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**Democratic Dialogue at school: An online game-based training tool on Democratic Dialogue for Teachers**  
**Training course for school teams, teachers and school leaders in Europe**

## **Module 0 – Activity 2**

### **“Dealing with quarrels in our school”**

**A scenario-based activity helping teachers to identify ways to handle conflicts at school**

<b>Short description</b>	<b>A scenario-based activity for teachers/school principals/school staff (and/or even parents), working in pairs (or small groups) &amp; plenary discussion aiming at raising awareness about quarrels and violent incidents at school and building capacity in order to prevent and respond to such cases.</b>
<b>Facilitator &amp; target group</b>	Facilitator: One or more instructors/trainers' trainers 6-15 adult learners – school teachers/staff or even parents
<b>Indicative time</b>	50-70 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Raise awareness on social issues that can provoke conflicts among students at school.</li> <li>● Build the capacity of trainees (teachers or parents) in order to come up with common solutions to prevent quarrels and violent incidents.</li> </ul>
<b>Materials</b>	<p>Class environment:</p> <ul style="list-style-type: none"> <li>● Handout of the case study scenario (available here in print format) – one handout per team</li> <li>● Classroom or paper board and markers</li> </ul> <p>E-learning environment:</p> <ul style="list-style-type: none"> <li>● Enabling break-out rooms that allows you to split your online meeting in separate sessions (depending on the platform you use, e.g. <a href="#">Zoom</a> or <a href="#">Webex</a> you can click for the instructions).</li> <li>● Whiteboard feature that allows you to share a whiteboard with the other participants (depending on the platform you use, e.g. <a href="#">Zoom</a> or <a href="#">Webex</a> you can search for the instructions).</li> <li>● Alternatively, in an online environment you can use a shared Google .doc or dropbox paper. Instructions on how to share files from Google Drive <a href="https://support.google.com/docs/answer/2494822">https://support.google.com/docs/answer/2494822</a>. Instructions on How to create a Dropbox Paper doc</li> </ul>



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	<a href="https://help.dropbox.com/files-folders/paper/create-doc">https://help.dropbox.com/files-folders/paper/create-doc</a>
<b>Methodology – steps for the facilitator</b>	<p>1. Explain the objective of the exercise to the participants. For example: “During this activity, we will discuss quarreling scenarios/scenarios of violent incidents (real or imaginary) that take place in your school and we will think critically about how we can respond and prevent them”.</p> <p>2. It is also important to establish ground rules. For example, you can explain to the adult learners that this is a safe open space, where everybody’s input is equally valued, and that no idea is bad as long as we respect each other.</p> <p>3. Divide trainees into pairs or small groups (3-4 people maximum).</p> <p>4. Give each pair (or small group) the following introduction to develop their own case/scenario (a handout is also available):</p> <p><i>“In our school, there are quarrels and incidents of violence very often/from time to time. Boys and girls, children from other countries, fans of rival teams, students from different socio-economic backgrounds or ..... (you are free to fill in further) are often in verbal or physical conflict with each other and sometimes they even arrange to “fight” during breaks or after school. The reasons behind these incidents are..... As a consequence,.....”</i></p> <p>5. Ask all pairs to develop their scenarios, based on their personal experience, knowledge and opinions. In every case, the participants need to describe one scenario and explain the reasons behind the conflict and its consequences. The following questions are given to facilitate the groups:</p> <ul style="list-style-type: none"> <li>• What is going on?</li> <li>• Who is involved in this conflict and who is affected?</li> <li>• What are the reasons behind this conflict?</li> <li>• What are the consequences?</li> </ul> <p>You can have in-person group discussions in class environments or online group discussions/break out rooms or even send personal/private messages to each other in an e-learning environment.</p> <p>6. Give each pair/team 15-20 minutes to prepare.</p> <p>7. Ask from all pairs/groups to delegate one spokesperson and present their thoughts/answers on their task. Give them 5 minutes to present.</p> <p>8. As facilitator, after all presentations are complete, you can open a discussion focusing on the issues that arise from the presented conflicts/violent incidents.</p> <ul style="list-style-type: none"> <li>• What are the feelings of the groups involved in the conflict as well as of the student-observers and the teachers?</li> </ul>



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	<ul style="list-style-type: none"> <li>• What is the environment developed in the school?</li> <li>• Can we say that in such an environment the human rights of all are respected?</li> <li>• Who can act to change this situation?</li> <li>• What needs to be done?</li> </ul> <p>Seek for ideas and solutions either individually -at teachers' level- or collectively, at the level of the school community, but also make sure to mention the role of the family, local authorities, civil society organisations, the media etc.</p>
<b>Debriefing and evaluation</b>	Keep notes, as facilitator, creating basic guidelines and good practices to prevent and to respond to similar incidents at school settings.
<b>Tips for the trainer/facilitator</b>	As facilitator you can bring to the group examples of effective ways of conflict resolution based on democratic and collective actions that are designed and implemented at the school level with the active contribution of students. These may include participatory sports and educational programmes, student campaigns, intercultural festivals of music, food, etc., activities involving parents, guardians, teachers and students, and other actions that provide peaceful solutions and promote democratic dialogue, human rights, cooperation and inclusion.
<b>Follow-up suggestions</b>	<ul style="list-style-type: none"> <li>• How did you feel while you did the activity?</li> <li>• What was one of the challenges of doing this activity?</li> <li>• What was one positive thing that happened during the challenge?</li> <li>• How do you feel after this activity?</li> </ul>
<b>Reference/source:</b>	The activity is based on: "The social mobilisation - Case study" activity from Council of Europe (2021, p.30). HANDLING CONTROVERSY IN SCHOOLS THROUGH HUMAN RIGHTS AND CITIZENSHIP EDUCATION: Peaceful Coexistence and Communication, Conflict Resolution, Social Mobilisation. An Educational Toolkit for Teachers. Developed under the project "Sharing Knowledge, Handling Controversy in Schools of Greece, North Macedonia and Bulgaria". Authors: A. Telliou, K. Pantziou, A. Radevska, G. Decheva, T. Hristova, Sept. 2021. <a href="https://skhc.antigone.gr/wp-content/uploads/2021/11/SKHC-Toolkit_ENG_FINAL.pdf">https://skhc.antigone.gr/wp-content/uploads/2021/11/SKHC-Toolkit_ENG_FINAL.pdf</a>
<b>Additional resources and related material</b>	University of Washington School of Social Work. (2011). Dealing with difficult classroom situations. <a href="https://socialwork.uw.edu/sites/default/files/sswfiles/teaching/Dealing%20With%20Difficult%20Classroom%20Situations%202011.pdf">https://socialwork.uw.edu/sites/default/files/sswfiles/teaching/Dealing%20With%20Difficult%20Classroom%20Situations%202011.pdf</a>



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## **Handout | “Dealing with quarrels in our school”**

*In our school, there are quarrels and incidents of violence very often/from time to time. Boys and girls, children from other countries, fans of rival teams, students from different socio-economic backgrounds or ..... (you are free to fill in further) are often in verbal or physical conflict with each other and sometimes they even arrange to “fight” during breaks or after school. The reasons behind these incidents are..... As a consequence,.....”*

### **TASK FOR THE GROUP**

1. After reading the above introduction assigned to your pair/group please have a discussion with your pair/team and develop your short real or imaginary scenarios, based on your personal experience, knowledge and opinions.

You have to describe your scenario and explain the reasons behind the conflict and its consequences. The following questions are given to facilitate your:

- What is going on?
  - Who is involved in this conflict and who is affected?
  - What are the reasons behind this conflict?
  - What are the consequences?
2. You have 15-20 minutes to prepare.
  3. Then you will be asked to present your thoughts/answers on your task. Each pair/group will have 5 minutes to present and you should decide to have 1 spokesperson per group.
  4. After each presentation the other pairs/groups will be asked to share their thoughts and solution proposals on each scenario. Group discussion.



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