the option that you mostly choose in classroom discipline situations:

When trying to get a stubborn learner to do something that they don't want to do. Do you ...

- Present them with a choice?
- Demand compliance?

When a learner has done something wrong. Do you ...

- Make a learner learn from his/her mistakes?
- Make a learner pay for his/her mistakes?

Why do you have rules in your class are they to ...

- To teach learners to obey rules or change their behaviour?
- To fix the behaviour of the learner?

Are you strict because you ...

- Want learners to be taught acceptable behaviour?
- Want learners to fear consequences?

When you inform learners about rules do you explain...

- The positive side of sticking to them?
- The negative consequences of not sticking to them?

When a learner is misbehaving, do you focus on ...

- What does the learner need to do?
- What is wrong with the learner?

What is your thinking on the long term effect of discipline?

- It causes the learner to incorporate rules and hold themselves responsible for their behaviour.
- It causes the learner to call for external control, so as to behave in the right manner.

When disciplining a learner do you aim to ...

- Increase their self-esteem?
- Decrease their self-esteem?

After reprimanding a learner do you find your relationship with them is generally ...

- Strengthened?
- Damaged?



## Workshop 4: Homework Activity 2



Workbook  
Reference: pg 43

HOMEWORK REFERENCE

Look at the following definitions of discipline and punishment on page 45 of your handbook, and create your own definition of each in no more than two sentences.

Discipline can be defined as ...

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Punishment can be defined as ...

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### Additional Notes:

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# Workshop 5

## Strategies to Manage Potentially Violent Situations in Schools

	<p>3 hours. Remember to use 30 minutes of this time for breaks.</p>
	<p>Check that you have the following resources:</p> <ul style="list-style-type: none"><li>• Handbook</li><li>• Participant Workbook (1 for each participant)</li><li>• Flip chart paper</li><li>• White board markers / koki pens</li><li>• Blank paper for rough notes</li></ul>
	<p>This workshop aims to equip the participant with the practical and analytic skills and strategies necessary to respond appropriately to potentially violent situations. This includes the abilities to understand the situation; to diffuse the situation; then deal with the situation and afterwards, reflect on the situation. The workshop also aims to engage with participants around the concepts of punishment and discipline, and to reflect on how positive discipline, rather than corporal and other forms of punishment, may create a better managed educational situation.</p>
	<p>By the end of this workshop, participants should be able to:</p> <ul style="list-style-type: none"><li>• Identify the strategies necessary to react to potentially violent situations</li><li>• Apply the strategies necessary to effectively understand, diffuse, deal with and evaluate potentially violent situations</li><li>• Understand the difference between punishment and discipline</li><li>• Identify and recognise the benefits of positive discipline</li></ul>





## Activity 1: Has This Happened to You?



20 minutes



Workbook  
Reference: pg 45



Group

Read the case study out loud and ask participants to follow in their workbooks on page 45. Then answer the questions in their groups.

### Case Study

Two small groups of learners in grade 9 – no more than five in each group - have been challenging each other all term. Usually, threats and shouting take place between the groups on the field during break but on this day the learners start fighting at the back of the classroom. One learner picks up a pair of scissors and stabs a boy in the other group. The teacher runs directly to the principal's office and asks him to call the police.

1. Has something similar happened to you or a colleague?
2. How did the situation unfold?
3. Did you or your colleague pick up tension or problems before the situation reached this point?
4. Is it likely that one/both of the learners had been showing signs of escalating violence?
5. Would you know if these learners – or any of your learners - have a history of conflict?
6. Is there a Code of Conduct for your classroom?
7. How would your Code of Conduct have addressed this situation?
8. Would you have left the classroom to go to the principal's office or stayed and sent a learner to call the principal or done something different? Why?
9. Once violence erupted what do you think would have been the safest course of action for the teacher to take?
10. Does your classroom policy address the use of cell phones during lessons? Having fights like this appearing later on social media can only escalate the problem.



## Activity 2: Step 1: The Four Key Stages



10 minutes



Workbook  
Reference: pg 47



Plenary

Refer to the guided discussion below to introduce the four key stages that need to happen in order to fully address a potentially violent situation:

1. **UNDERSTAND** the situation
2. **DIFFUSE** the situation
3. **DEAL** with the situation
4. **REFLECT** on the situation

Refer to page 42 onwards in the handbook.

### Guided Discussion

Say: When a situation arises, it is essential to act immediately and in the most appropriate way. Sometimes it is not immediately clear what has just happened, who is involved and what the potential dangers are. This four-step process will assist you when a potentially violent situation occurs, no matter whether it is a minor classroom conflict or a potentially violent situation.

These are the four key stages that you need to go through to address the situation:

- **UNDERSTAND** the situation
- **DIFFUSE** the situation
- **DEAL** with the situation
- **REFLECT** on the situation



## Activity 2: Step 2: The Four Key Stages



40 minutes



Workbook  
Reference: pg 47



Group

Ask participants to work in groups and engage with the activity on page 47 of workbook. Read out the instructions and ensure that groups are clear about what they need to do.

### INSTRUCTIONS

Use the case studies below to discuss, understand and analyse the four key stages. Each step within each stage will take you closer to reaching a positive outcome, armed with the facts and a clearer understanding of what occurred.

It might help if you go back to workshop 3 page 32 and look at the worksheet you filled in on how to diffuse or cope with a stressful situation or a potential conflict. You can also refer to page 43 in your handbook.

When you are engaging with the groups or during feedback, make sure the following points have been covered regarding how to deal with a potentially violent situation:

- Breathe and take time to understand what has just happened
- Don't rush in and make assumptions
- Look around you, Ask questions
  - Listen
  - Remain calm

### 1. UNDERSTAND what is happening

#### Case Study

In term 1 Senkosi was a hard worker and always performed well at school. However in term 2 he became very quiet and withdrawn. His marks dropped and he was frequently absent. One day there was a fight in the classroom and the teacher saw Senkosi kick the boy next to him. "You don't study, you behave badly, you are violent and I don't want you in my class," said the teacher.

- What did the teacher do?
- What could the teacher have done better?
- If it had been your classroom what questions would you have asked yourself?
- In general how can you get a better understanding of what is happening? How can you find out what lies behind a conflict or potentially violent situation?

### 2. DIFFUSE the situation

#### Case Study

A learner throws an exercise book at his educator, Mr Mogorosi, when his back is turned. The other pupils begin to laugh and so Mr Mogorosi walks out of the class. He believes this is better than losing his temper with the learners.

- Did the teacher manage to diffuse the situation?
- Would his actions have protected the learners in the class who were not involved?
- If it had been your classroom what would you have done?

### 3. DEAL with the situation

#### Case Study

When Ms Mayete saw that a piece of paper was being handed around her grade 8 class and the learners were giggling, she confiscated it immediately. On the paper was a drawing of a naked couple having sex. Next to the drawings were the names of two of her learners.

- a. How would you attempt to understand this situation?
- b. How would you diffuse it?
- c. Now, how are you going to deal with it? What questions do you need to ask yourself regarding:
  - Who should be helping you deal with the situation?
  - What policy, rules or codes should be referred to?
  - Who should be disciplined, who should be supported?

(Again, look at page 44 in your handbook)

### 4. REFLECT on and evaluate the situation

Evaluate your class ahead of time, don't wait until a conflict arises. Think to yourself: What have I observed about this group of learners that might lead to conflict or the threat of conflict in this classroom? And then plan how to avoid such a situation from arising.

Re-look at the three scenarios and answer the questions that follow (page 49 of workbook)  
In workbook the questions should follow each scenario with room to fill in

- a. What measures need to be put in place to deal with a similar situation if it arises?
  - o Senkosi
  - o Mr Mogorosi
  - o Ms Mayete
- b. What measures need to put in place to prevent or avoid a similar situation arising?
  - o Senkosi
  - o Mr Mogorosi
  - o Ms Mayete

#### Guiding the discussion

Discuss the following with participants:

Would any of the following work for you and your classroom?

- An honest open discussion (not a lecture) on policies (like the classroom Code of Conduct), expectations, and student's expectations of you.
- Behaving in a way that you hope learners will "model" or copy - respect, clear communication, open mindedness, positive body language etc.
- Looking at how you react to conflict and what you need to change in your behaviour to help avoid potential conflict in the classroom.



### Activity 2: Step 3: The Four Key Stages



20 minutes



Workbook  
Reference: pg 47



Plenary

Ask for group feedback on their most important insights, the questions they still have, and the challenges that might still arise.



### Activity 2: Step 4: The Four Key Stages



20 minutes



Workbook  
Reference: pg 47



Pairs

In pairs, asks participants to respond to the following:

- How often do you stop and think about how you could have handled something better?
- Take a few minutes to think back about a discipline issue you faced that you could have handled more effectively.

In plenary, ask two or three participants to share their experiences.



### Activity 3: Step 1: Discipline or Punish?



10 minutes



Workbook  
Reference: pg 51



Plenary

Reflect on the homework from the previous workshop.

In Activity 1, if you answered mostly a, then you discipline more than you punish. However if you answered mostly b, then you punish more than you discipline.

Ask the participants which they feel has the better outcome: discipline and punishment?

Ask participants to refer to the homework, writing their definitions of discipline and punishment and reflect on whether they tend to punish or discipline.



### Activity 3: Step 2: Discipline or Punish?



20 minutes



Workbook  
Reference: pg 51



Group

Read the case study out loud and ask participants to follow in their workbooks on page 51.

#### Case Study

Bontle did not do her homework for the third day in a row, and refused to answer the educator when she was asked for a reason why. Her educator punished her by detaining her at school for two hours. During that time she had to clean the school toilets. She went back home, and told her father who was furious. Her father confronted the educator the next morning in the classroom and they started shouting and pushing each other. There was a huge commotion at the school.

Ask the participants to answer the questions relating to the case study in their groups.

Tell groups to answer the questions that follow the case study in their workbooks.

- What were the flashpoints?
- What could Bontle have done differently?
- What could the educator have done differently?
- How could Bontle have been disciplined more positively?

(Turn to page 47 in the handbook for answers)



### Activity 3: Step 3: Discipline or Punish?



10 minutes



Workbook  
Reference: pg 51



Plenary

Discuss the responses and the questions that were flagged earlier.



## Workshop 5: Homework Consolidation Activity



**Handbook  
Reference: pg 53, 54**



**Workbook  
Reference: pg 52**

### HOMEWORK REFERENCE

On page 52 of the handbook the participants will find the final activity of this training course, which is also the final evaluation in the handbook. Participants are encouraged to work through this activity with one or more colleagues, and to engage and debate the issues. Responses to each question follow on pages 53 and 54.



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