



Introducing the College Tool and Student Kit Facilitator's Guide for 3-hour workshop

This facilitator's guide will help any facilitator run this three-hour workshop whether you are fairly new to the topic of violence and learning or well versed in the subject and use of the tools. The first page provides an overview of the goals, background and items you require to run this workshop effectively. The following pages outline the flow of the workshop with timings.

Intended Audience: Academic Upgrading faculty, support staff, and management in the college system.

Overall Goal: Participants will gain an understanding of the structure of the two tools and explore the possible uses of them in their work.

Room Set-up: The following items are suggested:

- Room with internet connection for multiple computers
- Computers with sound capability (minimum of one for every two participants)
- Large screen, LED projector and computer to look at tools as a group
- Table arrangement that allows for conversation and debrief

Materials Required: The following materials are suggested:

- Pens, markers and half pieces of plain coloured paper (enough for everyone), writing paper for anyone who needs it.
- Tape or light cloth sprayed with repositionable glue
- Items for participants to enjoy while learning (decorative cloths, pipe cleaners, modeling clay, stress balls, music)
- Handouts of the College Tool and Student Kit Webquests (one copy of each for every participant, or one per pair) <http://www.learningandviolence.net/lrnteach/materials.htm>

Agenda: We have provided a suggested agenda that you can share with your participants.



Agenda

- *Introduction
- *Opening Exercise
- *The Why of Violence & Learning
- *The College Tool and Webquest
- *The Student Kit and Webquest
- *Closing Exercise

Note to facilitator: To familiarize yourself with the topic of violence and learning and the development of the tools, please refer to the three parts of the college tools

<http://www.learningandviolence.net/CollegeAuditTool/>

1. College Tool Introduction – [top drawer, filing cabinet on the left](#)
2. The Question and Answer section for Administrators – [top drawer, small filing cabinet on the right](#)
3. Report on the Pilot course that was run in June/July 2011 using the Student Kit – <http://www.learningandviolence.net/Irnteach/research.htm>

Executive summary is in the top drawer of small filing cabinet on the right.

Introduction

Overall Timing: 30 minutes

Guidelines

Timing: 2-3 minutes

Here are some guidelines you might want to share with the group to create safety and comfort:

- Share the agenda with participants and encourage them to let down their guard and relate information today to their own teaching/life experiences.
- Encourage the group to avoid telling detailed stories of violence – because this is not an ideal place to tell them and look after ourselves. Suggest that stories that sketch the issue and not the details of violence will be more useful in this situation. Remind them to stay with their stories of how a student's (story) situation? affected *them* rather than tell someone else's story, and to avoid giving names when sharing. Acknowledge power issues in your particular group e.g. because management might also be participating. Mention that we are all doing the best we can – this issue may be new to us, or one we find hard to explore, depending on our own past experience – but we're here ready to work with it.
- Make agreements, for example, what is said here, stays here.
- Recognize that we are all learning. This workshop is a chance to be aware now about this issue. There is no shame or blame for not having previously been aware of the amount of violence our students have experienced and their coping mechanisms, or for the ways we used to respond before we learned more in this workshop!

Opening exercise

Timing: 15 – 20 minutes

You can try the following opening with script, or create your own. You will need to have markers/pens and half sheets of paper available for each person.

Instructions for Participants:

1. With a sheet of paper and pen, write about a student who stands out for you – who you know or suspect experienced violence or trauma in their life. The student’s life experiences appeared to impact their ability to learn or navigate the program (to get in, to function well, to deal with challenges). Perhaps their life experiences prevented you from being able to help them or to do your work successfully.

Note: This is not to problematize the student – but to strengthen our work.

2. Pull out one sentence, or a key point that sums up what you would have liked to be able to do to help—the nub of the problem, or what you wished for... Take one of the half sheets of coloured paper and use one of the markers – not your pen - and in bigger letters write down what you wished for and put it on the wall (the cloth or an existing board whatever is available.)

Note to facilitator: You want everyone to be able to see the posted wishes, so you may choose to bring in a big adhesive cloth and attach it at the front of the room for participants to stick their wishes to, or you may give them tape and ask them to stick their wishes to an existing board or to flipchart paper. On the board or adhesive cloth add the title “I wish I could have...”

3. Comment on the different wishes and relate them back to the topic of violence and learning if you can.

The Why of Violence and Learning

Timing: 10 minutes

Having just done the opening exercise, you can now tie participant’s wishes into why it is so important to address learning and violence and the broader range of support we can offer once we are more familiar with the tools and actively take on the issue in our college/department. You can draw information from the link provided on the first page to help with this section ([college tool intro link](#)).

Practitioner’s Experiences

After introducing the “why”, you can provide one or two practitioner’s stories around being able to help a student who was having difficulty learning due to past or present violence in their lives.

You may be able to provide some of your own insight around helping a student who experienced violence or perhaps you have used the tools in helping others. If you want to supplement your own insight, you will also find some resources in the College Tool <http://www.learningandviolence.net/CollegeAuditTool/> in the short all filing cabinet on the right in the drawer labelled “For Administrators. “

The College Tool

Overall Timing: 60 minutes

Goals

Timing: 2 minutes

Share the goals below for working with the College Tool.

- Inspire workshop participants to engage with the college tool
- Prompt some reflective thinking and conversation among participants about AU learners, and learning and violence issues
- Inspire participants to set goals for further use of the tool before the next workshop

Introduction

Timing: 5 minutes

Using the classroom computer, LCD projector, screen and speakers, show participants how to access the College Tool from the Violence and Learning website (provide link). You can show them the structure as follows:

1. Explore the structure of the College tool homepage with the different drawers.
2. Open one of the drawers and show the overall structure of that section.
3. Let participants know that the structure for each of the sections is the same.
4. Refer to other areas on the College Tool homepage such as the PDF Binder and the Q & A for Administrators (top file drawer in small filing cabinet on the right) .
5. Ask participants to pair up with someone who has a similar job function to themselves, find a computer to work on and follow the Webquest to help them become familiar with the tool’s offerings.

Note: have College Tool Webquest handouts ready.

College Tool WebQuest

Timing: 45 minutes

1. Go to the College tool home page: <http://www.learningandviolence.net/CollegeAuditTool/>
2. Choose the file drawer label that you and your partner think best relates to your work. Open the file drawer.
3. Read over the list of contents in your file drawer. Notice which ones capture attention first. You may want to go to “2. **What’s in this section,**” or you can bypass it.
4. Go to “**What’s the Problem?**” and click. Read over the text that appears. Does it remind you of any of your experiences, or pose questions that you have asked yourself in the past? Share any experiences or questions with your partner.
5. Go to “**Stories**”. Read over the stories in this section and choose one or two that capture your attention for some reason. Share with your partner the story that you have chosen and some of why you chose it. Are there other students you have encountered who have similar stories? Have you been frustrated in your attempts to work with and support these students, and if yes, how so? Discuss with your partner.
6. Go to “**What You Can Do**”. Is there anything on this list that you’ve tried that has worked for you? Is there anything that you feel inspired to try? Discuss.
7. Wander around a little. Remember the other file drawers on the home page of the site? You may want to explore some of them, or to look at more of the file drawer you are in. It’s up to you

Note: You will notice that other sections of the site have the same structure as the one that you just explored. Each section will have a **What You Can Do** section that may interest you and a **Heart of the Matter** section that contains the central idea of that section.

College Tool Debrief

Timing: 8 minutes

Once the participants have worked with the Webquest, ask them the following question:

1. How do you think the College Tool will help you in your work? (Try to get some feedback from each of the representative groups in the room (faculty, management, support staff, counsellors).
2. What supports will help you use this tool? What might get in the way? What can you do to minimize any roadblocks?

BREAK – 15 minutes

The Student Kit

Overall Timing: 60 minutes

Goals

Timing: 2 minutes

Share the goals below for working with the Student Kit.

- Familiarize participants with the student tool
- Inspire participants to recommend the tool to learners and to find additional ways of supporting learners in using the tool
- Prompt some reflective thinking and conversation among participants about AU learners, and learning and violence issues

Introduction

Timing: 5 minutes

Using the classroom computer, LCD projector, screen and speakers, show participants how to access the Student Kit from the Violence and Learning website (provide link). You can introduce the tool as follows:

1. Listen to the opening talk from the receptionist on the Student Kit homepage. Explain that the student kit is designed to speak directly to students so they can use it alone if they choose to.
2. Explore the structure of the Student Kit by clicking on one of the five thematic doors (pick one that's relevant for your group).
3. Listen to the introduction to the theme (presented by an animated character). The character will mention the parts of that section (Activities, Resources etc.).
4. Select Activities and show the group the structure. Mention that the Words portion often relates to the animation, but that the rest of the activities relate to the theme. Many of the activities can be used as classroom lessons by teachers.
5. Select Resources and explain that the resources could be used by both students and teachers.
6. Let participants know that the structure for each of the sections is the same.
7. Go back to the homepage (reception) and briefly select the Teacher's Room showing them the poster board of the questions (great overview).
8. Ask participants to pair up with someone who has a similar job function to themselves, find a computer to work on and follow the Student Kit Webquest to help them become familiar with the tool's offerings.

Note: have Student Kit Webquest handouts ready.

The Student Kit Webquest

Timing: 45 minutes

1. **Listen** to the full introduction provided by the woman at the reception desk.
2. **Click** on door #1 “Spacing out” or door #5, the one labeled “Crisis”. You will see an animated character from the story, who will introduce this section to you. **Watch** the story.
3. Do any of the characters in the story remind you of learners you have come in contact with? What was it like to work with students facing so many challenges? **Discuss** with your partner.
4. **Choose** the *Activities* or *Resources* section – you do this either by clicking on the word “Activities” on the whiteboard in the picture, or “Resources” on the bookcase, or by clicking on the word “Activities” or “Resources” in the horizontal navigation bar below the window.
5. **Take turns** choosing one activity that appeals to you, clicking on it and exploring it. What drew you to the activity? Could you see this activity being useful to any of the learners you come into contact with in your work? **Discuss** with your partner.
6. **Return** to the reception desk area. **Choose** another door that you and your partner would like to enter. **Notice** that the way that the room is laid out is parallel to the layout of the room that you just left. Or check out the “Teachers’ room” to see what help you can find for working with this kit.
7. **Explore** the room with your partner, as you explored the first room, taking note of anything that captures your attention or that you want to explore further.
8. **Imagine** how learners you work with might be able to use this tool. Try to think of a few specific examples of situations where you might recommend the tool to someone.
9. **Discuss** with your partner:
 - a. Would it be useful to introduce learners to the tool as a group or individually? Can you think of how and where this might happen?
 - b. Are there any other applications for the tool you can think of in your work?

Student Kit Debrief:

Timing: 10 minutes

Once the participants have worked with the Webquest, ask them the following questions:

1. How do you think the Student Kit can benefit students?
2. How do you think the Student Kit will help you in your work? (Try to get some feedback from each of the representative groups in the room (faculty, management, support staff, counsellors).
3. What supports will help you use this tool? What might get in the way? What can you do to minimize any roadblocks?

Workshop Closure

Timing: 15 minutes

Think back to the student you wrote about at the beginning of the workshop - is there anything you've experienced today that might lead you to think, feel, or do anything differently... (leave this quite open-ended – some may be there already – others may not until they dig more deeply into the tool). Or is there one key idea you have learned today that you will take into your work in the future.