



Working with the College Tool 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 College Tool. 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 teachers, both in college and community settings (20 participants)

Overall Goal: Participants will gain an understanding of the resources available to them in the Learning in the Classroom section of the College Tool and strategize around how to use them effectively in their own classrooms.

Room Set-up: The following items are suggested:

- Room set up in 5 pods for with 5 chairs at each
- Large screen, LCD projector, Internet connection

If you choose to encourage participants to check out any of the multi-media resources in the section of the tool they are exploring you will need....

- Room with Internet connection for multiple computers
- One computer per pod

Materials Required: The following materials are suggested:

- 4 print copies of each Learning in the Classroom section (Teacher Assumptions, Student Behaviour, Curriculum, Conditions, Equity) PDF--each section separate and stapled
- Items for participants to enjoy while learning (decorative cloths, pipe cleaners, modeling clay, stress balls, music)
- Agenda – up on flip chart paper
- Objectives – on flip chart paper
- Tasks 1, 2 and 3 written on flipchart paper and posted
- Material to divide up the groups for Task 1: e.g. 2 copies each of 5 pictures – 1 to cut up into four pieces – the other to be placed at the group table to show each group where to go; each person will then get a piece of a picture and find the table with the matching picture, in that way the groups are formed. (Alternatively this can be done with 5 different sets of buttons or candy or... one for each person and one of each set to be placed on the table to show each group where they should sit).

- A strategy to divide up the Task 1 groups into the Task 2 groups where one person from each original group comes together to make a new group e.g. give each person at one table a number 1 – 4, do the same at each table – you can create numbers on small pieces of coloured paper (for 20 people you will need numbers 1-4 times 5) – and one big number 1-4 one to place at each of 4 group tables
- If you choose to have a computer at each pod you may want splitters and headsets for groups to share and listen without disturbing other groups.

Getting Started

Overall Timing: 30 minutes

Objectives and Agenda

Timing: 2-3 minutes

Objectives: You can share these overall objectives with your participants.

Upon leaving this workshop, teachers will have the opportunity to:

- Deepen their awareness of the impact of violence on learning
- See that they can all do things that make a difference and support learning
- Use the College Tool and see how to apply it to address problems
- Continue to develop a dialogue to see how addressing this issue will strengthen their collaborative work.
- Develop ways they can incorporate this learning into their classroom and departmental practice.

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



Agenda

- *Getting Started
- *Task 1: Exploring Learning in the Classroom
- *Task 2: Jigsaw—sharing what we've learned
- *Task 3: Making it concrete--strategizing
- *Closing Exercise

Guidelines

Timing: 5 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 situation or story affected *them* rather than tell someone else’s story, and to avoid giving names when sharing.
- Recognize 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.
- Make agreements, for example, to share only own stories, or 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: 20 minutes

As a way of warming up, choose one of the movement activities from the *Helping Myself Learn* Kit – and walk the teachers through it. Check them out to see which feels right for your group and for you to lead. Or you might choose a mindful meditation technique, a movement technique, or a breathing exercise you are familiar with. Once you are finished the exercise, have a round table discussion around how teachers can see themselves using this technique with their students

Note: we used a breathing meditation to ground teachers and the results were overwhelming. Teachers felt much more relaxed and ready to learn after only 7 minutes of a guided meditation and were very excited to try this technique in their classrooms.

Task 1: Learning in the Classroom

Timing: 45 minutes

Introduction: Walk teachers through the task by using your pre-prepared flipchart

Small group task:

1. Divide up into 5 groups of 3-4 – each group has the readings for one of the sections
2. Skim through your section
3. Focus on the **Questions for Reflection** and **What You Can Do** sections
4. Come up with a 1-2 solid ideas to implement--this could be a plan to explore a question (or set of questions) in future staff meetings, or an action an individual or the whole team could take. The idea might be something actually in the kit or an idea the group comes up with themselves after discussing their section of the kit

Note: Let teachers know that they will be sharing their current group's 1-2 ideas with a new group after the break so everyone should be prepared to be the representative of their current group.

Divide teachers up into 5 equal groups using a strategy of your choice—eg. Make 2 copies each of 5 pictures. Cut one copy of each picture into as many pieces as there will be people in the small group. Place the uncut copies of the pictures one at each table. When all the people with part of the same picture find the table with the whole picture they will be ready to work together as a group. Place the set of handouts for a section at each table and a computer/headphones if you choose.

Once teachers are sitting in their groups, you may wish to walk them through how to get into their section of the College Tool by demonstrating on the large screen if you have decided to include computers.

Note: At break time, let teachers know that they will come in and return to their current tables. Just before or during break-time, you can put a small coloured number at each person's seat to get them ready to divide up into new groups. Place 1 to 4 at each table – and place a large number 1 to 4 at each table. The new groups will be formed by the 1s from every original group coming together at the table with 1 on it to form a new group – and so on through all the numbers. In this way each person will be in a new group where they are the only member of the former group. This works perfectly with a group of 20 or 25. If the numbers don't divide evenly into the original 5 groups then the second round of small groups some people will miss hearing about some of the ideas – if possible the facilitators can fill some of these gaps.

BREAK (10 minutes)

Task 2: Jigsaw—sharing what we've learned and digging deeper

Timing: 45 minutes

Introduction: Ask teachers to take note of the small coloured number at their seat and move to the table that has the same number represented in larger form. This new division creates their “jigsaw” group which will allow them to share their former group’s 1-2 ideas.

Walk teachers through the task by using your pre-prepared flipchart.

Small group task:

1. Divide into 4 new groups of 5 (see above)
2. Each person explains the 1-2 ideas generated in their previous group
3. Group then picks 1 of the 5-10 suggested ideas and fleshes it out

Task 3: Making it concrete

Timing: 30 minutes

Once the groups have finished their discussions, invite them to present the idea they fleshed-out back to the large group and then discuss additional ways to make the idea successful in their current teaching situations.

Closure

Timing: 15 minutes

Invite a quick go-round by asking teachers one thing they will think about or do differently as a result of this workshop.