

VIOLENCE PREVENTION

Supplement



AFLATOUN
INTERNATIONAL

Acknowledgements

History of the Curriculum

The present publication represents a series of additional resources that can be used as complementary to the other Aflatoun International materials. This resource has been built based on a consultation with partners.

All resources have gone through a process involving partners and stakeholders with expertise in pedagogy and curriculum development as well as thematic technical expertise in the focus areas.

© 2018 Violence Prevention Thematic Supplement

This project has been funded by Fondation Botnar and Vitol Foundation



Consultants: Ana Rodrigues

Editing and Proofreading: Tania Cruz Cordero, Gabriela Gutiérrez Gómez and Tian Butler

Layout: Lisbel Gavara Monfort

Special Thanks to the members of the advisory group:

Charles (NECY), Fanjaharivol Rakotomaharo (APIMF), Gertrudes Noronha (Wona Sanana), Ghada Rifai (Mobaderoon), Ibrahima Ba (EDEN-Oceanium), Lasalette Gumban (NATCCO Philippines), Liliana Rotaru (Children, Communities and Families Moldova), Ljiljana Vasic (Pomoc Deci), Marcela Gonzalez (Paniamor), Mariana Zarate (Vision Solidaria/Viva Peru), Nazan Mustafa (SOS Kosovo), Olaf Erz (Save the Children Ethiopia), Patricia Betancourt (ChildFund Honduras), Roger Kaffo Fokou (SNAES), Subrat Nayak (MelJol), Zamaradi Said (Room to Read)

Additional Support and Input:

Iwanna Swart, Simon Bailey and Michelle Tjeenk Willink

This work may be reproduced and redistributed, in whole or in part, without alteration and without prior written permission, solely by partner organisations for non-profit administrative or educational purposes providing all copies contain the following statement: Copyright © 2018, Aflatoun International. This work is reproduced and distributed with the permission of Aflatoun International. No other use is permitted without the express prior written permission of Aflatoun International. For permission, contact info@aflatoun.org

Table of contents

Acknowledgements 1

The Violence Prevention Supplement..... 4

1. VIOLENCE AND HOW TO PREVENT IT

START: Types of violence 9
LEARN: How to prevent violence? 10
REFLECT: What is your answer? 15

2. VIOLENCE PREVENTION TEAM

START: Our agreements 19
LEARN: Violence Prevention Team 20
REFLECT: What we learned is like... 22

3. CONFLICT RESOLUTION STRATEGIES

START: What can we do to deal with conflict? ... 25
LEARN: What would I do? 26
REFLECT: It starts with the letter..... 28

4. PRACTICE: SOLVING CONFLICTS

START: Listening pairs 31
LEARN: Friends in conflict 31
REFLECT: Group discussion..... 33

5. VIOLENCE PREVENTION CAMPAIGNS

START: What is a campaign? 37
LEARN: Our violence prevention campaign!..... 37
REFLECT: Our drawings, our graffiti! 38

6. RISK PREVENTION RELATED TO SAVINGS

START: Am I risking it? 43
LEARN: Keeping ourselves safe! 46
REFLECT: Quick summary..... 46

Activities for Families

1. Did it happen to me? 49
2. How can violence be prevented 50
3. Our family agreements 51

Activities with Families

1. Our session 53
2. Types of violence 55
3. Violence prevention community watch..... 61
4. Be a child hero..... 65

THE VIOLENCE PREVENTION SUPPLEMENT

Welcome!

Welcome to the Violence Prevention Thematic Supplement. This supplement was created in response to the Aflatoun International's network demand for a specific material that focuses on violence prevention. This material is based on the vision that children and their communities have important roles to play in preventing violence. Children are at the core of our work, and we need to ensure they can develop and thrive in a violence-free environment. This mission involves both children and families, hence the reason for having activities geared towards children and their families. This supplement aims to introduce the topic of violence prevention, how to identify instances of violence, and how to deal with these situations.

We hope that this curriculum takes you on a journey that you find stimulating and rewarding.

Background

According to the World Health Organization and the Department of Violence Studies¹, some of the most promising strategies to address violence at young ages include programmes that involve families, have early childhood development interventions, life skills development, bullying prevention, therapeutic approaches, and finally, several strategies at the community and societal level such as policing dangerous areas, drug control programmes, and reduction of access to weapons, among others.

This supplement hopes to contribute to the advancement of programmes that reduce violence in communities by aiming to develop life skills, prevent bullying, and at the same time involve families in doing so.

This supplement focuses on basic understanding of violence prevention through basic activities for adults and children to become aware of the importance of preventing violence. To do so in an effective way, the violence prevention supplement was designed to not only focus on the content related to the topic but also consider the 21st Century Competencies that fall under the four pillars of learning². In the case of violence prevention, the prominent competencies to be developed are:

- **Critical thinking** – “Critical thinking involves accessing, analysing and synthesizing information, and can be taught, practised and mastered (P21, 2007a; Redecker et al., 2011). Critical thinking also draws on other skills such as communication, information literacy and the ability to examine, analyse, interpret and evaluate evidence.”³
- **Problem-solving** – “To resolve a problem it is important to first define it and understand its constituent elements. In addition, it is necessary to identify the resources and strategies needed to solve the problem (e.g. skills related to information literacy, scanning data and extracting relevant information). Critical thinking skills are fundamental to this process. Learners must also be able to apply the appropriate tools and techniques effectively and efficiently and persist in the face of obstacles. Flexibility and self-direction are therefore critical to problem solving”.⁴
- **Communication and collaboration** – “Strong communication abilities including the capacity to express thoughts clearly and persuasively both orally and in writing, articulate opinions, communicate coherent instructions and motivate others through speech, are highly valued in the workplace and public life (NEA, 2010). (...) Additional positive outcomes (of cooperative learning) include reductions in stereotyping and prejudice, a greater appreciation of diversity, development of social skills and improvement in the quality of learning environments.”⁵
- **Social and cross-cultural skills** – “Good social and cross-cultural skills are crucial to successful

1 <http://nevusp.org/wp-content/uploads/2016/10/Prevenindo-a-viole%C3%A7%C3%A3o-juvenil-Pt-Br-1.pdf> – p.11 (xii)

2 <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/about-us/strategy/the-four-pillars-of-learning/> - Please refer to the introductory section of the supplements package for more details.

3 UNESCO 2015, Cynthia Luna Scott, The Futures of Learning 2: What kind of learning for the 21st century? – p.4

4 Ibid, p.4-5

5 Ibid, p.5

functioning both in school and life. These skills allow individuals to interact effectively with others.”⁶

- **Personal responsibility, self-regulation and initiative** – “The high level of interaction and teamwork expected in the twenty-first-century workplace has heightened the importance of personal qualities among learners. The ability to self-govern is at the heart of twenty-first-century learning.”⁷
- **Seek and value diversity** – “It involves respecting and valuing the concerns of people and cultures different from their own and acquiring the social and cross-cultural skills to seek out the views of others (Barrett et al., 2014). It also involves building awareness of and appreciation for differences among individuals and communities (Pink, 2005).”⁸
- **Teamwork and interconnectedness** – “Among the critical qualities in a diverse twenty-first century world are the ability to foster interdisciplinary cooperation and the global exchange of ideas to counter potential discrimination due to origin, gender or age (Leis, 2010).”⁹

Intercultural competence – “The ability to understand and communicate with each other across cultural barriers is a fundamental prerequisite for making societies work. All learners need to acquire intercultural competence. For this reason, intercultural education, which aims to develop and enhance this ability, can make an essential contribution to peaceful co-existence and inclusive learning (Barrett et al., 2014).”¹⁰

Overall, this topic brings the need to develop prosocial and interpersonal competences. Children and young people should be able to respond to violence through expressing their feelings and thoughts, to be assertive, empathetic, and to resolve conflict in alternative ways instead of responding with even more violence. This should guide the practice of the facilitators and teachers that implement this supplement.

What is violence prevention?

Violence is defined as “the intentional use of physical force or power, threatened or actual, against another person or against a group that results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation”¹¹. Additionally, according to Article 19 of the United Nations Convention on the Rights of the Child¹², violence is “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse”.

“Research and programmes addressing youth violence typically include people aged 10–29 years, although patterns of youth violence can begin in early childhood.”¹³ Violence can take place in different places such as in school, at home, at sports clubs or other spaces that young people occupy.

⁶ Ibid, p.6

⁷ Ibid, p.6

⁸ Ibid, p.7

⁹ Ibid, p.7

¹⁰ Ibid, p.8

¹¹ Krug E, Dahlberg L, Mercy J, Zwi A, Lozano R. World report on violence and health. Geneva: World Health Organization; 2002, p.5.

¹² Available at: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

¹³ http://apps.who.int/iris/bitstream/handle/10665/181008/9789241509251_eng.pdf?sequence=1 (p.11, ix)

“Violence against children cuts across boundaries of geography, race, class, religion and culture. It occurs in homes, schools and streets; in places of work and entertainment, and in care and detention centres. Perpetrators include parents, family members, teachers, caretakers, law enforcement authorities and other children. Some children are particularly vulnerable because of gender, race, ethnic origin, disability or social status. And no country is immune, whether rich or poor.”

Kofi Annan, October 2016¹⁴

Violence prevention is part of the bigger goal of building a Peace Culture. Aflatoun International has a separate resource focusing on Peace Building, and while this manual contains a wealth of activities, the Aflatoun network felt the need to develop a more focused resource regarding violence prevention. In this resource, the focus is on activities that contribute to making children, youth and families aware of the risks, causes and the impact of violence. By dedicating specific sessions to these matters, children, youth and their families will be more equipped to prevent violence and contribute to a culture of peace.

Session Structure

The sessions, lasting between 35-70 minutes, will consist of you taking the participants through a variety of tasks that generally involve them in discussions or activities. There is no place in this programme for lecturing. Sessions will involve interactive learning methods and will require the participants to engage in an inclusive manner. At the end of each session, participants will reflect on the key messages of that day's learnings and/or prepare for the week ahead, building up on the topics of each session.

For easy use, in both formal and non-formal education settings, each topic contains activities for different age ranges. Throughout this supplement the facilitator will find the stage number clearly marked at the beginning of the session.

stage **1** 6-9 years old

stage **3** 12-13 to 14-15 years old

stage **1,2,3&4** all stages

stage **2** 9-12 years old

stage **4** 15 years old and above

¹⁴ United Nations Secretary-General's Study on Violence against Children, Paulo Sérgio Pinheiro, 2016

2. VIOLENCE PREVENTION TEAM



LEARNING COMPETENCIES

- **To know:** Reading and language
- **To do:** Critical thinking, problem-solving, communication and collaboration
- **To be:** Personal responsibility, self-regulation and initiative
- **To live together:** Teamwork and interconnectedness



OVERALL OUTCOME

To create a violence prevention team.



SESSION OBJECTIVES

By the end of the session, participants will be able to:

1. To understand what agreements are.
2. To create group agreements.
3. To define the role of their violence prevention team.



MATERIALS

- Image
- Flipchart
- Markers
- Pencils or colourful markers to decorate agreements (optional)
- Notebook for Violence Prevention Team roles and minutes (stage 3 and 4)



METHODOLOGY

- Start: Introduction, and image reading
- Learn: Brainstorm, small group work, Image Theater, drawing (optional)
- Reflect: Discussion about words learned



FORMATIVE ASSESSMENT

Analogies.



DURATION

stage **1&2** 45 minutes

stage **3&4** 60 minutes



KEY WORDS

Agreements, violence prevention, team, roles.



INFORMATION FOR THE FACILITATOR

In this session you will be discussing how the participants can work together to prevent violence. Before starting the activities make sure you print (or project) the images related to group agreements. Here are some tips to help you guide the participants when creating the group agreements:

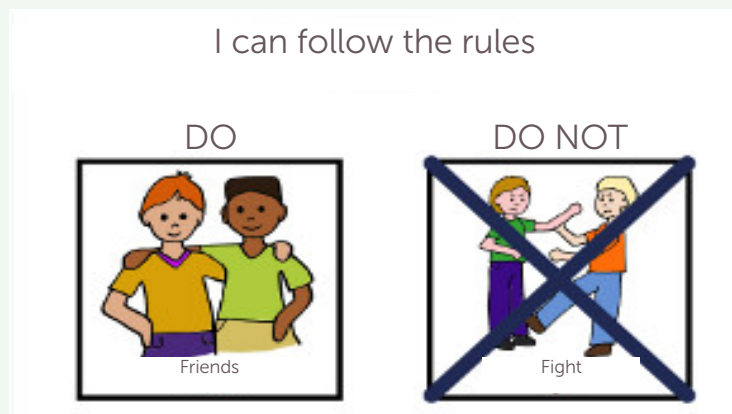
- Agreements must be clear and easy to observe.
- They should be suggested by the group to make sure everyone adheres.
- Use thumbs-up or thumbs-down if you want to check who agrees with suggested agreements.
- Negotiate until you get a consensus. If challenging, ask the ones that don't agree what they propose to make the agreement more suitable.
- The list of agreements shouldn't be too long.
- Display the agreements in the room and revise them regularly.



START: Our agreements

stage **1&2** 10 m

1. Ask the participants if they remember the activity they did about violence, the different types and how to prevent it.
2. Show the picture below and ask what they see. Guide the discussion into suggesting that one good way to prevent violence is to have group agreements. Ask if someone knows why group agreements are a good way to prevent violence and allow a few minutes to hear some answers while noting them on a flipchart or blackboard (if available). For example, the image may suggest that we try to respect our friendship while sharing our ideas instead of fighting if we don't agree¹⁵.



Source: Creative Commons

3. Explain that by having group agreements, we will know how to deal with each other respectfully and we can avoid situations where we are frustrated and become violent.
4. Finalise this introduction by asking if they have ever done agreements in a group, or in a sports club, at home or another place. Give them the possibility of sharing how it went and what would be their suggestions for their agreements in this group. We can now say that we have the basis for becoming a team that can easily organise and follow its agreements!

stage **3&4** 10 m

1. Ask the participants if they remember the activity they did about violence, the different types, and how to prevent it.
2. Show the image below and ask what they see. Guide the discussion into suggesting that one good way to prevent violence is to have group agreements, just like in the rules to play football. Ask if someone knows why group agreements are a good way to prevent violence and allow a few minutes to hear some answers while noting them on a flipchart or blackboard (if available). For example, if there wouldn't be rules to play football, most probably many players would end up fighting and we wouldn't be able to see an exciting and fair play football game.

¹⁵ Rules - <http://worldartsme.com/not-following-rules-clipart.html#>



Basic Rules of Football

- Each game begins with a kick-off at the centre of the field.
- After a goal is scored, play resumes with a kick-off at the centre of the field.
- If a player injures another player on purpose it can be awarded a yellow card or even be sent off the field with a red card.



LEARN: Violence Prevention Team

stage **123&4**  15 m

1. Now that we know what agreements are and how they can help us have a fun and respectful time together, we will make our own.
2. Tell the group that you will brainstorm for ideas for the agreements and you will write them down. Ask the participants to suggest the agreements, phrasing it positively, for example, listen carefully when someone else is speaking instead of don't speak when someone else is speaking.
3. After having all the ideas from the brainstorm listed, go through each one and ask what the group thinks. It is of utmost importance that everyone is on board or understands the meaning of the agreements so that there is maximum adherence. You can ask volunteers to explain each agreement in their own words to make sure the groups understand them.
4. Ask participants to make a commitment to the agreement by signing their names or making a drawing that represents them at the bottom of the poster. If time allows, they can decorate it and illustrate it before hanging it on the wall.
5. Remind participants that if the agreements are broken, the whole group needs to revisit and reflect why that happened and if new agreements need to be added. Also, discuss when they should revise the agreements, as this can be done every two months or so. They will be hanged on the wall so that everyone can see them on a daily basis and not forget them.

stage 1&2

After following steps 1 to 5, continue with this activity for Stage 1 and 2. Now that we are all aware of how to prevent violence in our group, and even have an agreements, we will discuss how can we make sure people around us can also have the same opportunity to live in a peaceful environment. Ask the group to divide into small group, and prepare an image using the Image Theater technique to demonstrate how they would like to help prevent violence around them.. They can use their agreements as inspiration. For example, if they want to tell people around them how important it is to listen to others so that they feel heard and respected, they can create an image where someone is pretending to talk, and others are looking at the person and listening attentively. Depending on the size of the group, you should end up with around five ideas. For example, if you have a big group, divide it into five small groups and ask each to create one image.

Remember: a frozen image, doesn't speak and doesn't move, it is just like a picture!

1. After the presentation of the frozen images, write on a flipchart the title "Violence Prevention Team" and say that you will write their ideas of how to prevent violence around them on the poster. Hang the poster on the wall and revisit it frequently. The participants can create other names for their team, but the most important thing is to remember that **they have the important mission of helping to prevent violence around them by spreading the word of how to be respectful to others.**

stage 3&4

1. After following steps 1 to 5, continue with stage three and four by asking if they want to assign specific roles to the members of the team. For example, in their Aflatoun Club, they have a president, a secretary and a treasurer. Here they may have roles such as the Morning Watch group, or Afternoon Watch group that are responsible for identifying violent behaviours in school/centre and report back to the Violence Prevention Team. The Watch may help to bring more ideas on how to address violent behaviours in their environment.
2. Support the group by facilitating a brainstorm about the specific roles, and ask one representative to document this by writing the roles and names of people responsible in the notebook. The roles should be rotated every two months or depending on the group's suggestions.



REFLECT: What we learned is like...

stage **1,2,3&4**  10 m

1. Tell students that we will end up with a game to remind us of what we did in this activity. Give one example: "I can say one word about something that we learned together, and you mentioned something that is familiar to you and is related to that word. For example, if I say violence, you may say, "Is like the dog in my street that passes by and all the other dogs bark at him and want to bite him."
2. Continue by saying the words violence, agreement and violence prevention team. For stages 3 and 4 add the word roles. Depending on the examples given, check if they mention examples which truly relate to the word you mentioned and encourage several examples for each word.
3. Ask participants what will be some of the first activities they will do within the violence prevention teams.

EXTRA ASSESSMENT OF ALL STAGES

stage **1,2,3&4**

The Learn and Reflect activities provide an opportunity to do a formative assessment with the groups. Through the brainstorming, discussions and the analogy exercise in the reflection, you will understand the level of knowledge of the participants. If their knowledge and skills need to be consolidated, you continue to assess them when you revise the agreements, or when you revisit the different ways the Violence Prevention Team wants to continue their mission.