



Safer Schools: Managing Diverse Classrooms

A Teacher Training Workshop

This Teacher Training Workshop is an Activity of “A Sexual Culture of Justice: Strengthening LGBTQI & GBV Partnerships, Capacity & Efficacy to Promote & Protect Rights in T&T” Project.

This Activity is led by [The Silver Lining Foundation](#) in collaboration with [The Institute for Gender and Development Studies](#).

The Facilitator’s Manual was prepared for the project by [Krystal Ghisyawan, PhD](#) on behalf of [The Silver Lining Foundation](#).

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A SEXUAL CULTURE OF JUSTICE
STRENGTHENING LGBTQI AND GBV PARTNERSHIPS, CAPACITY AND
EFFICACY TO PROMOTE AND PROTECT RIGHTS IN TRINIDAD AND TOBAGO



Take-Home Toolkit

September 2018



A Sexual Culture of Justice: Strengthening LGBTQI & GBV Partnerships, Capacity & Efficacy to Promote & Protect Rights in T&T” is a human rights activity-based project funded by the European Union in Trinidad and Tobago. The project is spearheaded by The University of the West Indies’s Institute for Gender and Development Studies, St. Augustine Unit, in partnership with CAISO, Friends For Life, I Am One, The Silver Lining Foundation, Womantra, and Women’s Caucus.

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1 Lesbian, Gay, Bisexual, Trans, Queer and Intersex is abbreviated “LGBTQI”.

2 Gender-based violence is abbreviated “GBV” throughout the application and is inclusive of domestic, sexual, intimate partner and LGBTQI bias-related violence.



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About The Workshop

This workshop is designed to train in a combination of areas.

Through activities, participants will perform tasks together and individually towards various learning outcomes. The activities used are techniques that they can also adopt in the classroom. By doing activities such as role-play, word searches, vocabulary jigsaws and others, the participants also learn the education strategy or teaching tool that can complement the learning outcome.

This design is meant to engage participants in as many ways as possible to maximise the skills that can be taught in the most effective and time sensitive manner possible, without making the experience too dense and saturated.

Instead of a series of lectures, this workshop entails a series of participant exercises, followed by group discussion and mini lectures where necessary.

The workshop aims to teach skills in two areas:

- Prevention: Creating more respectful and safe classrooms
- Intervention: Moderating and resolving classroom conflict

While practicing these skills, participants will also be instructed in:

- Recognising signs of bullying
- Talking to parties involved in incidents of bullying
- Terminology related to human diversity, particularly gender and sexuality, gender-based violence, race and ethnicity.

Learning Outcomes:

Through this workshop, teachers will gain an understanding of:

- Gender and sexual diversity, including key terms and the impact differences in gender and sexuality make on real world experiences.
- Bullying - its types and signs for recognising it
- Intervention strategies
- Restorative justice practices that can replace punitive punishments and better support students in need of special attention
- Strategies for building safer and more respectful classrooms, including modelling favourable behaviours, creating empathy and accountability

Take Home Tool-Kit

Table of Contents

About The Workshop.....	3	Notes:.....	42
Learning Outcomes:.....	3	Module Five.....	43
Take Home Tool-Kit.....	5	Disciplining Towards Enrichment.....	43
Table of Contents.....	5	Discussion.....	44
Day One.....	6	Exercises Used In This Module.....	44
Module One.....	8	Using Restorative Justice Approaches.....	45
Identities and Social Categories.....	8	Healing Exercise No.1:.....	47
Group Activity - Defining Gender Norms and Expectations.....	14	Healing Exercise No.2:.....	47
Defining Sex, Gender and Sexuality.....	14	Healing Exercise No.3:.....	48
Explaining how gender is embedded in systems of power.....	15	Healing Exercise No.4:.....	48
The Sexuality Matrix.....	16	Notes:.....	48
Theoretical Definitions of Sexuality.....	17	Notes:.....	49
Gender- Based Violence.....	18	Additional Teaching Exercises.....	50
Module Two.....	20	Diversity Word Search.....	51
Bullying - Key Findings from SLF School Climate Report.....	20	Bullying Word Search.....	52
Ways to Intervene.....	23	Notes:.....	53
Notes:.....	25	Glossary of Terms.....	54
Module Three.....	27	References.....	57
Inclusivity and Empowerment Through Education Initiatives.....	27	Notes:.....	58
Additional Exercises:.....	30	Notes:.....	59
How Can You Teach for Inclusivity?.....	31		
Homework Exercise: Lesson Planning for a Diverse Classroom.....	32		
Day Two.....	34		
Module Four.....	36		
Building Safer Classrooms.....	36		
Discussion.....	38		
Exercises Used in this Module.....	38		
Draw What You Hear Exercise:.....	39		
Listening and Empathy Exercise:.....	39		
Exercise.....	40		
Notes:.....	41		

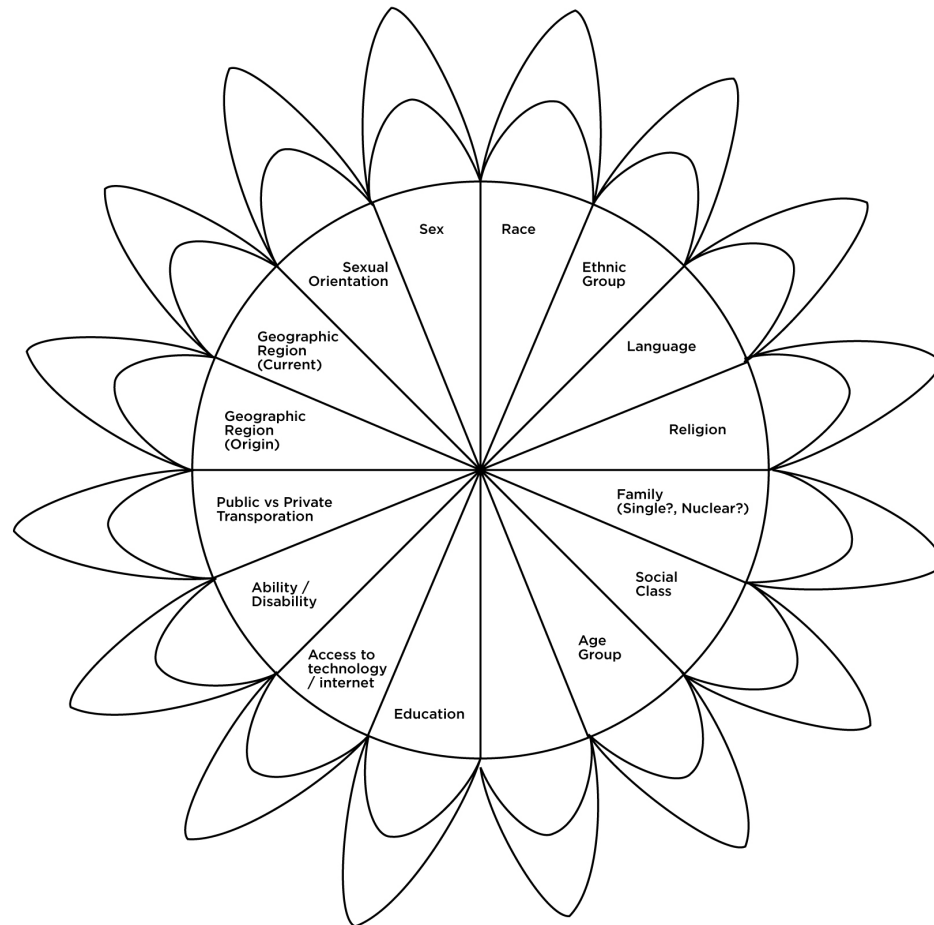
Workshop *Day One*

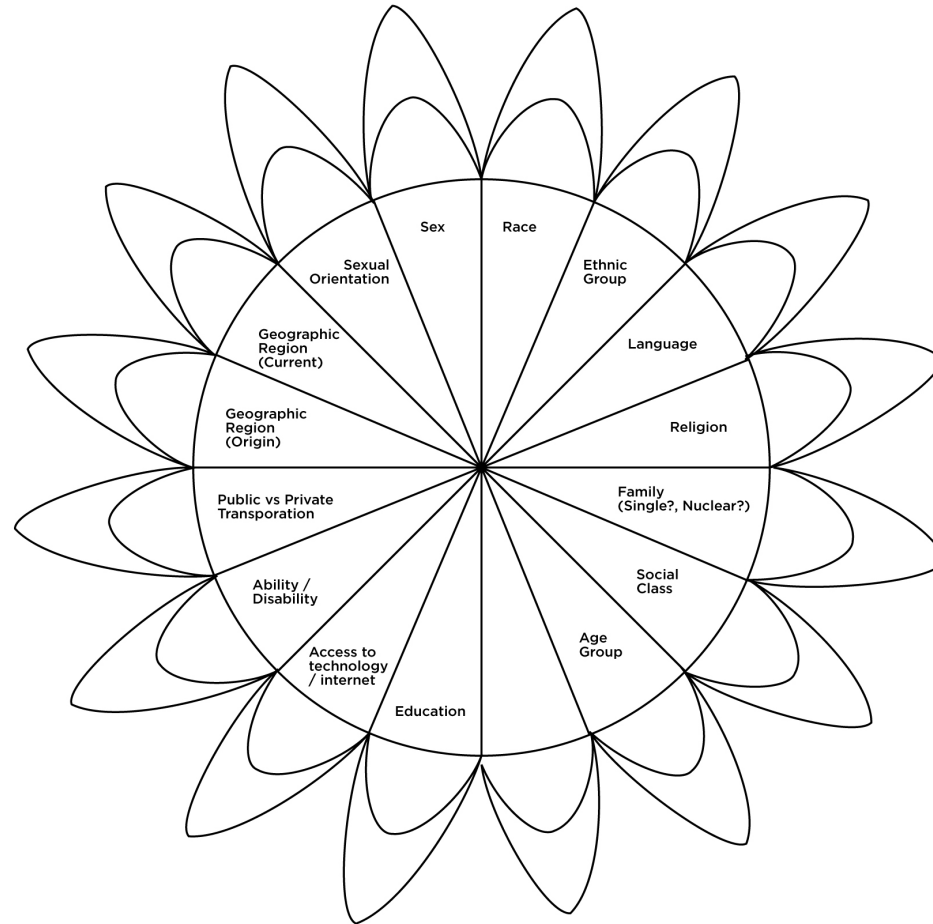


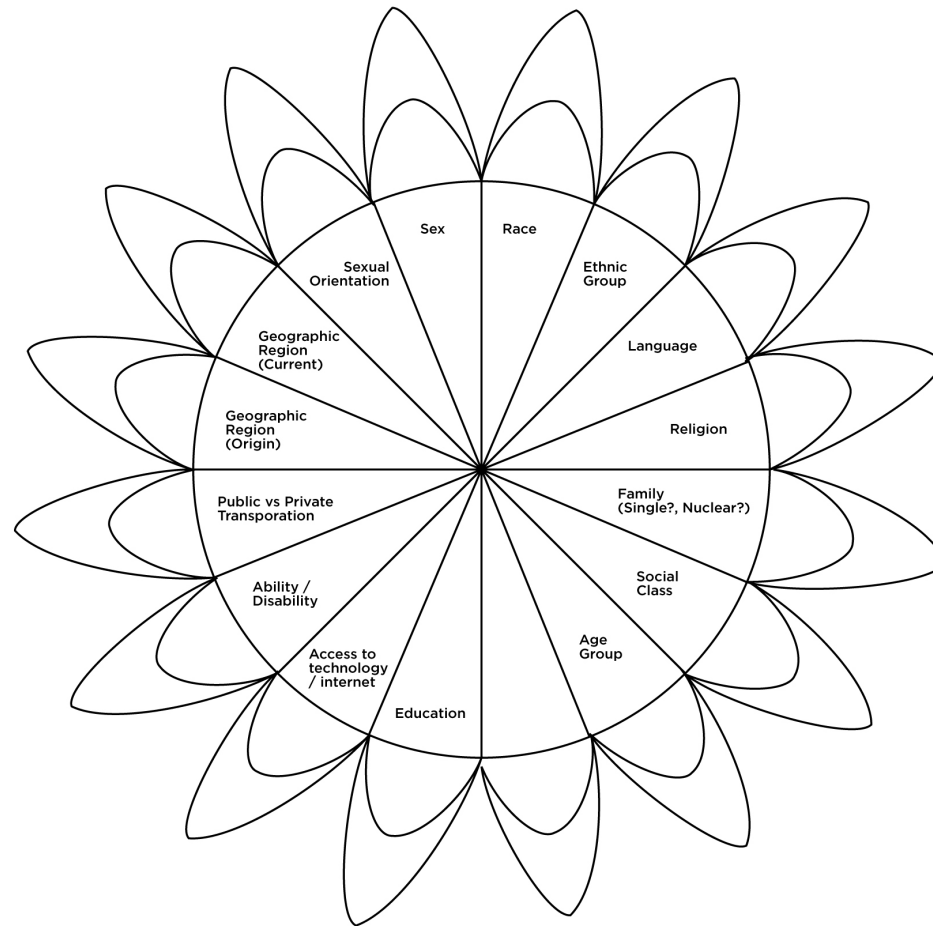
Module One

Identities and Social Categories

Instructions: You are given TWO identity petals flowers. Fill one in for yourself, and a second with your partner with whatever information you have about them. Make guesses and assumptions if you must. When you're done you will compare what you assumed about the person beside you to what they have chosen for themselves.







Summary take-aways from this exercise:

1. Identities are multiple and varied.
2. While these identities seem personal, they are social (by showing affiliation with a larger group) and political (as these categories entail power imbalances between them)
3. Appearance influences impressions, which influences how we choose to interact with others, and others with us.

Some social categories include:

Age group

It is undeniable that power imbalances occur with age. Children are typically the least powerful age group. The elderly may have social power in terms of their being seen as wise or worthy of respect through their age, but they may lack economic power due to lower actual earnings and dependence on working age relatives. The working age group sustain the economy and as economic heads of household tend to have the most power, individually and as a group. But youth is most desirable for western beauty standards. Thus, it becomes apparent that age is more relevant to power when coupled with other social factors.

Social Class

Usually synonymous with “socio-economic class”, defined as “people having the same social, economic, cultural, political or educational status”, e.g., “the working class”; “an emerging professional class”.

Academics however use this to refer to one’s relatively stable sociocultural background. Socioeconomic class is used to refer to one’s current social and economic situation, which is more changeable over time.

The middle class again are important for the economy, being the largest group (Seen here in this figure on the U.S. stats), but it is the upper classes who have more economic and political power, more mobility, resources, and more influential social networks.

Family

The nuclear family is the capitalist ideal, meaning that is who the market caters to, e.g. with family-sized meals, family vacations, family homes, family vehicles - two parents and two children.

Nuclear families are also seen as “functional”, meaning that each person has a role to perform in family, such as caregiver, provider, protector, sexual gratification (for the parents), but that families also provide the basic building block of society, by maintaining gender roles, reproducing to meet future labour demands, and socialising them into the norms of the society.

Religions

Are systems of belief, usually entailing ritual practices of worship and specific worldviews. In different societies, we can see how religion has power, for example through states adopting official religions, like the United Arab Emirates officially being Islamic states. This one is complicated in Trinidad where we have religious nationalism, or an entanglement of religion and politics that shift with changing regimes. The political significance of different religions sway with which political party is dominant at a given time.

Language

English, 'standard' or 'proper' has power locally and internationally. A strong command of the language conveys social and economic power.

Geographical Region

Differences in urban-rural geographies or location within specific locales influence how one is able to interact with the physical and human worlds. One very relateable example is roadway traffic and its effects on daily commutes within and towards urban areas. Accessibility of basic services like health care and schools is also determined by geography and the development of infrastructure based on geographic and political factors.

Public vs Private Transportation

Private ownership is the capitalist ideal. Owning and operating one's own vehicle is an exhibition of status. Public transportation is looked down on. Each has its pros and cons, which can be explored in the workshop, such as time, privacy, flexibility, safety, and environmental impact.

Access to Technology / Internet

According to Internet World Stats, in December 2017, 54% of the Earth's population access the internet. The term digital divide refers to the gap in access and usage of information and communication technologies. The gap can be attributed to: (1) differences in infrastructure across geographies (urban-rural differences, within and among different countries and regions); (2) the nature of that infrastructure (fixed or mobile, Internet or telephone, digital or analog signals, broadband); (3) individuals' socio-economic characteristics, like age, income, education; and (4) the nature or usage of digital technologies (accessing only, storing and retrieving data, creating and sharing content). The gap is therefore not just about quantity of interaction with digital technologies but the quality of that engagement. How are we utilizing digital technologies? How can they be better utilized to optimize their and our own efficiency and effectiveness?

Ability/disability

Not every difference in ability is visible. Ability pertains to differences in bodily, mental and emotional functioning, and includes the able-bodied, persons experiencing sensory impairment (of hearing, sight, speech), and persons with learning challenges.

Education - What level is ideal?

In 2011, 38.7% of the population of Trinidad and Tobago over 15 years had no qualifications; 4.3% had a school leaving certificate; 2.1% attained CXC Basic level; 25.1% attained CXC General level or GCE O or A level; 9.3% were granted diplomas; 5.0% achieved either Bachelor's or Masters level, and 0.2% attained doctoral level.

Ethnic group

What is ethnicity? Often confused with race, ethnicity refers to cultural factors, including religion, language, and traditions. Being cultural, ethnicity is learned and shared among communities of people.

Race

What is race? While differences in human appearance and physiology has been noted historically, race as we know it today was invented in the 18thC as a way to justify the enslavement of Africans by demonstrating their 'biological' and 'innate' inferiority. Using pseudo-scientific methods to 'prove' inferiority based on biological differences, and popular discourse to disseminate such ideas, European

societies invented and popularised modern conceptions of racial difference.

Sex

What is sex? Also a social construct based on perceived biological differences, specifically sexual dimorphism - that bodies can/are/should be different based on two sexes, one male and the other female.

The perception that there are only two set ways that bodies can be. It is a myth because many bodies, naturally occur, as ambiguous in some way (intersex). In order to maintain the myth of dimorphism, these bodies are 'fixed', often when these individuals are too young to articulate their sex as they experience it. Sex thus has social, psychological and biological aspects.

Sexual Orientation

Refers to patterns of sexual and romantic attraction, usually defined based on the sexes and genders of the persons to whom one is attracted. Heterosexual, homosexual, bisexual, pansexual - are some of these categories. Sexuality is comprised of identity (how one identifies), desires, behaviours (what one does), and experiences.

Transsexual

Transgender refers to gender identity and expression and is different from sexual orientation. Sometimes "Transsexual" is used interchangeable but it is an out dated term. Transgender has become an umbrella term used to describe a range of trans experiences and identities.

Gender

Refers to the social expectations attributed to various sexed bodies. Men are expected to perform masculinity, associated with physical strength, aggression, etc, and women, femininity, expected to be more demure, inclined to motherhood, nurturing, etc. Gender is composed of identity and expression.

Sex, Gender and Sexuality will be addressed in more detail in the next section.

We may not typically think of some of these categories or factors as influential in our everyday experiences, especially if we belong to the majority category, because we are not confronted with having to "fit in". But consider being denied access or entry to a place because you are too young, like when you were 15 and tried to get into the night club. Or female, going into the wrong section at the mosque/masjid. Or of the 'wrong' religion or political affiliation to join a certain cricket team. What examples can you think of from your own life where one of these factors either helped or hindered you in doing something or going somewhere?

Group Activity - Defining Gender Norms and Expectations

What are qualities we attribute to men and women, masculinity and femininity? How do these contribute to what we understand as differences between men and women? Are these cultural, biological, and/or social? In what ways are some of these harmful?

Activity:

Place the following terms or characteristics into the appropriate category: “Male/Masculine”, “Female/Feminine”, or “Non-gendered”. Justify your choices. Why have you placed a particular feature into that category?

Terms include: talkative, independent, strong-willed, angry, violent, nurturing, cooks, promiscuous, being vain/vanity, performs childcare, professional, educated, leaders, bossy

Debrief:

As you try to place these terms, consider how their meanings and connotations differ when applied to men and women, or if they are used in a non-gendered way. To whom is a word more likely to be applied? Which terms have negative connotations? Are any of these used as stereotypes, and to whom might they be directed? Have these meanings changed over time?

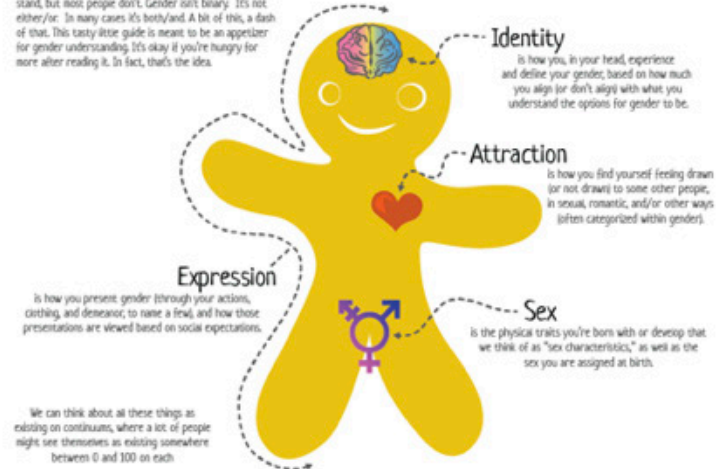
This exercise demonstrates the social malleability of gender and gender categories within a society.

LESSON: Defining Sex, Gender and Sexuality

The Genderbread Person

by its pronounced **METROsexual**

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

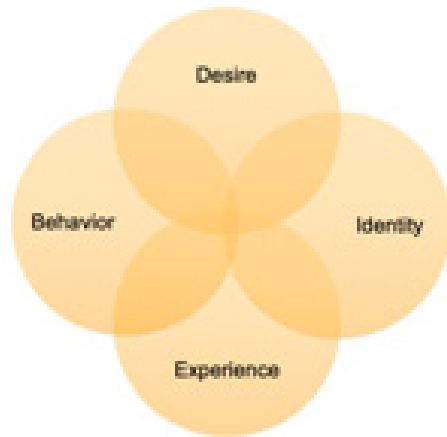
Typically based solely on external genitalia present at birth ignoring internal anatomy, biology, and change throughout life. Sex Assigned At Birth (SAB) is key for distinguishing between the terms "cisgender" (when SAB aligns with gender identity) and "transgender" (when it doesn't).



Genderbread Person Version 4 created and copyrighted 2017 by Sam Klemm [For a bigger list, read more at www.genderbread.com](http://www.genderbread.com)

The Sexuality Matrix

Source: Caribbean IRN Advanced Sexuality Studies Course Materials 2013, <http://caribbeanirn.blogspot.com/p/course-materials-advanced-sexuality.html>



Sexuality Matrix

One way of beginning to define sexuality can be through thinking about what is encompassed within the word. A common Critical Sexuality Studies approach is to think of sexuality as comprising four, closely intertwined strands:

- Sexual desire or attraction, or in other words to whom (or in some cases what) someone is attracted (physically and emotionally);
- Sexual activity or behaviour, or

what a person does or likes to do sexually (intercourse, masturbation, oral sex, sexual fetishes);

- Sexual identity, or how someone describes their sense of self as a sexual being (e.g. heterosexual, bisexual, lesbian, gay, homosexual).
- Sexual experience, or situations the person has experienced or been a part of

It is well known from social research conducted around the world that sometimes there are not clear boundaries between what people feel sexually, what they do sexually and how they identify sexually. For example men who fall within the category known internationally as 'MSM'—men who have sex with men—may well not see other men's bodies as objects of sexual desire, but rather as sites of sexual practice. Further, such men often do not identify as gay or homosexual. This is just one example of how sexual desires, sexual practices and the notion of sexual identity do not necessarily line up neatly.

Theoretical definitions of Gender:

Kate Young another Caribbean gender studies scholar defines gender in the essay titled, "Social Relations of Gender", 1988: in popular terms, it has become synonymous with sex BUT was initially and continues to be a way to understand how identities are socially constructed for men and women as opposed to fixed biological characteristics. We know that many societies and cultures do in fact have more than two genders. But the binary gender system is pervasive and is seen as the norm in many places – even though we know that notions of masculinity and femininity can be different in various places and across time.

Young's main arguments – 1) social relations of gender must also be understood through the patterned sets of behaviours between men and men, women and women; 2) context must be understood -- daily negotiations and day to day lives – different societies have various rules about relations of gender, gender norms, and the systems of belief that support them. Relations between men and women – power relations; overall or for the most part, women have less power than men in patriarchal societies globally. (Power – ability to restrict the options of) – this does not mean that women are powerless or are all victims. (Young 1998, 94-95)

Theoretical Definitions of Sexuality

Sexuality Studies scholars have theorized various ways to understand and discuss sexuality. Two important and relevant theories for sexuality include:

Sexuality ... [is] an historical construction which brings together a host of different biological and mental possibilities, and cultural forms — gender identity, bodily differences, reproductive capacities, needs, desires, fantasies, erotic practices, institutions and values — which need not be linked together, and in other societies have not been.

- Weeks, Jeffrey (2003: 7) *Sexuality: Second Edition*, Routledge

Caribbean sexuality is “characterized by diversity” and involves “embodied sexual practices, identities, knowledge, and strategies of resistance of the colonized and postcolonial subject.” - Kempadoo, Kamala (2004: 2) *Sexing the Caribbean*

These theories help us to discuss sexuality within cultural and historical contexts. This is important for Caribbean gender and sexuality studies and research. Moreover, it helps us to understand the differences and connections between sex, gender, and sexual orientation.

Source: Caribbean IRN Advanced Sexuality Studies Course Materials 2013, <http://caribbeanirn.blogspot.com/p/course-materials-advanced-sexuality.html>

Definitions taken from Trans Student Education Resources. “LGBTQ+ Definitions”

Sex: A set of characteristics associated with reproduction and biology that generally assign individuals into categories of “male” and “female.” Also see: sex assigned at birth.

Gender: A set of cultural constructs describing characteristics that may historically be related to femininity, masculinity, women, men, nonbinary people, or social norms. The term was coined in 1955 by sexologist John Money after noting the difference between gender and sex.

Cis(gender): Adjective that means “identifies as their sex assigned at birth” derived from the Latin word meaning “on the same side.” A cisgender/cis person is not transgender. “Cisgender” does not indicate biology, gender expression, or sexuality/sexual orientation. In discussions regarding trans issues, one would differentiate between women who are trans and women who aren’t by saying trans women and cis women. Cis is not a “fake” word and is not a slur. Note that cisgender does not have an “ed” at the end.

Gender Expression/Presentation: The physical manifestation of one’s gender identity through clothing, hairstyle, voice, body shape, etc. (typically referred to as masculine or feminine). Many transgender people seek to make

their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth. Someone with a gender nonconforming gender expression may or may not be transgender.

Gender Identity: One’s internal sense of being male, female, neither of these, both, or other gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their gender identity are not necessarily the same.

Sex Assigned At Birth: The assignment and classification of people as male, female, intersex, or another sex assigned at birth often based on physical anatomy at birth and/or karyotyping.

Sexual Orientation: A person’s physical, romantic, emotional, aesthetic, and/or other form of attraction to others. In Western cultures, gender identity and sexual orientation are not the same. Trans people can be straight, bisexual, lesbian, gay, asexual, pansexual, queer, etc. just like anyone else. For example, a trans woman who is exclusively attracted to other women would often identify as lesbian.

Transgender/Trans: An umbrella term for people whose gender identity differs from the sex they were assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in

daily life. Note that transgender does not have an “ed” at the end.

Examples you may know:

Intersex: Athlete Caster Semenya was tested in 2009 and found to have high testosterone levels. She identifies as a woman, but the arbitrary designation of a certain level of testosterone as ‘normal’ for women, meant that she was diagnosed with hyperandrogenism. This intersex condition was thought to give her an unfair advantage, but those claims have not been proven. Her intersex condition does not make her transgender.

Transgender: Jowelle DeSouza, was assigned male at birth but as a young adult transitioned to female, because she identifies as female.

Non-binary or Genderfluid: Miley Cyrus, Tilda Swinton, Jaden Smith, Angel Haze.

Third gender or other indigenous gender categories: Hijra of South Asia; Two-Spirit of North American Native tribes, Fa’afafine of the Pacific Islanders

GENDER-BASED VIOLENCE

Gender-based violence, and in particular violence against women and girls is one of the most common forms of insecurity facing citizens in the Caribbean. While traditional gendered roles inform male vulnerability to involvement in violence and organized crime, women and girls are made vulnerable to physical and sexual abuse. Citizen Security concerns are therefore manifest differently for men and boys and women and girls.

Source: UN Women, Caribbean
<http://caribbean.unwomen.org/en>

The 2018 National Women’s Health Survey in Trinidad & Tobago confirms the global estimate that 1 out of 3 women will experience physical or sexual abuse in her lifetime by a male intimate partner.

<https://publications.iadb.org/bitstream/handle/11319/8787/National-Womens-Health-Survey-for-Trinidad-and-Tobago-Final-Report.pdf?sequence=1&isAllowed=y>

While gender-based violence usually refers to violence against women, it also describes any violence rooted in gender-based power inequalities and gender-based discrimination. This includes LGBTI persons, especially lesbian, bisexual and transgender women who experience disproportionate levels of violence globally - within families, by people they know and strangers, as well as by

the state (through criminalisation and lack of rights and protection). Sexual and gender minorities, especially transgender and gender non-conforming persons, are particularly at risk of GBV because they represent a direct challenge to traditional and expected gender and sexual norms and roles (reinforced through culture, religion and societal expectations). In many places, sexual and gender minorities not only experience discrimination in public and private, but also have little to no legal rights or protection. In the Anglophone Caribbean, recent legal challenges to anti-LGBTI laws have changed the legal landscape, but the struggle for rights and protection continues and most of all social and cultural acceptance. The lack of tolerance and acceptance in society contributes to increased bullying and gender based violence.

“Discrimination and violence against individuals based on their sexual orientation and gender identity” (A/HRC/29/23).
<https://www.hrc.org/blog/un-human-rights-office-releases-report-detailing-violence-and-discrimi>

Violence motivated by perception of sexual orientation and gender identity: a systematic review - <http://www.who.int/bulletin/volumes/96/1/17-197251.pdf>
 In Trinidad and Tobago, two surveys

CADRES 2013 Report on Attitudes Towards Homosexuals in Trinidad and

Tobago and the Southern Caribbean:
<http://www.caribbeansexualities.org/2017/07/11/attitudes-towards-homosexuals-in-trinidad-and-tobago-and-the-southern-caribbean/>

And the MFO 2018 - Social Values Survey - post April 12th Judgement:
http://www.mfocaribbean.com/wp/wp-content/uploads/2018/09/Social-Values-Survey_Final-Report_September-12.pdf

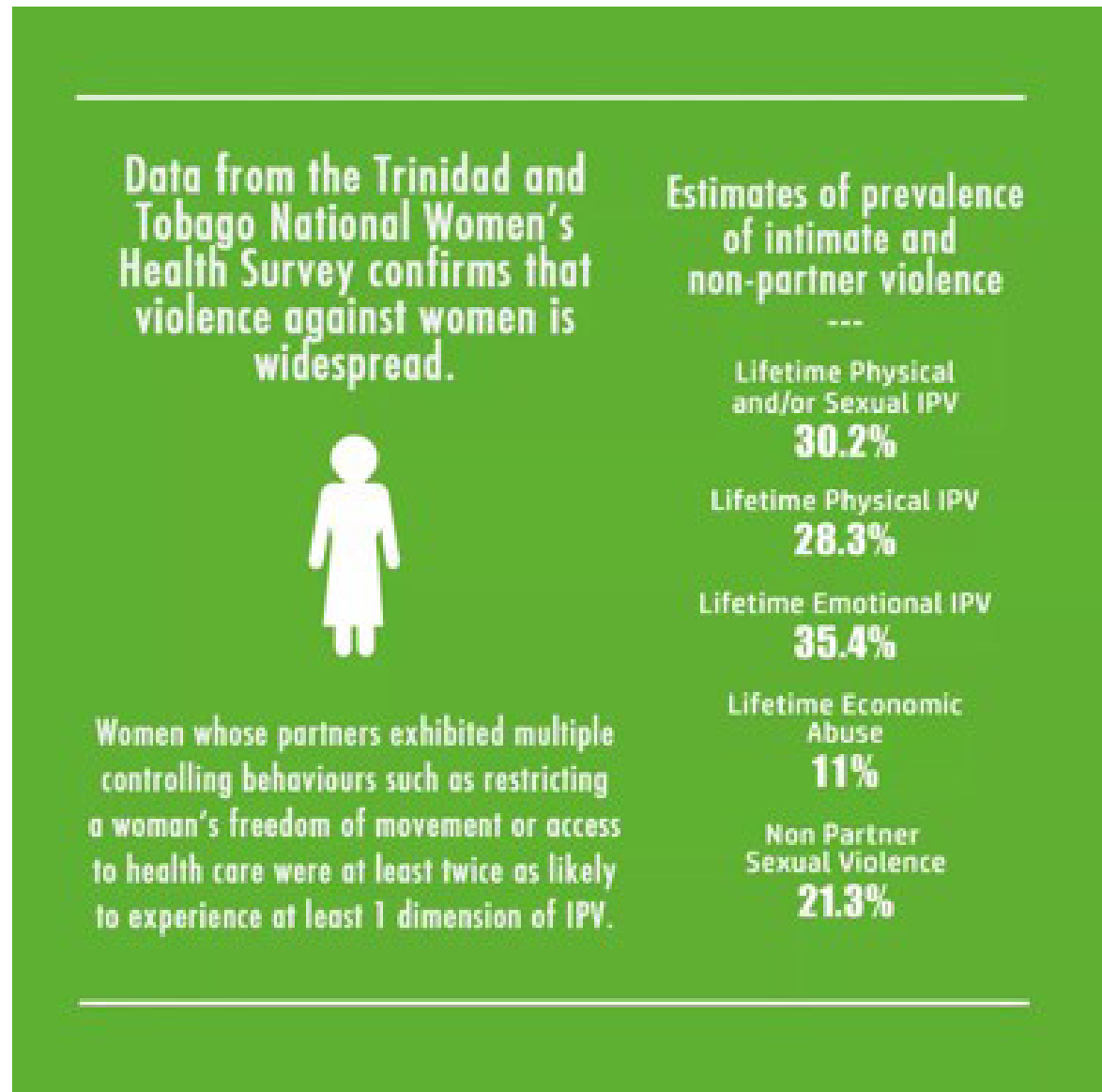
Other resources:

Gender Spectrum. "Understanding gender". <https://www.genderspectrum.org/quick-links/understanding-gender/>. 2017.

Intersex Society of North America. http://www.isna.org/faq/what_is_intersex. ISNA 1993-2008

The Silver Lining Foundation. "Mom, Dad - I'm Gay! A Parent's Guide to Understanding & Acceptance." <http://www.silverliningtt.com/mom-dad-im-gay/>

The Silver Lining Foundation. "The Trinidad and Tobago School Climate Report: Bullying and Gender Based Violence in Secondary Schools" <http://www.silverliningtt.com/2016-school-climate-report/>. 2016.



■ Module Two

Bullying - Key Findings from SLF School Climate Report **BULLYING AND GENDER-BASED VIOLENCE IN SECONDARY SCHOOLS**

In 2016, the SLF, in partnership with UNESCO Associated Schools Network (ASPnet), conducted surveys across Trinidad and Tobago to assess the extent of bullying. Six hundred and fifty-one (651) students from twenty (20) schools were surveyed. Students who participated in the survey ranged from Second to Sixth Form and ages 13 to 20.

According to Stop Bullying.gov: “Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.”

Bullying encompasses many different acts and actions. These have been categorised by form, intent and modality, into verbal, physical, sexual, and cyber bullying. These categories overlap, as an act can be multiple things. For example a verbally abusive text message can be seen as verbal bullying as well as cyber bullying.

Students were asked about the frequency of acts of bullying in the three months prior to being surveyed. The following are some key findings:

- 73% of students indicated that they have been teased or harassed at least once over that period, with 16% reported being victims of teasing/harassment often or frequently.
- 75% of respondents indicated that they played an active role in teasing or harassment of classmates/schoolmates, either by themselves or as a group over the period. Of this, 14% indicated that this active participation was often or frequent over the period.

- Physical or outward appearance was the primary cause of verbal teasing, harassment or intimidation, with ability and sexual orientation/gender expression coming in as the second and third most common reason for verbal bullying.

- 33% of respondents were threatened or verbally intimidated at least once within the period; 4% said they were victims of this often or frequently.

- 35% of respondents reported that they have perpetrated verbal threats or intimidation to their fellow school or classmates within the period, with 7% doing so often or frequently.

- Common acts of physical bullying included pushing and hitting, damaging and stealing of belonging, using force to coerce other students into smoking, drinking, using illegal drugs, and committing other violent acts.

- On average 81% of all respondents indicated that they have never actively bullied or harassed someone using sexually-based actions.

- 25% of respondents indicated that they have at least once made sexually explicit remarks to someone else or used such language to taunt someone else.

- 23% of respondents indicated that they had been the victim of a named type of sexually-based physical bullying [over the last 3 months].

- Of the types of harassment, the two most common forms were having sexually explicit taunts or advances made to the victim (29%), and being touched inappropriately by another (28%).
- Students in the 17-18 age group experienced more sexual bullying than others.
- 37% of respondents indicated that they experienced being the victim of rumours being spread via mobile phones at least once, while 35% indicated that they were victims of rumours being spread about them via the internet.
- 20% of respondents also indicated that they had been threatened or intimidated at least once over the last 3 months by someone using phone messaging and 20% indicated the same using internet messaging.
- Of the 651 students surveyed, 100 students reported having been molested or being unsure of their experience; and 51 students were raped or were unsure of whether what happened to them would be considered rape.
- Of the one hundred students reporting molestation, fifty-three (53) were female and forty-seven (47) males, with fifteen (15) and twenty-eight (28) students respectively being unsure.
- Seventeen girls reported being raped, with nine of them unsure. Eleven girls were both raped and molested.
- Twelve males reported being raped, sodomised or otherwise sexually assaulted by male and female family members. Six boys experienced both.
- Of the students who had experienced sexual assault, the majority [75%] were between the age range 15-16. This reflected the dominance of this age-group in the population surveyed [62%].
- Roughly one third of rapes were reported to the police, but fewer incidents of molestation were reported.
- Male students were overall more likely to engage in bullying behaviours than female students. The statistical significance of this result, indicates that male students across Trinidad and Tobago ARE more likely to engage in bullying behaviours than female students are.
- Male students experienced verbal and physical acts of bullying at slightly higher rates than female students, who were slightly more likely to experience sexual and cyber bullying.
- LGBT students [97.6% of male and 11.6% of female students surveyed] experienced bullying at higher rates than non-lgbt students.
- LGBT students also showed higher propensity in all categories for engaging in bullying. [this is corroborated by other studies demonstrating that students who are targeted at home or at school, often engage in bullying behaviours themselves.
- Students were most likely to confide in friends and parents about bullying.
- At school, 43.9% of students do not report bullying acts because they do not want to be seen as a tell-tale or snitch. 27,1% do not trust teachers at school, and have tried to report but nothing was done (25.3%). For 25.8% of students, reporting bullying acts will lead to being bullied more; either by their peers (19%) or teachers (6.8%).
- Students reported low levels of intervention. In over 50% of cases it was unlikely for someone to intervene. In 28.3% of the time, it is students within the year group who intervene, followed by older students (25.4% of the time), and teachers (23.4%). The remaining quarter of the time, Principals, guidance counselors and Younger students may intervene.

- Where parents were more involved in schools, students were more willing to engage parents when facing school-based problems. Denominational schools showed more parental support and decreased fears of bullying.

Studies have shown that childhood trauma is a major cause of social and psychological problems: Illustration: Dr. Nadine Burke Harris explains how childhood trauma stays with us for our entire lives

<https://www.facebook.com/forharriet/videos/1575743582472422/>

Article, linked to the study Dr Harris mentions at the beginning of her talk:

https://www.huffingtonpost.com/entry/opinion-hari-depression-causes_us_5a6a144de4b0ddb658c46a21

Ways to Intervene

Warning Signs

Recognizing the warning signs is an important first step in taking action against bullying. As we discussed, students who are bullied, or are otherwise hurt and traumatised can engage in bullying themselves. For this reason, the warning signs of the bullied and the bully are combined in the following list. What should you look for? You are identifying students who are having trouble coping and moderating their behaviours. Pay attention to:

- Changes in behavior, such as increased aggression, or sudden withdrawal
- Sudden changes in academic performance
- Physical or verbal fights
- Activities of others in the peer group, such as friends who bully others
- Frequent disciplinary action being taken, such as visits to the principal's office or detention frequently
- Unexplained extra money or new belongings; or loss and destruction of belongings (clothes, books, homework, jewelry)
- Lack of accountability; blaming others for their problems
- Unexplained cuts, bruises, or scratches

- Frequent headaches or stomach aches, feeling sick, or faking illness
- Changes in eating habits, such as suddenly skipping meals or binge eating
- Fatigue, or signs of difficulty sleeping
- Social isolation; sudden loss of friends or avoidance of social situations
- Decreased self-esteem and withdrawal
- Self-destructive behaviors such as running away from home, self-harming, or talking about suicide

These warning signs may indicate the need to connect with the student. Speak with the student privately, in a safe space, about what may be troubling them at school or at home. Let the student know that they can share freely and will not be punished for whatever they have to say. This conversation is the gateway into helping students before a more serious incident occurs. But what do you do if bullying is already happening? How can you intervene?

Intervention strategies

What is the first thing you would do if you witnessed behavior that looked to you like bullying? [Take responses]
You should:

- Intervene immediately. It is ok to get another adult to help.
- Separate the students involved.
- Make sure everyone is safe.

- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

How to intervene: **Stop the altercation**

- Get others to assist, such as, by helping to separate the students involved, or by dispersing the crowd.
- Taking action by shifting the focus and redirecting the bully away from the victim
- De-escalate the situation: Don't laugh or encourage the aggression. Use verbal instruction as well as body language to convey calm and authority.
- Stay calm and keep your voice at a normal pitch, yet be firm and assertive. Keep away from accusatory language, for example "You seem upset. How can we work this out? Who can I call for you? Would you like to take a walk with me?"
- If needed, get immediate security, medical or mental health needs. Involve the police if a weapon is involved; there are threats of serious physical injury, hate-motivated violence, such as racism or homophobia, serious bodily harm, sexual abuse, or an accusation of an illegal act, such as robbery or extortion.
- Make sure everyone is safe.
- Ask the persons involved if they need any immediate attention.

Dont!

- Immediately try to sort out the facts.
- Force other kids to say publicly what they saw.
- Don't question the children involved in front of other kids.
- Don't talk to the kids involved together, only separately.
- Don't try to repair the altercation by forcing apologies on the spot.

Keep students in separate areas until you can go to the next step: Finding out what happened.

- Interview the students separately
- Get the story from several participants and witnesses.
- Listen without blaming.
- Don't call the act "bullying" while you are trying to understand what happened.
- Reassure the students involved, including bystanders, that it is safe to share their experiences with you.
- Focus on student behavior rather than personalities, reputations, or discipline history.

Determine if the act was one of bullying. What are the determinants of whether the act is bullying? [Take responses]

Reminder: Bullying involves a series of acts or repeated behaviours over time; and a power imbalance between the participants. What is the relationship between the students? Do they share an intimate relationship? Is any of

them involved in a gang or part of an aggressive peer-group? Has this happened before? Are the students worried it might happen again? Next steps are covered over the remainder of this training, including disciplinary practices, restorative justice practices and strategies for creating an inclusive and respectful classroom.

Additional Resource:

2018 American Institutes for Research. "Creating a Safe and Respectful Environment Self-Study Training Module". <https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-self-study-module>

References

Stompoutbullying.org. "Bullying Bystander, become Upstanders" <https://www.stompoutbullying.org/get-help/about-bullying-and-cyberbullying/bullying-bystanders-become-upstanders/>

Stopbullying.gov "Respond to Bullying: Stop Bullying on the Spot" <https://www.stopbullying.gov/respond/on-the-spot/index.html>. Content last reviewed on September 28, 2017

Stopbullying.gov "Find out what happened" <https://www.stopbullying.gov/respond/find-out-what-happened/index.html>

Module Three

Inclusivity and Empowerment Through Education Initiatives

How can you empower students?

1. Setting up the classroom

What is the type of classroom space that you are trying to cultivate? Get students involved in setting the rules and guidelines for interaction and behaviour in the classroom.

2. Be clear about your expectations for students' performance and progress.

If they are aware of what is expected of them, they can make their own assessments of their progress and their needs.

3. Allowing Students to find and share their Voice

Students should be made to feel that they can share their ideas and opinions, but sharing is only one side of the equation. The other side is being heard. Regardless of the accuracy of the students' responses, **they should be made to feel like their contributions are welcome and respected.** When controversial topics or comments arise, moderated debates can provide fun and educational forums for students to engage in a respectful manner.

This can also facilitate the student's researching skills and their ability to independently access information.

4. Getting students actively involved in their learning

A. Student teachers can explain key concepts, lead discussions, and pose questions to the rest of the class

B. Student can get involved in planning lessons, or picking subtopics within larger themes to be addressed in class.

C. Research questions or guided reading exercises can be done before a lesson.

D. After every topic, students can submit questions to potentially be used in exams and quizzes.

5. Give students options or the ability to make decisions

A. Students may be allowed to choose between different modes of presenting. Especially given the technology available today (more on this in #7), students are better positioned to make creative visual (videos, slideshows, blogs, sculptures, posters, pamphlets, brochures, and more) and audio (raps, songs, podcasts, spoken word, etc) representations.

B. Some assignments can also offer different topics or freedom to pick whatever topic they wish, while still guiding their choices into a manner that would suit the outcomes of the assignment.

6. Reward risk and innovation

When allowing students freedom to make choices, it is important to not invalidate those choices. Instead seek to reward students who chose to move beyond the norm and try something different.

7. Encourage the constructive and meaningful use of Technology

Students are already spending large amounts of time online, so why not direct them to apps and websites that can enrich their skills, talents and competency in various topical areas. For graphic design, Canva Infographic Maker, Vizualize, Google Charts, Easel.ly, Piktochart, Infogr.am. Photo Infographic Gen Lite, and Venngage, are some of the many free apps available online. Storify and Storyhouse can pull together social media content to create stories. [example: <https://storify.com/cmgnationalnews/police-summoned-to-security>]

8. Facilitating **Student leadership** in and outside of the classroom. This does not only entail standing in front of the classroom, but can come from art and media, social media, teaching others, activism, entrepreneurship and more.

- a. Student Teachers
- b. Discussion leads
- c. Social outreach
- d. Community service
- e. Entrepreneurship programs

9. Using **creative themes** for the classroom that change every month or semester can make the classroom a visually more stimulating space, while offering students the opportunity to showcase their work on the walls or other designated spaces in the classroom. **Alternatively, this can be an opportunity for each student to showcase their passions, talents, interests, by having them share some of this with the class, individually or in groups.** This can easily become a creative research opportunity. For instance, one week's/month's discussion can focus on World travel where students produce a presentation that answers the prompt, "One place I would very much like to visit is _____, because _____." This little exercise can teach about geography, history, culture, language, food, and more, as well as sharpen students' public speaking and presentation skills.

10. **Varied types of prompts** like video and audio clips from movies or documentaries, music videos, comic strips, news clippings, comedy sketches can be used to stimulate discussion and critique.

11. Regular reflexive evaluations

Parent's Day typically involves the teachers telling parents about their kids' strengths and problem areas. In other words, the teacher is evaluating the students' ability to perform the tasks given, learn the relevant information and follow the classroom rules. But evaluations can be a very useful tool for fostering ongoing growth as students can assess their progress towards their own goals and motivations for the class. Students can also be invited to contribute **evaluations of the course or the instructor/teacher** in order to better gauge your own performance across the semester.

12. Showcasing inspiring stories of determination, overcoming challenges, even radical ideas and rule-breakers can expose students to possibilities for their own success. They are more likely to take the risk, to speak out, to explore their options and express their opinions if they see that it can be done.

13. Allow students to **disagree with you** and share opposing views. Rather than insisting on a right position, allow students to explore the multiple aspects of an issue, to investigate the arguments and come to their own conclusions, even if they disagree with your own. They should learn how to disagree with respect and poise, rather than turning every disagreement into an argument or conflict.

14. You can **admit to not knowing/having all the answers**. This presents an opportunity for you to learn from the students, or to research together. As the teacher, you are not expected to have all of the information, but you do have the skills needed to access and assess new information. These are skills you can pass on to the class. It also makes you more relatable. This can also be an opportunity to allow each student control over solving a unique problem. The question can become a prompt for a research project that the student then shares with the class.

15. Teach students about **resilience**. Offering second chances can encourage students to try again.

16. **Practice patience**. Let each student finish their thought, and don't immediately step in when they struggle with words.

17. **Visualisation techniques** can be useful for activating the creative subconscious and building motivation towards classroom goals, as well as personal missions. Some techniques include:

- A. Mental rehearsal
- B. Creating collage or picture of yourself with your goal
- C. Create an affirmation
- D. Create a vision board with visual representations of your goals

18. Encourage **reflection and reflexivity** by asking students to reflect on their past, lessons they may have learned, impactful moments that have shaped their perspectives. This is a useful practice for them to identify patterns in their own behaviours, actions and thoughts. It can also be more short-term, like a weekly reflection, that they write for themselves.

19. Encourage students to **record new ideas**. These are seeds they can always come back to when in search of motivation for a project.

20. Let your classroom be **the platform** that students need to thrive.

Many of the empowerment strategies above also cater to diverse classrooms with students of varied cultures and learning capacities.

Themed weeks for instance, can be used to teach about various cultures and social issues.

Debates and Discussions can tackle new or controversial themes and topics

Showcasing musical instruments, songs, arts, movies, folktales and stories from another culture can be an interesting way to liven up a lesson. For example, using the creation story of the Warao peoples in a play, or adding the sitar to a musical composition.

Additional Exercises:

Play games to raise awareness of different physical disabilities. Can they guide a friend around the classroom with a blindfold on? Can they lip-read what the characters on TV are saying with the sound off? Use these activities to show the difficulties that people face and explain how these challenges can be overcome. For example, Daniel Kish lost his eyes to cancer at 13 months old, and mastered the skill of echolocation to be able to move around. Video can be found here:

https://www.ted.com/talks/daniel_kish_how_i_use_sonar_to_navigate_the_world

OR use local examples, such as attorney Veera Bhajan, who despite having no arms, has excelled academically and built a career. Chutney star Asha Kamachi has been blind all her life.

Explore stereotypes and then SMASH THEM! Challenge stereotypes through critique. Show students different perspectives. You can use videos such as this Honesty ad from values.com

[<https://www.values.com/inspirational-stories-tv-spots/112-purse>]

Or stories, like the Tortoise and the Hare. Even optical illusions like Old lady/Young lady Or real world examples of persons that go against the expectations and ascriptions made to them. What jobs are for men, and what for women? What nation has the most educated people in what field? Do not neglect to explore why these stereotypes exist, their historical formation and the contemporary discourses that maintain them.

Use the expertise and experience of others. Bring guest speakers to your class. You can try to source people in various fields and professions, not just academics or other teachers, who can provide a unique perspective on the topics to be addressed. When bringing guests, prepare students by having them research the person's work and prepare questions they can ask.

How Can You Teach for Inclusivity?

The Center for Research on Learning and Teaching at the University of Michigan identifies five aspects of teaching that influence the inclusivity of a classroom. Suggestions for creating inclusive spaces are added below:

1) Course content [and design]

Design the class to look at the multiple aspects and perspectives of an issue
Using resources with multicultural themes.

Making sure that learning materials do not discriminate against anyone and are adapted where necessary, e.g. large print or audio tape format.
Using a variety of teaching methods.
Using a variety of assessment methods.

2) the teacher's assumptions and awareness of multicultural issues in classroom situations

Recognise your own biases
Get to know your students - their backgrounds, their challenges
Get a sense of how students feel about the diversity in the classroom
Identify potential threats, conflicts or arguments

3) the planning of course sessions

Avoiding stereotypes in examples and resources.

Actively promoting multiculturalism in lessons.

Planning lessons that reflect the diversity of the classroom.

4) the teacher's knowledge of students' backgrounds

Get to know your students - their backgrounds, their challenges. Treat students as individuals.

5) the teacher's choices, comments and behaviors while teaching

Ensuring all students have equal access to opportunities and participation.
Setting clear rules in regards to how people should be treated.

Challenging any negative attitudes and biased use of language. Treating all staff and students fairly and equally.

Do not shield one person or group from criticism because of their gender, sexual orientation or ethnicity. Instead, hold students to the same standard and ask them all to mutually respect those standards.

Creating an all-inclusive culture for staff and students.

Homework Exercise: Lesson Planning for a Diverse Classroom

Homework Exercise: Lesson Planning for a Diverse Classroom

Facilitators will discuss and the following exercise with participants and prepare them to do further research at home, for discussion on the following day:

Each table has to prepare a lesson for a class in which you have ONE of the following:

1. A student who experiences mild hearing impairment
2. A student who is questioning their gender identity
3. An atheist
4. A new transfer from Venezuela who is still learning English
5. A student who identifies as non-heterosexual
6. A student who struggles with dyslexia

Alternatively, to strengthen the focus on gender, sexuality and gender-based difference, half the group can prepare a lesson for student two, and the other half for student five, in their topic area.

Each table will have a different topic to teach. As a group, participants are to prepare a lesson plan, including the readings/resources, the main talking points, and an assessment.

Groups may be formed based on teachers' specialised subject areas.

Participants can work on improving their pre-existing lesson plans. Some suggested topics include:

1. Social Studies: Families in society
2. Social Studies/History: Divali, the Festival of Lights
3. Language Arts: What are nouns?
4. Language Arts: Still I rise by Maya Angelou
5. Maths: Simple algebraic equations
6. Science: Cell biology

Participants are to work on their lesson plans at home and come prepared to discuss the following on Day Two:

- What were the steps you took to develop this lesson?
- What did you do first, then second?
- How did you cater to the different needs of the students?
- What were some of your challenges?
- What could you do better at?

Things to Consider When Developing A Lesson Plan or Course of Study

- 1** What is the topic of theme?
- 2** What are the different perspectives on this topic?
- 3** Which of these can/should I highlight in class?
Which of these perspectives are least heard?
- 4** What are the capabilities and limitations of the students in the class?
- 5** How can I bridge the gap between students' abilities to encompass every student?
- 6** Is this information clear? Is it true? Is it relevant?
Is it offensive? To whom might it be offensive?
How can I convey this information while minimizing offense and conflict?
Is my language sexist, racist, or condescending?
- 7** How can I get students involved in their own learning?
- 8** Am I addressing a variety of skills and learning styles?
- 9** Have I avoided stereotypes in my examples and readings?
- 10** Do the reading materials offer varied perspectives?

Have I provided additional resources or direction to finding additional resources?

Workshop *Day Two*

This day of the workshop focuses on mediation strategies for building more respectful classrooms, both before and after disruptive incidents.

Our aim, as educators, should be to disrupt students' ability and desire to bully, without limiting their ability to learn.

All of the strategies discussed during this workshop are meant to support you in the classroom to achieve this aim.

Although separated into different modules, the strategies today all work together, and build off each other to foster an ethic of accountability, respect, responsibility and restoration.

The following modules address modelling behaviours, fostering accountability, more effective communication strategies, and some mediation techniques.

■ Module Four

Building Safer Classrooms

Ways to deal with conflict

1. Avoidance - Avoiding or withdrawing from a conflict include pretending there is nothing wrong, stonewalling or completely shutting down.

2. Giving in - Giving in or accommodating the other party may be viewed as letting the other party have his way. This can lead to peace and moving forward, but it can also lead to the accommodator feeling resentment toward the other party. The flip side of this being the person who stands their ground being seen as courageous, but also inconsiderate. You are competing with the other person to see who will back down first.

3. Compromise - Compromising is a big step toward conflict resolution, where both parties look for common ground. The resolution process can be sped up by negotiating the larger points and letting go of the smaller points.

4. Collaboration - Finally, collaboration is a strategy in conflict resolution that requires both parties to listen, discuss, understand and move forward with all elements being considered. It can involve creative thinking in order to resolve the problem without either party needing to make concessions.

Describe a conflict that has arisen in recent time at the school where you work. It could be a conflict among students, colleagues, students and teachers or with parents. Were the parties satisfied with the outcome?

Guides to follow in case of conflict...

1. Pause, breathe, think

Pausing here may be useful for maintaining stress and keeping calm and alert. By staying calm, you can accurately read, interpret and engage in verbal and nonverbal communication. You can maintain better control of your emotions and behavior, and communicate without threatening, frightening, or punishing others.

2. In order to figure out the next step, you will need to get a **clear understanding of the situation**. Allow each person to have their say, without interrupting or jumping to conclusions. Those communicating should do so assertively, but not aggressively.

3. Practice active and objective listening.

How can active listening prevent misunderstanding?

When listening to the another person's point of view, the following responses are often helpful:

Encourage the other person to share his or her issues as fully as possible. "I want to understand what has upset you." · "I want to know what you are really hoping for."

Clarify the real issues, rather than making assumptions. Ask questions that allow you to gain this information, and which let the other person know you are trying to understand. · "Can you say more about that?" · "Is that the way it usually happens?"

Restate what you have heard, so you are both able to see what has been understood so far. It may be that the other person will then realize that additional information is needed. · "It sounds like you weren't expecting that to happen."

Reflect feelings as clearly as possible. · "I can imagine how upsetting that must have been."

Be aware of and respectful of differences. Do not belittle anyone's contribution to the conversation. Validate the concerns of the other person, even if a solution is elusive at this time. Expressing appreciation can be a very powerful message if it is conveyed with integrity and respect. · "I really appreciate that we are talking about this issue." · "I am glad we are trying to figure this out."

Source: University of Wisconsin, Madison

4. Practice empathy. Try to see things from the other person's perspective. Everything we think is always affected by the paradigm through which we are looking, but a paradigm shift, or looking from another perspective can cause us to see aspects of a problem we may never have considered before.

5. Focus on the problem, not the person. Accusatory language may seem like an attack. We can try to avoid these by replacing "you" statements with "I" statements. For example, "You said hurtful things to me" can instead be "I felt hurt by your statements". "You have to work on your tone" can be replaced with "I feel a different tone might be more effective".

6. Avoid viewing the issue as a competition or debate where one has to win. Instead aim for a collaborative solution.

7. Avoid coercion and intimidation. Obedience of rules through force has limited sustainability. Instead of being a solution, this can stop the conflict temporarily or drive the perpetrators to continue in hiding, making the problem less visible and thus more difficult to deal with.

8. Don't try to fill the silence. It is a constructive space that allows for reflection

9. Discuss the desired outcomes. What is it that each party expects to get out of the interaction/ issue?

10. Understand if the situation is beyond your capacity to mediate and if you need help.

The overall approach to resolving the conflict should be to build “power with” the engaged parties. How can we strengthen the team? In your classroom, this may include reassessing and rewriting your classroom guidelines. Is there anything you want to add/adjust to deter future conflicts?

One way of doing this is through **Modelling behaviours**. This means you must exhibit the qualities you would like students to emulate. All of the strategies discussed over the last two days should be ones that you model in your own interactions. Empathy, kindness, respect and being a better listener can all be skills you teach through modelling. The strategies used to empower students will also foster a climate of respect by encouraging an understanding of difference, from which respect can be cultivated.

Discussion

As a teacher, how can you show respect to your students?

Possible responses:

- Avoid belittling their contributions and intelligence
- Address them as you would peers
- Acknowledge their good work
- Follow through on promises
- Show you care
- Offer choices
- Be fair
- Listen

Exercises Used in this Module



EXERCISE and DISCUSSION: 4-WORD BUILD

SET-UP: Each participant has a piece of paper. They must write four words that come to mind when they think of “conflict”. Then with a partner, they discuss their words and decide on four words they would like to keep and share with the larger group. Use this exercise as an introduction into the discussion of “What is conflict?”

Additional discussion questions:

Additional discussion questions: What are the common causes of conflict? What are ways to deal with it?

Draw What You Hear Exercise:



Pair people up and ask your couples to sit back to back. One person in each pair should have a piece of paper and a pen or pencil. Once everyone has settled, give the other person in the pair an abstract drawing (different shapes maybe joined up together) to describe to the other person in the pair. Give them two minutes to describe and draw without asking or answering any questions. Then you allow another minute for the drawer to ask questions.

Debrief: When the time is up, ask them to compare the drawing to the original. Discuss why there were differences (there always are!). Was it the describing or was it the listening? Was it because they couldn't ask questions to clarify what was being described and what about not being able to see the person to get the visual clues of looking for understanding of what one is saying e.g. nodding or frowning etc What about the noise in the room – is it a distraction when you want to listen to someone properly? What should you do to create a good environment for listening; how should you behave to show you are listening? etc .

Posted by Sandie Gay

Variation: Conduct the exercise in a series of rounds. In every round the communicator will describe a picture we give them of assorted geometrical shapes. In the first round the listener/drawer can't ask any questions, just listen and draw based on what they hear. The second round a different picture of geometric shapes is described and the listener/drawer can only ask closed-ended questions. The third round a different picture of geometric shapes is given and the listener/drawer can use his/her active listening skills. We discuss how accurate were the pictures? How well the communicator describes the picture will determine how successful they want to be with a customer.

Posted by Annette West
trainerswarehouse.com

Listening and Empathy Exercise:



Separate the class into two groups and have them each devise an argument for a simple dispute, such as which team gets to use the computer first or should get an additional 15 minutes at lunch time. Each team prepares as to debate the topic. When the debate is to begin, pick speakers at random to describe why members of the OTHER group should get the computers or additional lunch time.

The Outcome: Preparing for the exercise focuses the participants on their own needs, and calling them out like this, draws their attention to the needs of the other. It prepares them to be more empathetic and open to collaboration, especially when both groups have shared concerns.

If in need of an additional exercise in negotiation, you can utilise the following:

Role Play Exercise



In pairs, participants are to engage in a conversation with:

1. A student who appears to be gender non-conforming, meaning that they do not meet with gender expectations, such as a tomboyish girl or a femme boy
2. A student who identifies as gay

The student is being bullied and has come to the teacher for help.
How do you deal with this situation?

The guidelines on sexuality and gender presented in Module One are crucial elements in this exercise. Student One is experiencing bullying based on their gender expression and possibly their gender identity. Student Two is dealing with their sexuality. Although they are often conflated, gender and sexuality are not the same, and so it should not be assumed at a gender non-conforming student is also non-heterosexual.

Remember to use the guidelines provided in Ways to Intervene (Module Two) and Ways to deal with Conflict (Module Four) in order to communicate most effectively with the students involved. You must:

- a. be an active listener
- b. avoid coercing or condemning the student
- c. ask questions for clarification of what you do not understand
- d. do not pressure the student to share or engage in a behaviour that they are not comfortable with, such as sharing openly about their gender or sexual identity
- e. remember too, the student is also negotiating their feelings. They may not have the language to express themselves. You may be able to provide them with resources, such as the information you learned in Module One, to help them make sense of what they are experiencing.

Module Five

Disciplining Towards Enrichment

Ways to deal with conflict

Restorative Justice seeks to heal, rather than punish. If we think of the regular justice system, when a young person is taken to Juvenile Detention or to Jail, what can they do when they come out? How have they been enriched? What can they add to society? Can they even function in society after being released? Restorative Justice practices seek to interrupt this school to prison pipeline in which many troubled youth are swept away.

The general principle is that the offender must take responsibility for their actions, understand how they have caused harm, and repair destructive emotional and behavioural habits. Thus, the emphasis is not on punishment but on accountability, healing and personal enrichment to reduce the likelihood of future incidents.

Restorative justice strategies all entail discussion and consideration of the ways offenders can learn from their actions while enriching the community. Strategies may include:

Bully-Victim Mediation

This is simply a meeting between the victim and the bully, in the presence of a trained mediator.

Peacemaking Circles

The circle formation promotes perceptions of equity among the parties involved. This circle may include (1) admissions of guilt by the offender/engager, (2) testimonies of those offended/hurt, (3) explanations of expectations by both parties, on what they want to get out of the experience, (4) exercises for healing of all parties involved. This can be a small gathering with the engager, the target and a mediator, or it can be a larger **restorative circle**, that includes members of the school community, family members and others who have a stake in the students' successes.

Community Justice board or Committee

A board is convened with community members, such as students from the same and other peer groups, a teacher or guidance counsellor. The board functions like judge and jury would in a court of law. They review the details of the incident and determine the course of action to be taken. The board prepares a record of the incident and sees to it that the participants complete the required actions they are 'sentenced' to perform within a given time-frame. The restorative circle and the justice board emphasise collectivity and community.

Discussion

What does it mean to be accountable for one's actions?

Restorative practices also work to build the skills and capacity of students and adults to prevent future bullying. Other strategies discussed during this workshop are aimed at fostering stronger peer connections towards a more cohesive school community. This can prepare students to hold each other accountable, and to be fair in their judgement of each other.

ACCOUNTABILITY is simply taking responsibility for one's actions. This can include the effective completion of classroom chores. Incentive programs can be used to encourage compliance and completion of chores. One such program may be points that can then be traded for rewards, like extensions on assignment deadlines, or being able to miss a test without losing on their overall grade.

Accountability also entails admitting to wrong-doing. This is an essential aspect of mediation procedures that seek fair and balanced resolutions. The person who committed an injury against the other must acknowledge their actions, explain why/how that action was done and how it has wronged the other person. There should be an acknowledgement of how each party felt or was affected by the incident. The assaulter can also offer an apology. Like putting tape on a broken vase, apologies do not mend the wrong but instead are part of this practice of accountability.

Exercises Used In This Module

EXERCISE: What are some conflicts that have arisen in the past week or two?



- One at a time, share the incident and its aftermath.
 - What was done to address the problem? In light of today's discussions,
 - What could have been done differently?
 - What strategies can be utilised?
- [Note these scenarios to use again later.]

Using Restorative Justice Approaches

Bully-Victim Mediation

Roles: The bully, the victim, the mediator

In this scenario, each party to the incident shares their perspective of the events. What happened, how it happened, their role in the incident, their expectations going into that incident, and the desired resolution.

Allow the mediator to take control of the situation. If things are not going well, ask other participants for suggestions and guidelines that they can try. For example, if the bully is getting aggressive in their tone, how would they deal with the situation? Can the mediator maintain their calm as well?

What strategies discussed should be utilised here?
[“I” statements, respectful and active listening, focusing on the problem and not the person, discussing desires outcomes etc]

Community Justice Board or Committee

There are more actors in this scenario
Roles: bully, victim, any witnesses, bystanders, or other engagers a board made of a group of peers (3 or 4) and a teacher or guidance counsellor

The board hears the testimonies from the parties involved and devises a ‘sentence’ bearing in mind that the function of this committee is to ensure the contribution to and integration of all parties into the school community.

What course of atonement or appeasement does each party need to perform?

Peacemaking Circles

Roles: the engager, the target and a mediator, And for a larger restorative circle, members of the school community, family members, friends and others who may have a stake in the students’ successes.

This circle may include (1) admissions of guilt by the offender/engager, (2) testimonies of those offended/hurt, (3) explanations of expectations by both parties, on what they want to get out of the experience, (4) exercises for healing of all parties involved. How does healing occur? How can healing occur? How can the community foster healthy growth among the persons involved in these incidents?

Additional resources for implementing restorative justice approaches

Centre for Justice & Reconciliation.
“Tutorial: Introduction to Restorative Justice”.
<http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/#sthash.84d1suW8.wZgu1l8n.dpbs>
This program from the Prison Fellowship International is focused on repairing the harm caused by criminal behaviour but its principles are applicable to other settings. The program contains six lessons to provide more in-depth instruction on restorative justice practices.

Clifford, Amos. “Teaching Restorative Practices with Classroom Circles”, Center for Restorative Process, Developed for San Francisco Unified School District.
<http://www.centerforrestorativeprocess.com/restorative-practices.html>
This manual describes how to hold restorative circles in classrooms. It contains step-by-step instructions for circles that build community, teach restorative concepts and skills, and harness the power of restorative circles to set things right when there is conflict.

Davis, Fania E. “8 Tips for Schools Interested in Restorative Justice” September 26, 2014.
<https://www.edutopia.org/blog/restorative-justice-tips-for-schools-fania-davis>.
Restorative justice promotes a positive, orderly school environment. Students and all members of the school community can learn and practice self-discipline, empathy, and accountability.

Davis, Matt. “Restorative Justice: Resources for Schools”. October 4, 2013, Updated October 29, 2015. <https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>.
This article provides numerous other articles, resources and guides, such as “Implementing Restorative Justice: A Guide for Schools”, produced by the Illinois Criminal Justice

Authority, and “Restorative Justice -- Fostering Healthy Relationships & Promoting Positive Discipline in Schools”, from the National Opportunity to Learn Campaign.

National Association of Community and Restorative Justice. 2013-2018. <https://nacRJ.org/>
The National Association of Community and Restorative Justice (NACRJ) employs principles of social and restorative justice seeking transformation in the ways justice questions related to injustice, incivility, conflict, crime and harm are addressed. It promotes effective forms of justice that are safe, just, equitable, sustainable, reparative and socially constructive. NACRJ serves as the parent organization for the biannual National Conference on Community and Restorative Justice. It provides supports for members as well as the field by making information, resources and networking opportunities readily available.

Restorative Justice Center at Berkeley.
<http://rjcenterberkeley.org/>
The RJ Center has been offering RJ trainings and restorative circles at UC Berkeley and in the Bay Area Community for 4 years. One of their main areas of focus is campus climate. They offer strategies and processes to help individuals and campus communities respond to “harm events,” including offensive or harmful speech and behavior, that cause people to feel marginalized or excluded based on ethnicity, gender identity or other identity category.

Video Resources. <http://rjcenterberkeley.org/rj-videos/>

What is good Facilitation for Restorative Justice?
<http://rjcenterberkeley.org/what-is-good-facilitation-for-restorative-justice/>

SEEDS. Cultivating community, transforming conflict.
<https://www.seedscrc.org/rj-resources>
SEEDS is a nonprofit community-based organization that has been providing mediation, facilitation, training, and restorative justice to residents, organizations, and schools in the Bay Area since 1983.

Healing Exercise No.1:



Mindful Breathing

As adults, many people tend to breathe small and shallow, mostly in the chest, with little visible movement. To make matters worse, most people contract and literally stop breathing for short periods during stressful or mentally focused situations.

These periods of contraction and breath holding create a low-grade suffocation in the body. Suffocation leads to suffering. The lack of oxygen and increased tension hinders the flow of blood, nutrients, and vital energy. (<https://www.consciouslifestylemag.com/breathing-heal-exercises-body-mind/>)

THE EXERCISE: Deepen and lengthen the breath Sit in chair with arms down to the side. Rock shoulders back to keep chest open. Relax chest and belly. Breathe slowly in through nostrils until the count of five and feel the air expanding your lungs and belly. Allow the inhale to lift your body up. Pull navel into your back as you exhale through the mouth slowly and fully. Try to get every bit of air out; it is okay to collapse a little into the exhale as you push all the stale air out of your body. As you breathe in again, feel the air fill every part of your chest and abdomen. Continue for 10 breaths. Practice daily for calm and de-stressing.

This can also be a strategy for calm in moments of rising anger. Take a moment to breathe deeply and process your feelings before snapping. The exhales can also target specific negative emotions, anxieties, fears that one is holding onto. The exhale can be visualised as a purging of these negative feelings, or even of the memories of a negative experience.

Exercise developed by Krystal N. Ghisyawan

Healing Exercise No.2:



Affirmations

What is the lesson of self that is most needed by the participants in this bullying incident? Affirmations are verbal messages of grounding, support, encouragement. A good affirmation is short, relevant, memorable.

Affirmations are not goals but messages of encouragement to get one to feel motivated to pursue their goals. For example: I hold the power to change my life. OR I have the courage, the will, and the determination to accomplish my goals.

Ideally, affirmations are personal and unique to the individual's struggles, but they can be drafted and refined in the peace circle. Through the process of responding to the following questions, one can begin unclouding their perceptions of their goals and their ability to accomplish them. They can find their own affirmation. What do I most need to hear?

Additional Teaching Exercises

1. Brainstorming exercises

Pick a key term and write it on the board. Have students define it or aspects of it. For example:

- a. Exercises pertaining to “Respect” can include using columns on the board, or creating a flowchart to define
 - (i) What does it mean;
 - (ii) What does it look like;
 - (iii) How do we show respect in different places - at home, in the classroom, on the playground, in the street;
 - (iv) What does it mean to respect oneself, to respect others, to respect the environment.
- b. Together, you can turn the key word into an acronym.
- c. “A Good classmate” - Write this in the center of the page, and then divide the page into four. In the quadrants, write “is”, “does”, “says” and “is not”. Together, fill in the sections.

2. Ongoing accountability projects

- a. The Kindness Bucket - each student has a paper bucket, pouch, slot or other identified space where they can write in a kind act they did, or symbolically represent it with a sticker. They can share their act with the class. This works well for younger children.
- b. Journalling their experiences and behaviours can be helpful for older students to work through complex emotions and challenges.

3. Rating scales

This activity can be used to rate positive and negative acts on a scale. The teacher can present students with a list of similar themed activities that they rank. For example, how disrespectful are the following acts of causing damage [vandalism, writing on walls, stomping on grass or flowers, breaking someone’s belongings, etc]? Students use the scale to rate the severity of the act. While they measure and create discussion, the take-away from the exercise is that ALL of the acts are disrespectful and unfavourable.

4. Word Searches:

You can administer a word search and follow it up with an exercise in defining the words. You can use <https://thewordsearch.com/maker/> or other such websites to make your own searches free of charge.

(See following page for example)

Diversity Word Search

D F N V R T G S X O X T N N M
K X Z R E L I G I O N U U V S
D K E X P R E S S I O N U E D
T F A G L Y T I S R E V I D G
R Y T I T N E D I B E U V E A
I E V S O H R E P N C U N U N
G R H L X X N W W J L D W E L
H P V W M T C P T W E I N G A
T G E R A Q M C Q R W O J C I
S U A T R P O L I T I C S I C
Y T I C I N H T E E C A R X O
O O N O L Q Y T I L A U X E S
N J S P O A D A H I N S M S F
R S P J P E S I A F V Q B C H
J U N J D H F S Z Q A T O M J

DIVERSITY
ETHNICITY
GENDER
EXPRESSION
IDENTITY
ORIENTATION
POLITICS
RACE
RELIGION
RIGHTS
SEX
SEXUALITY
SOCIAL
CLASS

Bullying Word Search

T L S P C X V U K O Y L L U B
 G A T E I Y Y T V K K X E L H
 U I R L X J B X Z N A C C A C
 L C A G U U M E O N E J N C O
 A O A H E A A I R O P J E I E
 C S H W T T S L U I A S L G R
 I S C N V S T S B T R L O O C
 S F V Y E F F U A A K A I L I
 Y T H R E A T H R D W B V O O
 H D G H Y Y Q D M I I R Z H N
 P G T I P Q O Q C M U E P C L
 A C C O N S E N T I R V O Y X
 R E D N A T S Y B T S Y W S F
 N R D Y W A J S X N L H E P A
 L B H A O I T D F I D B R J W

BULLY
 TARGET
 ASSAULT
 THEFT
 VIOLENCE
 THREAT
 COERCION
 INTIMIDATION
 RAPE
 CONSENT
 CYBER
 PHYSICAL
 VERBAL
 SEXUAL
 PSYCHOLOGICAL
 SOCIAL
 BYSTANDER
 AGGRESSION
 POWER

Glossary of Terms

Aggression

Hostile behaviour or attitudes towards another

Assault

To make a physical attack on another. This includes hitting, pushing, slapping, fighting, use of weapons and physical acts of sexual aggression

Bullying

Bullying characterizes an ongoing series of events, rather than a single or isolated event. Bullying definitions are diverse but often share similar traits. An act of bullying is one that: Involves aggressive behavior that is unwanted on the part of the victim; Involves a pattern of activity of behavior over time; Has a negative impact on an individual(s); Involves an uneven balance of power.

Acts of bullying can include: Physical - hitting/fighting and other attacks on one's possessions or person); Verbal; Sexual violence - harassment, assault and rape; Cyber - using media technologies, phones and internet to target a person for verbal and non-verbal harassment, spreading rumours, unwanted sexting, or intimidation. Bullying behaviours are proven to be related to social and psychological causes, and to have long-lasting social and psychological effects for all involved.

Bystander Effect

or bystander apathy, is a social psychological phenomenon in which individuals are less likely to offer help to a victim when other people are present. onlookers assume someone else would be responsible and intervene or influence the situation, and thus do nothing.

Coercion

Persuading someone to do something by using force or threat

Consent

Giving permission; being in agreement with. Sexual acts require this of all parties involved. It can be withdrawn at any time and if withdrawn, all persons must stop and desist. It is a clear 'Yes, I want to do this.' [video demo: Consent like Tea

<https://www.youtube.com/watch?v=u7Nii5w2Fal>] [video demo 2: Consent for Kids <https://www.youtube.com/watch?v=h3nhM9UIJjc>]

Cyber Bullying

See Bullying

Diversity

The state or fact of being diverse; it includes concepts of acceptance and respect for physical and socio-cultural human difference.

These areas of difference include race, sex, age, physical abilities, ethnicity, gender, sexual orientation, socio-economic status, religious beliefs, political beliefs, or other ideologies.

Ethnicity

Cultural factors - religion, language, traditions. Ethnicity, being cultural, is learned.

Gender

The social characteristics attributed to sexed bodies (male, female, intersex). Masculine and Feminine are the dominant GENDER categories used in western societies.

A performance of the roles and characteristics expected from each type of sexed body within a given society. Norms vary across time and space. Individuals conform to the norms in varying degrees.

This includes way of dress, distribution of labour (professional occupation, domestic, and emotional work), manners of gait, elocution and gesture. Gender systems refer to the allocation of wealth, power and resources based

on unequal value placed on sexed bodies.

Gender Expression

A person's way of performing their gender identity through their appearance, dress, behaviour

Gender Identity

A person's perception of having a particular gender, which may or may not correspond with their birth sex

Identity

A self-concept or awareness of the self and its characteristics

Physical Bullying

See Bullying

Politics

the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power;

the process of making decisions applying to all members of each group. One's relationship (as an individual or as a group) to a position of power

Power

The ability to do something and to influence others to do it; authority or right given to a person; strength of a person whether physical, mental, emotional, etc that allows them to move or influence or bodies, persons, minds, objects or situations.

Psychological

Of or pertaining to the wellbeing of the mind, the mental and emotional state of a person

Race

A population of subspecies that is distinct in some way The social categorisation of human-kind based on (distinct) physical characteristics, such as hair colour and texture, eye and skin colour, bone structure and stature. A social construct, vs a biological fact.

Rape

Sexual activity, usually sexual intercourse, carried out forcibly or under threat of injury against someone's will, or with a person who is incapable of valid consent either because of age, intoxication, unconsciousness, or a power differential.

Religion

Systems of belief in and worship of a superhuman controlling power, especially a personal God or gods.

Rights

something that a person is or should be morally or legally allowed to have, get, or do, regardless of his or her sex, race, or religion

Justified, recognized, and protected (violation of which is unlawful) claim on, or interest in, specific tangible or intangible property. (2) Freedom, immunity, power, or privilege, that is due to a person by agreement, birth, claim, guarantee, or by the application of legal, moral, or natural principles.

Those who customarily have access to the tangible and intangible property often feel slighted when those who are customarily denied access are granted it. These rights are often seen as awards or privileges.

Sex

A social construct based on perceived biological differences, specifically sexual dimorphism - that bodies can/are/should be different based on two sexes, one male and the other female. The perception that there are only two set ways that bodies can be. It is a myth because many bodies, naturally occur, as ambiguous in some way (intersex). In order to maintain the myth of dimorphism, these bodies are 'fixed', often when these individuals are too young to articulate their sex as they experience it. Sex thus has social, psychological and biological aspects.

Sexual Bullying

See Bullying

Sexual Orientation

This refers to patterns of sexual and romantic attraction, usually defined based on the sexes and genders of the persons to whom one is attracted. Heterosexual, homosexual, bisexual, pansexual - are some of these categories. Sexuality is comprised of identity (how one identifies), desires, behaviours (what one does), and experiences.

Sexuality

The state of being sexual. One's sexual likes and characteristics

Social Class

Usually synonymous with "socio-economic class", defined as "people having the same social, economic, cultural, political or educational status", e.g., "the working class"; "an emerging professional class".

Academics however use this to refer to one's relatively stable sociocultural background. Socioeconomic class is used to refer to one's current social and economic situation, which is more changeable over time.

Verbal Bullying

See Bullying

Violence

Behavior involving physical force intended to hurt, damage, or kill someone or something.

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The Silver Lining Foundation is a youth led Non-Governmental Organization (NGO) acting to serve the interests of the youths of Trinidad & Tobago and the Caribbean region, as a whole. The organization primarily acts as a guardian body for marginalized youths seeking to prevent suicide and discrimination. The focus, while on bullying and discrimination, is centred on youth with regards to Lesbian, Gay, Bisexual and Transgender (LGBT) issues and those of Gender Identity & Expression.

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A SEXUAL CULTURE OF JUSTICE
STRENGTHENING LGBTQI AND GBV PARTNERSHIPS, CAPACITY AND
EFFICACY TO PROMOTE AND PROTECT RIGHTS IN TRINIDAD AND TOBAGO