



Introducing the College Tool Plans for workshops without computers

This plan is to give you a starting point for planning your own workshops to introduce the college tool to your intended audiences. These plans will help any facilitator run a workshop appropriate in your situation – perhaps you can offer it at a local, regional or national conference, or at an internal professional development event, or even take elements of this plan to present as part of a regular staff meeting. Whether you are fairly new to the topic of violence and learning or well versed in the subject and use of the tools this plan along with the links to resources should make it easy to introduce this tool to your colleagues. The first page provides an overview of the goals, background and items you require to run this workshop effectively. The following pages outline a possible flow of the workshop with ideas of possible timings. A range of timings are offered, along with suggestions for changing activities to shorten or lengthen further, to allow for workshops in the 1 – 2½ hour range. Adapt the plan, play with it, make it your own!

Overall Goal: Participants will gain an understanding of the structure and content of the college tool and explore the possible uses of it in their work.

Room Set-up: The following items are required:

- Room with internet connection – or resources on USB key
- 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 and light cloth sprayed with repositionable glue
- Items for participants to enjoy while learning (e.g. decorative cloths, pipe cleaners, modeling clay, stress balls, music)
- Handouts of the College Tool Questions (one copy of each for every participant, or one per pair) http://www.learningandviolence.net/lrnteach/material/webquests/college_tool_questions.pdf

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

Agenda

- * Introduction
- * What do we know about how violence affects learning?
- * Introducing the College Tool
- * Small group discussion
- * 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 two parts of the college tool <http://www.learningandviolence.net/CollegeAuditTool/> and to the links below:

1. College Tool Introduction – [top drawer, filing cabinet on the left](#)
2. The Administrators' Preview – [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/lrnteach/research/pilot_course_report.pdf
4. Why address the impact of violence on learning:
http://www.learningandviolence.net/lrnteach/material/why_address_lv.pdf

Introduction

Overall Timing: 10 -15 minutes

Getting Started

- Introduce the issue of violence and learning briefly
- Introduce yourself and one key reason why you believe it is vital to address the impact violence and learning
- If appropriate – Ask for a show of hands (quick) to find out who is the room and their professional roles – What role do you take on in a college - Instructors, counsellors, administrators, support staff, maintenance, security? What else.....? Missed anyone?
- If appropriate, ask: What drew you to the workshop today? (a few responses – depending on numbers and time available)

Guidelines

Here are some guidelines you might want to share and/or develop 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/story 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., if management is 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.

- Mention that the stress balls, pipe cleaners, modelling clay – whatever you chose to supply – are just to help everyone to ground and stay present while working on this issue. Explain that this is something that many survivors of violence in particular find very helpful to improve focus. For more information on this click on the modelling clay image/sculpting supplies link on the table in the Helping Others Learn Classroom:
<http://www.learningandviolence.net/helpothr/hlpothers.htm>
- 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!

Looking at the impact of violence on learning

Timing: 20 – 40 minutes

Show awareness video <http://www.learningandviolence.net/lrnteach/materials.htm#everyone>

Writing Exercise – to draw out what participants know of the impact – ground the workshop in their own knowledge:

- You will need to have markers/pens writing paper and half sheets of paper available for each person. Or you could choose to make this exercise briefer and ask people to call out their key sentence rather than write it out with a marker and put it up on the wall.
- Write “What do you know or wonder about the impact of violence on learning in your work or life?” (If some participants seem doubtful about writing, encourage them to just write even about what they don’t know – but try to encourage everyone to keep pen on paper and flow with their thoughts and feelings.)
- Ask participants to write for 3 minutes and explain they will only share a key sentence or idea.
- After 3 minutes ask them to pull out a key sentence/phrase to share.
- After a moment to complete that – ask for participants to read what they wrote – and then put the paper on the wall (the cloth or an existing board whatever is available.) Or simply read if your time is tight. (*See note to facilitator below.*)
- Listen to/look at what was named – and pick up on any points about impact – show impact section of the site briefly.
- If you have time, you could continue with a brief tour of the whole spiral and sections of <http://www.learningandviolence.net/index.htm>.
If you are new to the site you can find help with this in the webinar videos at:
<http://www.learningandviolence.net/lrnteach/materials.htm#tandt>

Note to facilitator: If you can take the time to post the group sentences/key ideas about impacts, you will want everyone to be able to read them – so encourage participants to use the markers, and write their words large. Bring in a big adhesive cloth and attach it at the front of the room for participants to stick their insights to, or you may give them tape and ask them to stick their papers to an existing board or to flipchart paper. On the board or adhesive cloth you could add a title.

Introducing The College Tool

Overall Timing: 35 - 55 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 learning and violence issues
- Inspire participants to set goals for further use of the tool – perhaps develop a department plan if appropriate for future use of the tool

Introduction

Timing: 5 – 10 minutes

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

- Explore the structure of the College tool homepage with the different drawers.
- Open one of the drawers and show the overall structure of that section.
- Let participants know that the structure for each of the sections is the same.
- 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).

Small group discussion activity

Timing: 25 – 45 minutes

- Ask participants to form small groups of 4 or 5 if appropriate – perhaps grouped around similar job function to themselves (2-5 minutes).

- Introduce the questions handout. Groups read and select question(s) to discuss (15 - 30 minutes).
- Report back most striking findings...any shared experiences? Points of controversy? Struggles in common? (8- 15 minutes total)
- If time – continue with discussion of key points – to move towards strategies for action. (0 – 15)

Note: Have College Tool Question handout ready. If time is extremely short this entire small group activity could be omitted and replaced with some whole group discussion of the tool – perhaps framed around the problems participants hope the tool might answer.

Closing

Timing: 10 – 25 minutes

To close ask participants the following questions:

- 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).
- What supports will help you use this tool? What might get in the way? What can you do to minimize any roadblocks?
- Any last words?

Note: Depending on timing you might make this a quick call out or a round, or even discussion of each individual question.