

**STRONGER
CHILDREN**
LESS VIOLENCE 2



**TEACHERS TRAINING
CURRICULUM**

SAN
September 2016

Introduction

The idea of the training is to propose three modules, depending on the demanding time of the training.

- ❖ Module A (90 minutes without break) – is the shortest version with some integration activities that could be used by teachers and only general information about the project: its content, tools and methodology.
- ❖ Module B (90 minutes without breaks) – the module A is followed by B which contains the deeper insight into the tools (book with exercises and handbook). It has also an important information about the relevance between national curriculum and the Project.
- ❖ Module C can be regarded twofold – it can be done “fully” with testing exercises by teachers or in theoretical way only. First case is planned for 205 minutes (ca. 235 with breaks, that is 4 hours) and the second “short version” 115 minutes (145 with breaks).

Thus, the A Module is for 1,5 hour (typical academic lecture or two didactic hours)

A+B – 3 hours (4 dh)

A+B+C - full course – 7 hours, means the whole day.

Remember to follow the training with evaluation!

Remark!:

Please be careful, that the activities given in this curriculum are only proposals. As with many trainings you must adjust activities to the abilities of the group trained. Thus, please feel free to change the activities.

Curriculum

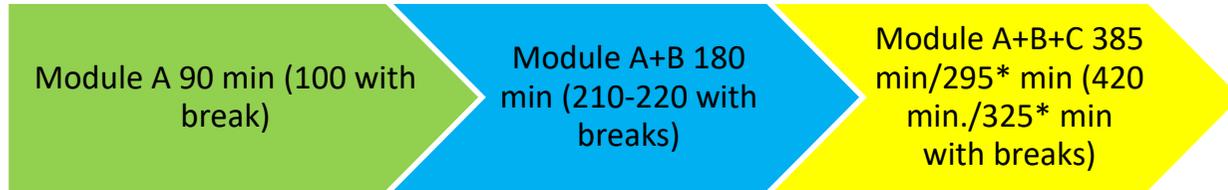
	Time	Goal	To do	Deliverables	Remarks
Module A (version short c.a.90 min)	15-20 min. (depending on number of participants)	To meet each other. To create a positive atmosphere of collaboration.	Activities of choice: (A) Candy – game. Each participant draws two, or three candies of different colours. Each colour means something to say “about me” (e.g.): Red – what I like. Blue – what I do not like. Orange - my hobby. Green – my place of dreams on earth. Yellow – “joker” tell about yourself whatever you want.	Colour candies (Skittles e.g.)	All these activities can be done with children at school.

			(B) Our Common Friend – Activity 23 from the activities book. (C) Prepare your personal card – write your name and draw yourself. But the drawing shouldn't picture you but your features, e.g. if you like music, it may be some notes or instrument. Introduce yourself one-by-one by explaining the meaning of drawings. Or other chosen by a trainer.	Teddy bear or any other toy. Papers, pencils.	
	10 min.	To show how important are the rules. To prepare the right environment for work.	To create the rules of the meeting – propositions and discuss what to do and what not to do during the meeting, the rules must be written on the blackboard and everyone must accept to follow by these rules. (Activity 41)	Blackboard or flipchart	
	30 min	To discuss the problem of bullying and prevention. To share experiences	First the introduction with the ppt about the issue of prevention and the importance of social competences. Discussion about experiences of teachers. Seeking for solutions (it would be good if the group propose some new activities related to specific problems).	Ppt A01	
	30 min.	To get acquaintance with the Project	Information on the project and the methods behind it: goals, methodology, tools. The structure of learning packages The books	Ppt. A02	It is important to stress that this is the useful set of activities to help (to prevent), not to solve all the problems
Module B ca. 90 min	30 -60 min	To get to know better the tools	More detailed presentation of the teacher's handbook and the the book of activities. This should be followed by the doing of one chosen activity proposed by the trainer.	PPT B01, items required by the activity.	
	15-20 min	To show the connections between the aims of the project and National Curricula	Presenting the connections between the Project and NC	National PPT B02_XX	
B+	+15 min.	To extent the discussion about experiences. To discuss the	Longer discussion about experiences, followed by the discussion about main challenges that are faced by teachers.		Do not let teachers to complain – when they start, they won't finish!

		challenges			
Module C (theoretical approach) ca. 205 min (or 115 without exercises)	15 + 15 min	To teach about cooperative learning	A short lecture about cooperative learning. (1 st chapter of pedagogical approach) Doing the chosen activity connected with the topic: 8 – Common drawing 53 – Living together 14 – Jugglers 17 – Confidence building drawing	PPT C01	
	15 + 15 min	To teach about group dynamics and group rules (1 st chapter of pedagogical approach)	A short lecture about group. (2 nd chapter of pedagogical approach) Doing the chosen activity connected with the topic: 57 – Child in the well 4 – Lost clown 7 – Game of sharing	PPT C02	
	20 + 15 min	To teach about nine intelligences and learning styles	A short lecture about nine intelligences and learning styles. (3 rd and 4 th chapter of pedagogical approach) Doing the chosen activity connected with the topic : Samurai's hat. First give the instructions as you would give the lecture. Do not tell any explanations, do not tell what it will be. Allow people who will be lost to stop their work at any time. Then, repeat instructions, but with pictures from ppt. How many people succeeded with the task now? Please take care that some people collaborated and learn from each others. The samurai's hat instruction: 1. Place the paper on the table in front of you in a landscape position 2. Take the bottom right hand side corner and fold it up to meet the top edge 3. This will create a right angled triangle with a spare rectangular flap in the left hand side	PPT C03	

		<p>4. Get rid of this flap (using scissors or in any other way)</p> <p>5. Turn the triangle so that the folded edge is horizontal and the point of the triangle is pointing towards you</p> <p>6. Fold the outer corners to the center</p> <p>7. You should now have a square in a tiled position</p> <p>8. Fold the first two bottom flaps so their points are on the top of the diamond</p> <p>9. Fold the top corners (that ones that you have just paired with the top of the diamond) and fold them back outwards to point out an angle</p> <p>10. There are now two large triangles on the bottom. Fold the uppermost triangle most of the way up over the top half of your “something”</p> <p>11. Fold the bottom edge of the previous fold a little bit (to make the double strength strip at the front)</p> <p>12. Finally fold the other large triangle upwards and into the “thing” (put inside our “thing” and tack it inside neatly.</p> <p>13. Here you go!</p> <p>Or some activities:</p> <p>18 – Would you like to play with us</p> <p>56 – Finding new names</p>		
15+15	To teach about creative methods	<p>A short lecture about creative methods. (5th chapter of pedagogical approach)</p> <p>Doing the chosen activity connected with the topic.</p> <p>29 –Emotion pictures</p>	PPT C04	
20+15	To teach about narratives	<p>A short lecture about narratives. (6th and 7th chapter of pedagogical approach)</p> <p>Doing the chosen activity connected with the topic.</p> <p>39 – What Could have happened here?</p>	PPT C05	
30+15	To teach about inclusion and assessment tools for inclusive learning	<p>A short lecture about inclusive education and assessment tools for inclusive learning. (9th chapter of pedagogical approach)</p> <p>Doing the chosen activity connected with the topic.</p>	PPT C06	

		25 – The sun of friendship		
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* without exercises