Adapting Learning in Inclusive Communities and Environment

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D3.1 TEACHING PROSOCIALITY IN SECONDARY SCHOOL - PROSOCIAL PEDAGOGICAL MANUAL

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List of Abbreviations

CSC:	Centro per lo Sviluppo Creativo "Danilo Dolci"
CSD:	Center for the Study of Democracy
EU:	European Union
FB:	FaceBook
FCSVM:	Hallgarten-Franchetti Centro Studi Villa Montesca Foundation
GALE:	Stichting The Global Alliance for LGBT Education
KPI:	key performance indicator.
LGBT:	lesbian, gay, bisexual and transgender
MYD:	MyDocumenta SL
RDE:	Regional Directorate of Primary and Secondary Education of Crete

1. A day in My school: what being prosocial can give to an ordinary school day

The school is a Community made of teachers, pupils, administrative personnel and naturally parents, all them have a role in education. What does it mean being educators and why the parameter that we know as pro-sociality plays a role? Studies on cognitive psychology show that the Prosocial behaviour fosters positive traits for children and society. Furthermore encouraging the adoption of prosocial behaviours has a positive consequence the decreasing of undesirable social conflicts.

The framework that we identify as Pro-sociality will be explained in terms of pedagogical relevance, namely how it can work as a tool for empowering the social competences of the students and in consequence, as one of the most relevant educative axes connected to incarnate the central objective that can be summarise in re-creating in the School and around the school what we will define as Educating Caring Community, namely the informal organisation that involves people and social expressions directly or indirectly involved in youngsters' education and lifelong learning and it is then clarified how such Community could be set up, identified and promoted in each context. In a specific section of the Manual reference will be made to the implementation of what in this Manual we define a "Peace Code" within classroom. The relevance of a set of values well defined, discussed and adopted after an educative process will be explained and presented accompanied by a certain protocol and material on teachers' training, a template for prosocial learning activities and a series of exemplary learning activities already implemented in several target audiences at risk of drop out (migrants, LGBTQI students, minorities, Roma pupils, etc.) across Europe. The final part of the book will be dedicated to present the evaluation approach of this intervention: questionnaires for teachers, pupils and sport leaders that aim to evaluate the impact of prosocial learning activities and athletic competitions with regards to promotion of relational, emotional, motivation and self-esteem competences at personal and social level. At the end of the document is presented a detailed description of competences planned to be developed through Prosociality learning activities, with the view to facilitating educators design their learning activities and develop such competences. Finally assessment templates will be presented and provided to the attention of the educators and in order to make them able to understand what is evaluated, how it is evaluated and plan a didactic intervention tailored to the needs of their pupils.

The philosophy behind the structure and the content of this document is to deliver a teachers' guide, a complete presentation of Prosociality both as a pedagogical theory and as a "hands-on" intervention, a compendium of replicable learning activities and a well-documented assessment approach aiming at setting up a reference book for all potential users interested in applying Peace Code and prosocial rationale within classroom.

In the following chapters we intend to present and idea about what we mean when we use the term prosociality and why we can measure the level of relationships that we register inside a group-class to which we give a broader name of a community. It will be explained how we define a community in a specific section. In order to introduce as preliminary topic the idea of the role of the cognitive and affective learning in the framework of the Alice educative strategy, we present some indications related to the reference that can be given by the idea of a taxonomy of learning in line with the recent development of the actual debate. Anderson and Krathwohl are the authors of the revisions to what had become known as Bloom's Taxonomy. This taxonomy had been the reference concept of all the teaching strategies for years and it was revised in 2001. Anderson and Krathwohl made an important work in relation to Bloom's Cognitive Taxonomy. The authors considered in a critical way the classic taxonomy. The attempts to classify the varied domains of human learning – cognitive, affective and psychomotor made possible the creation of a series of taxonomies for the areas involved.

KRATHWOHL & BLOOM'S AFFECTIVE TAXONOMY

WHAT IS THE AFFECTIVE DOMAIN?
Includes behaviors indicating attitudes, awareness, attention, concern, interest, and responsibility. Often assessed by ability to listen and respond in the environment and by attitudes and values appropriate for the field of study.

DOES THE STUDENT ACT CONSISTENTLY WITH THE NEW VALUE?
Concerned with PATTERNS OF ADJUSTMENT
Act, Discriminate, Display, Influence, Internalize, Listen, Modify, Perform, Practice, Propose, Qualify, Question, Revise, Serve, Solve, Use, Verify

CHARACTERIZATION BY VALUE

HAS THE STUDENT COMBINED AND CONCEPTUALIZED A NEW VALUE GIVING IT PRIORITY?
Concerned with the development of a PHILOSOPHY OF LIFE
Adhere, Alter, Arrange, Codify, Combine, Compare, Defend, Discriminate, Display, Explain, Generalize, Identify, Integrate, Modify, Order, Organize, Prepare, Relate, Systemize, Weigh

ORGANIZATION

DOES THE STUDENT SHOW INVOLVEMENT & COMMITMENT?
Concerned with ATTITUDES & APPRECIATION
Accept, Complete, Defend, Describe, Devote, Differentiate, Explain, Follow, Form, Initiate, Invite, Join, Justify, Propose, Puruse, Read, Report, Seek, Select, Share, Study, Work

VALUING

RESPONDING

CAN THE STUDENT SHOW A NEW BEHAVIOR DUE TO AN EXPERIENCE?
Concerned with INTEREST, SEEKING, & ENJOYMENT
Answer, Assist, Complete, Comply, Conform, Cooperate, Discuss, Examine, Greet, Help, Label, Obey, Perform, Practice, Present, Read, Recite, Report, Respond, Select, Tell, Write

IS THE STUDENT AWARE OF OR RESPONDING TO THE ENVIRONMENT?
Concerned with SIMPLE AWARENESS & SELECTIVE ATTENTION
Accept, Ask, Attend, Choose, Describe, Develop, Follow, Give, Hold, Identify, Locate, Name, Point to, Recognize, Select, Sit Erect, Reply, Use

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The taxonomies are related to the applications of the learning activities and have the meaning to provide a guide for the practical application of programs and strategies. The original cognitive had as a first author Benjamin Bloom. The affective domain was categorised in the sixties by David Krathwohl

https://lynnleasephd.com/2018/08/23/krathwohl-and-blooms-affective-taxonomy/

The Pro-sociality scheme when transferred and applied in education can take into account the affective domain as listed and explained in the Krathwohl's taxonomy. The levels and the characteristics will be taken into account for the development of the learning activities

Level	Characteristic	Some Verbs
Receiving	Developing awareness Of ideas and phenomena	Ask Follow Reply Accept Prefer
Responding	Committing To the ideas etc by responding to them	Answer Recite Perform Report Select Follow Explore Display
Valuing	Being willing to Be seen as Valuing certain Ideas or material	Justify Propose Debate Relinquish Defend Initiate

Organization and Conceptualisation	To begin to harmonise Internalized values	Arrange Combine Compare Balance Theorize
Characterisation By Value	To act consistent With the internalised values	Discriminate Question Revise Change

2. Prosociality: the relationships inside the class-community for preventing violence and radicalization

2.1 What Prosociality is and why I need to know it if I am an educator

Adolescence is normally characterised as "time of "storm and stress" that is often associated with a heightened risk of engaging in negative, health-compromising behaviours" (Cfr. But is helping you worth the risk? Defining Prosocial Risk Taking in adolescence, Kathy T.Do; João F. Guassi mareira, Eva H. Telzer)

The actual researches are more addressed to show the positive aspects of adolescent development in order to better understand the factors promoting well-being.

Adolescence is also a time of the life of opportunity and in order to clarify this aspect the social psychology show that positive, prosocial behaviors and show also how these behaviors interact and vary across social contexts, we may gain a more nuanced understanding of the complex psychosocial and neurobiological factors that influence adolescent attitudes. In general, the ability to become less self-oriented and more helpful to others has been considered one of the hallmarks of adulthood less attention has been devoted to understanding the development of prosocial behaviors. With the term Prosociality we intend to describe voluntary actions intended to benefit another, which range from cooperating with others to making donations. It is now clear that the act of helping others is generated in social processes but has a specific neurological origin.

To focus our attention on the term, we can say that Prosociality is the specular definition of what in psychology is defined as prosocial behaviour. It is meant as the set of actions that benefit other people or society as a community or a group of people characterized by the act of helping in which the helper does not benefit from the result of his/her actions.

As a consequence, the "Prosocial behaviour" can be defined as voluntary actions intended to help or benefit another individual or group of individuals without any expectation of a benefit return. While these actions benefit the recipient, they can also be costly to the giver. One is thus faced with the decision to help others at the expense of oneself. When considering prosocial behaviour, the external, explicit actions are emphasized; as opposed to the internal, implicit motivations for those prosocial actions. Prosocial behaviour entails both the physical and mental amelioration of others.

Along this idea of prosocial behaviour resides the concept of Prosociality. The scientific basis are well defined by the so-called "game theory" that can be considered one of the greatest contributions of experimental economics.

This theory is the development of experimental protocols ("games") that measure human preferences in a standardized fashion. These games can be used to measure differences between individuals, contexts and cultures at behavioural level, providing a valuable complement to self-report surveys. Instead of merely asking someone about the importance of helping others, for example, an experimental game reveals whether they actually do help others in situations that involve real financial loss and gain. In practical terms, when an individual has to face an economic challenge, he/she is naturally pushed towards equilibrium.

This equilibrium is reached when the challengers are next to be satisfied by their own positions. The characteristic of the cooperation is the term that can be defined as social capital to be referred to the benefits that can be obtained from social relationships, similar to financial capital, physical capital (e.g., a dwelling) and individual capital (e.g., an education). Those tangible substances could be defined as namely good will, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit.... The individual is helpless socially, if left to his/her self.... If he/she comes into contact with his/her neighbor, and with other neighbors, there will be an accumulation of social capital, which may immediately satisfy his/her social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find in his/her associations the advantages of the help, the sympathy, and the fellowship of the neighbors.

An act is prosocial when it is addressed not to a personal interest but it is done in order to guarantee a general interest and with this act the individuals are aware to be in an area where rules are respected (even if they are not written), commonly accepted and which guarantee the well-being of the social group or community the individuals feel to be part of.

The prosocial acts can be defined as:

- Physical and psychological help

- Sharing the emotions of others (empathy)

- Meta- verbal approach towards the problems of others addressed to increase a sense of safeness

- Taking into account and appreciate differences and the points of view of others

- Defending the others against threats

In this approach the prosocial acts have to be referred to a specific Community, which can be defined as an Educating Community. The social area related to this community is given by the assumption that all the social actors share the same educational goals. Therefore, the "educational conflicts" are overcome or managed.

Many authors have identified supporting mechanisms such as socialization or cognitive development. In general we register an historical tendency to employ a broad definition of prosocial behavior and naturalistic or observational designs, considering prosocial development as the result of individual difference factors such as emotion regulation, contentiousness, or inhibitory control.

According to Dunflied one of the easiest, and most assured, ways of benefitting another involves intervening when they are faced with a negative experience. With this in mind, prosocial behaviors can be thought to require three components:

- the ability to take the perspective of another person and recognize that they are having a problem;

- the ability to determine the cause of that problem;

- the motivation to help them overcome the problem.

In the daily experience when we recognize that someone is distressed is of little value if one is not willing to actually do something about it, nor is motivation helpful if you don't know how to intervene. Together, the ability to successfully navigate each of these steps is necessary – but not alone sufficient – for the production of effective prosocial behavior; if an individual is unable to overcome any of these three challenges then a successful intervention is unlikely.

2.2 Prosociality for a school meant as a Community of learners and educators

The concept of education is under the pressure of the vast spectrum of all the cultures in the world. And the concept of Community is also under the pressure of the media-age that leads us to express our contents in different and unpredictable ways just some years before. In the Facebook era is still possible to conceive and understand the meaning of being member of a Community? Or, the community is something new and global? The impact of these questions is very relevant for the world of education and the consequent answer can help the educators to address correctly their efforts.

The sociologist Marshall McLuhan, a media and communication theorist, coined the term "global village" in 1964 to describe the phenomenon of the world's culture shrinking and expanding at the same time due to pervasive technological advances that allow for instantaneous sharing of culture.

He expresses the idea that is possible and unavoidable to become one global village. This author was also aware of the risks of conflicts between cultures, provoked by the fragmentation of culture and the consequent potential creation of hybrid cultures.

The school is certainly under the pressure of the issue of cultural identity and when McLuhan presented his idea of a "global village", his concept raised several distinct social problems.

Indeed, examples of cultural globalisation can be seen in our everyday lives and the Internet has emphasised the positive and the negative impact on other cultures around the world of the new social media communication.

We can be afraid that countries with more economic influence have the possibility to control the cultural standards by which the rest of the world will have to live. For the world of education a serious implication of this permeation of cultural standards requires the educators to be prepared for challenges represented by maintaining the cultural diversity as a positive side of the encounter of civilisations. In any case, they efforts have to be focused on the new skills that this situation can require. We have to be able to understand and accepted the impact of other cultures without losing our identity and cultural dimension.

3. Prosociality is a pedagogic concept: consequences and

strategies

Many educators are seriously concerned about bullying and aggression. It is equally important to nurture positive alternatives—children's prosocial feelings and behaviour toward others - to the "invasive" images of violence and aggression proposed by the media.

The answer to this general attitude can be promoting Prosocial behaviours, which can also include cooperation, including others in play, giving a compliment, and comforting a child who is upset.

These behaviours have to be characterised by voluntary will. If children are forced to "be nice and to share" or told to "say you're sorry," then their behaviour is not voluntary and cannot be considered prosocial. The prosocial approach entails and highlights that a child's prosocial development can be actively promoted without being forced.

3.1 How educators can be active in promoting Prosociality

Educators can promote prosocial development by building secure relationships, creating classroom community, modeling prosocial behaviour, establishing prosocial expectations and supporting families.

The pedagogic areas of relevance are:

   a) The Classroom is a place where it is easy to be happy

When teachers intentionally create secure relationships, making the children feel safe in their classroom, they can contribute positively to their well-being. Children who are brought up in a prosocial family usually are more caring with their peers. There is good evidence that young children who have warm relationships and secure attachments to their parents and teachers are more likely to be empathic and prosocial (Kestenbaum, Farber, & Sroufe 1989; Zhou et al. 2002; Campbell & von Stauffenberg 2008), probably because children are more likely to notice and copy the behaviour of adults to whom they feel a close connection.

Regarding the experience and the role of the teachers, whether or not a child's parental attachment has been secure, when teachers have warm, secure relationships with the children, those children show more empathy and behave more positively toward others in the classroom. (Pianta & Stuhlman 2004; Spinrad & Eisenberg 2009).

Teachers can develop positive and prosocial relationships using different "small" pedagogic strategies (mostly intuitive): responding sensitively to children's everyday needs, interacting in emotionally supportive ways, listening and conversing with sincere attention.

b) The origins of the Community are in the classroom (from the classroom to the educating Village)

The first step towards rebuilding the "village" - meant as a system of caring relationships - is to create a caring community of learners. Just as warm educative relationships produce student's prosocial skills, being a member of a close-knit learning community can also favour the prosocial development.

Humans are social creatures, and even subtle changes in children's social environments can make them more aware of their connection to the group.

"There is some evidence that children who spend time with very prosocial classmates are likely to become more prosocial themselves; over time, they come to adopt the more helpful, caring norms of their peers" (Eisenberg, Fabes, & Spinrad 2006).

However, it is usual to observe the situation in which the less-prosocial children tend to spend their time with one another, thus having fewer opportunities to learn from more-prosocial classmates.

It can be suggested to the teachers to intentionally counteract the separation of less prosocial children from the more prosocial by pairing and mixing up the pupils for various activities (Bodrova & Leong 2007), creating more ways for children to experience prosocial and empathic behaviour of others.

c) Learning prosocial behaviour from the adults: examples

If an adult (teacher or educator) is prosocial and responsive, the pupils are especially likely to notice and imitate aspects of their behaviour. Thus, teachers who have those characteristics have a good chance of prompting students' empathic, helpful, caring, generous behaviour by demonstrating that behaviour themselves. Opportunities present themselves every day: expressing loving concern when a parent has been ill; and offering some materials that will help a pupil finish a project. To highlight this modelling, teachers can comment on what they are doing and why ("Do you have a problem with that. How about if I help you? It makes me happy to help students out when they need it."). Teachers can also promote these skills by modelling kindness and consideration in their interactions with colleagues and families.

d) Be clear with children (in our community Prosociality is expected to be our way to interact with others)

Teens are more likely to develop empathy and prosocial skills if adults make it clear that they expect (but do not force) them to do so. Polite requests for teens to be helpful and generous are effective and often necessary prompts for prosocial behaviour (Eisenberg, Fabes, & Spinrad 2006).

Sometimes adults may think that they should articulate more their requests, but children—especially toddlers—may need clear prompts or cues.

In many cultures, including most non-Western ones, children are often expected to do real work that helps the family, care for brothers and sisters, even share their toys with brothers and sisters, and generally be more cooperative members of the community. Teachers may notice differences between the behaviours that emerge from families' culturally influenced prosocial expectations and may see these behaviours reflected in children's pretend play and interactions with peers. When a class includes children who are growing up within such cultures, other children may have a chance to learn more cooperative and caring ways of relating to their peers.

4. Fostering Prosociality in secondary schools

Much of the general research on prosociality among young people is based on findings among pre-school young and elementary school students. The ALICE-project focuses on high schools and adolescent youth, which are characterized by some elements that are specific to middle/high schools.

Swearer at al. (2006)[1] developed a "socio-ecological model of bullying" based on the classic socio-ecological theory of Bronfenbrenner (1979). This model proposes that there is an intricate relationship between individual emotions and behavior (of bullies, victims, bully-victims and different types of bystanders), the school class group, the school as an organizational culture, the direct community and the wider society/culture. On one hand this seems obvious, but on the other hand, antibullying and prosocial interventions and policies still seem to focus mostly on isolated incidents and individuals involved in bullying.

Based on the socio-ecological model, Swearer et al. described specific elements of bullying and social behavior in high schools. They identified a number of elements that are different in high schools as compared to primary schools: the transition to less intimate high schools, new group formation processes, puberty and adolescence, experimenting with autonomy, the high schools traditional view to ignore emotions and attitudes and the relative inability of high schools to develop a consistent supportive school culture.

4.1 Transition to less intimate high schools

High schools are larger than elementary schools and students commonly are not all the time in the same group with one teacher. That creates a less intimate school culture in which students need to be able to fend for themselves with less help of teachers and initially with less support from peers. Research consistently finds that the transition from elementary school to high school results in a sense of insecurity among students and more related stress to cope with the new situation and a heightened level of bullying, especially in the beginning of high school.

4.2 New group formation processes

The more intimate environment in elementary schools, fostered by groups being together for at least one year but often several years and with the same teacher, allows for building a stable and safe group process in which the group roles are clear and with a low level of competition for status in the group. In high schools, students suddenly have to cope with several groups, which all are relatively new and in which open struggles for status and position in the group and towards

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[1] Swearer, Susan; Peugh, James; Espalaga, Dorothy; Siebecker, Amanda; Kingsbury, Whitney; Bevins, Katherine (2006). A Social-Ecological Model for Bullying Prevention and Intervention in Early Adolescence: An Exploratory Examination. In: Jimmwerson, Shane & Furlong, Michael (eds) *The Handbook of School Violence and School Safety: From Research to Practice.* New Jersey: Lawrence Erlbaum Associates

teachers take place. These initial group formations mainly take place in the first 6 weeks of the school year (Mooij[2]) and largely determine the safety of the group and the relationship with the teacher(s). If the group process is left to its own devices, there is a risk that the group formation does not balance out into a stable and supportive learning group, but in a gang-like group anarchy where the right of the strongest is paramount, or in a collective insurgence against the authorities (for example teachers). Failed group processes lead that what teachers experience as "difficult classes".

4.3 Puberty and adolescence

Soon after young people enter high school, they enter puberty and the adolescent phase of their life. Puberty causes hormonal and physical effects that make young people more insecure and invite them to imitate role-models that seem to offer self-esteem and status. These role-models are often stereotypical examples of high status and of male and female identified behavior. In their struggle to be "acceptable", young people may become quite extreme in copying stereotyped behavior, for example boys behaving extraordinary "masculine" and using various forms of physical intimidation and violence to prove their "worthiness" while girls may behave quite "feminine" by using various forms of make-up, seduction maneuvers, friendship alliances and gossip to raise their status. Both boys and girls punish each other when other students do not conform to these stereotypes ("gender-policing"); boy calling each other "gay" and girls calling each other "slut" are frequent examples of this. Both gendered self-development strategies can result in bullying, especially when students have inadequate self-esteem and underdeveloped coping skills.

1. Experimenting with autonomy

Adolescence also is characterized by a growing sense of autonomy. While children in elementary schools more or less copy the lifestyle and opinions of their parents, in high schools adolescents are very busy finding out how and why they are different from others and especially how they should situate themselves vis à vis authority figures. At age 11-12, the brain of children enables them for the first time to reflect on opinions of others and to contrast their own opinion with it. This brain development also enables them for the first time to truly understand empathy, in the sense that they can imagine how it feels to be in the position of someone else. This new capacity, but also their impulse to experiment with their own autonomy and to challenge status and experiment with conflict leads to a (for them) confusing complex of news and exiting situations and positions. This adolescent experimentation arena provides a fertile ground for conflict and potentially for bullying, but also for development of deeper friendships and relationships (both functional and erotic).

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[2] Mooij, Ton (..)

4.4 High school's traditional view to ignore emotions and attitudes

Most high schools are not tuned in to these processes. To a large extent, high schools are still mainly focused on "transferring" knowledge and skills as if these are commodities that can be learned in a neutral way. There is much less attention of even allergy against having pedagogical or curricular attention to emotions and attitudes. The NESET II review on antibullying strategies in Europe (2017) recommends that academics and practitioners from the education sector cooperate more with academics and practitioners from the health and sector, because the health sector is much further in developing methods that support attitudes and organizational cultures in an effective way. In the traditional view, "transferring" academic knowledge requires students to sit still, to listen and to be polite to the teachers and to not disagree with teachers. School policies are often developed to monitor and control this type of behavior. The European and national priorities to foster "21st century skills" (creativity, autonomy, having own opinions, being able to deal with conflict, being tolerant and flexible) may have political commitment, but it is difficult to actually integrate them in schools that remain traditionally oriented.

4.5 Limited ability of high schools to develop a consistent supportive school culture

Researchers have found that students often do not experience the (high) school culture to be very supportive. Teachers often agree with students on this, even though they tend to miss a lot of the real unsafety incidents at school. The lack of safety in a school is closely related to the direct community around the school. Students are more influenced than in elementary school by these community values and behaviours because as emerging adults, they are increasingly less at home and more out in the community. Poorer neighbourhoods are lowering the safety in a school and lead to less (middle class) prosocial behavior. Streetwise prosocial behavior is related to the struggle to attain street status and more embedded in gender stereotypes than middle class prosocial values. In poor neighbourhood schools, both actual unsafety like carrying weapons, stealing, physical and verbal violence, and perceived and expected safety are lower. For example, teachers in schools with a relatively unsafe culture may think that bullying is "normal" and an inevitable aspect of high school and cannot imagine that it is possible to create a school culture that has no bullying. In addition, the narrow focus of many schools on academic performance and on preventing drop-out limits their view on a wider pedagogical approach of prosociality and citizenship. Finally, in many countries, the management of schools consists of teachers being promoted to be principals. Although experienced teachers may be very good in pedagogical leadership (but not always) they are less likely to be experts in organizational innovation. Systematically coaching a school with several hundreds of staff towards a more holistic prosocial policy may be beyond their competences.

5. A prosocial approach to polarization

We have noted that "radicalization" presents a situation in which a student develops political or religious ideas that are strongly opposing the school's and mainstream's expectations. It would be good to realize that experimenting with different ideas and ideologies is a fundamental right in democracies and that students need help to explore ideas in a prosocial way. Going along with approaches that demonize certain groups or ideologies is dangerous and limits the capacity of students to learn to think outside conventional schemes and common belief. In addition, a demonizing approach will further isolate the students and tends to limit their sources of information to extremist sources.

Teachers can best relate to such "radical" expressions by being curious and caring about the student. By respectfully exchanging views in a dialogue about feelings and ideas, the abstract and in principle invincible ideologies can be talked about on the level of how we want to interact with each other on a daily prosocial basis. This tends to disarm violent and non-social ideologies.

Students may express some extreme opinions in a contentious way. This is part of adolescence and polarized expressions are part of a developmental process during which they find out what ideologies and actions work for them. This may be difficult for the teacher. Teachers are not immune to the fight-or-flight instinct; when they are provoked it is only natural they feel threatened to some extent and that their first impulse is to react with a put-down (fight) or by ignoring comments (flight). Teachers need to learn to recognize this impulse to respond on instinct and resist it. The polarized students are also moved by fear and anger, and to get into dialogue the fight-or-flight instinct emotions first have to be overcome. By not responding instinctively, the teacher role-models "adult" coping mechanisms in dealing with fear, anger and polarization. By showing the teacher cares about the students, no matter how provocative they are, they role model prosociality at work in micro-situations.

Once the most volatile emotions have been dealt with and a dialogue has started, cognitive processes kick in. It is important to explore with the students where feelings and ideas come from, why they are there and what they aim to do. In such conversations, the real or imagined disadvantaged position of the students and their community will become more clear. In the case of immigrants and Muslims, real economic and social deprivation may appear. A question is if this situation can be solved effectively by raising Quranic morality or by violence. This is not a question the teacher can answer; it is a question that every student has to learn to answer for themselves. This is the difference between academic teaching and coaching emotional intelligence: emotional self-regulation and social skills cannot be "transferred" like knowledge but must be personally decided upon, tried out and experienced in relations.

Critical thinking

The development of prosocial skills is the basis of dialogue and the unwinding of radicalization and polarization. In democracies, values and ideas should be compared and constantly questioned. This requires a critical approach and a critical thinking. Schools should provide a safe space for discussion and confrontation where pupils are asked to test their critical sense and think beyond taboos and common assumptions. Although no empirical evidence indicates that critical thinking can make individuals immune to radicalization, enough evidence suggests that this skill can definitely help resist its typical pull factors.

The sociologist Bauman speaks about a "liquid modernity". He refers to the dismantling of institutions and "weak ties" both in social and personal contexts. Until a few decades ago, we lived in mostly local communities in which we all knew each other, but we did not have that close connections. These "weak ties" (like saying hello to your neighbour) defined our sense of community and safety. In the modern world, these "safe" communities seem to collapse. They make place for virtual "strong tie" groups with shared preferences and ideologies. But in the street, in class and at sports, we don't meet our strong tie community members and people with "other" views become threatening. This may create a feeling of unsafety and even a sense that your world is falling apart "because of the others". Students need to understand such new emerging dynamics. This also requires new educational needs and a redefinition of the school as local institution. This forced living-together of people who also have other strong ties elsewhere often drives an opposition of multiculturalities, more than to interculturality. In this context, on one hand we have social tensions (rising polarization), and on the other there is a rising need of an inclusion-educating program based on the great value of universal brotherhood.

Emotional intelligence or literacy

Emotional intelligence is needed to develop a supportive learning community that includes a sense of belonging. In such a community students learn not only by others but also in terms of their own original and spontaneous contribution. They feel secure enough to accept the challenge of new cultural perspectives and they take the opportunity to explore the world with creativity. In order to do this, they need to be able to "read" their own emotions and those of others and be able to flexibly deal with them. The skill to be e motional flexible has been called "emotional intelligence" (Goleman, 1995). We call the knowledge and ability to recognize own and other's feeling "emotional literacy".

"Emotional literacy" is more about a way of "being" rather than just "doing". In 1990, Salovey & Mayer defined "social intelligence" as people being able to differentiate between emotions and the resulting actions. The teacher's role in emotional literacy is to provide a safe but rich and challenging learning environment where children are free to grow socially and emotionally, while academically nurtured.

Mia Kellmer Pringle (1986) used Maslow's well known hierarchy of needs pyramid to develop a simplified theory for the needs of children. When a child feels emotionally safe and secure in their environment will they undertake the challenge and risk needed to learn. New learning always challenges our self-confidence and we need resilience to overcome disappointment and to acknowledge our mistakes. Many children are not ready to do that and need our support to feel safe from ridicule. Successful deep learning can only take place where recognition and praise is given. Praise should not only be given for "correct academic answers" but also for effort and for solutions found through collaboration. This type of supportive *and* challenging environment, where collaboration is encouraged with "scaffolding" to support and extend learning, follows the principles of social constructivism allowing children to blossom into independent learners through developing self-esteem, self-control and social skills.

Berne says that "Individual behaviours depend mainly on the representation we have of ourselves and other people and on the way we are seen by other persons" and Buber (1957) argues that: "…members of human society shape their qualities and personal skills according to different scales of values; a society is as human as its members confirm their qualities to each other". Both stress that individual identities are the key to how we will behave. Therefore, the guiding criterion for a prosocial approach should be to make students more secure in their own identities and accept both themselves and the others in their while range of relationships and contacts. Educational processes should not be isolated from the daily social learning process but social learning should be included in every moment of school life. The key-issue, starting from a constructivist point of view, is to propose an interactive process so that people can learn from each other.

The importance of play and interactive techniques

J. Bruner (1996) states that: "it is typical of man's nature to start a community where learning is the fruit of a mutual exchange". This view requires a change in the relationship between teachers and students and within the student group itself. The dominant learning method becomes based on action, examples and identification.

In this context, learning techniques have to be active, dynamic and convivial. In the field of peace and democratic life-in-common, *play* is probably the most important strategy. By playing, life experiences can be gradually converted into true knowledge useful to establish contacts with other individuals and interact in the community, to gain self-confidence and mould one's identity, to learn to think it over and plan possible future projects.

In Winnicott's work "Playing and reality", playing is an ever-creative experience. "While playing both child and adult can be free in using the whole personality and only by being creative the human being can discover himself; playing is the basis of cultural experience". M. Montessori, Bruner (1996) and Piaget already underlined the importance of playing in the psychophysical

development of children for living experiences, which gradually become authentic skills. To create a positive relationship habitat it is therefore essential to re-discover ourselves in a person-structured community: teachers, students, school staff, parents who agree in carrying out a common educational project, according to shared values, based on a productive pedagogical agreement (co-responsibility agreement) involving also the territory.

The emotional literacy of the students is developing by itself, but can be coached in a prosocial direction by using specific training and exercises. The emotional understanding of how another would feel in a given scenario is a natural tendency but it needs to developed to be a full prosocial skill.

The effort of creating these skills has to be included in a supportive and caring educative context. This is what we refer to when we are referring to an "Educating Community". We can promote the school as a community of learners that includes also their social and parental context. This will give the students the chance to face their future challenges in a cultural variated and global society.

6. Educational Axes and Development of the Prosocial Peace Code (PS Code)

6.1 The development of the PS Code

Prosocial behaviour means positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain. The school's

role in building students' prosocial skills is fundamental, but also the involvement of the community and of whom, aware or not, can have a lasting influence on the students' social growth (sport trainer or coach, neighbours, members of religious organizations….).

In order to teach and model social skills, the Prosocial Peace Code represents a list of rules and behaviours generally accepted by the members of the community and contained in a specific agreement, created in order to prevent social disorders and violence. These plans are addressed to all the social groups that are involved (directly or indirectly) in the education of the children. The Code defines the fundamental principles that can drive pro-social actions addressed to students, teachers and all the "communities of educators" and underlines what is positive of the other and what can enhance mutual comprehension.

In the age of an "educational emergency" the Code can be a valid tool for the creation of a path towards the reconstruction of an "Educational Community", in order to realize that it is possible to find a "Treasure within Learning" (J. Delors, 1996).

The code embeds the emotional and relational skills, which are fundamental tools for preventing violent behaviours and for helping our children to become active and responsible European Citizens. The process towards the creation of the code can be summarized as follows:
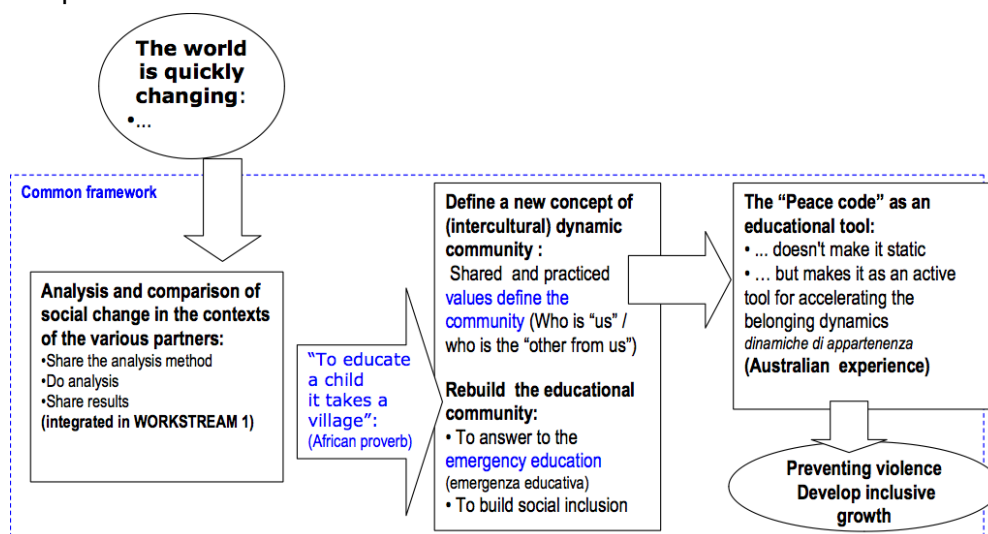
The definition of the Prosocial Peace-code (PS Code) stems from the definition of the reference values-frame, which defines the belonging to a community in an ever quickly changing world. To have an effective educational action the PPC will be then structured and communicated according to some educational axes shaped on the characteristics of in-learning subjects.

6.2 The educational Axes

For the realization of the Peace Code, each value can be shaped into educational axes. The educational axes are learning/educative vehicles in order to experience, actualize and practised the values.

Among the four pillars of education stated in the "Universal Declaration of Human Rights" we have:

- Everyone has the right to education in conformity with his/ her religious, philosophical and pedagogical convictions.

- Everyone has the right to hold, and to receive and impart opinions and ideas.

- Any diversity shall be respected. Physical, political, religious and cultural differences are part of the cultural life of the school and all the students have the right not to be victim of discrimination

- Every student has the right to study and the opportunity to practice sports in a safe and healthy environment.

The Council of Europe has put greater emphasis on the one that it proposes and describes as the foundation of education: learning to live together.

The educational axes are practical and real educative elements that can enable children to acquire the skills essential for:

- Creating awareness about the importance of living in harmony with each other and with the environment;

- Developing the skills of interpersonal communication in order to promote understanding, acceptance and tolerance;

- Enabling pupils to give and receive;

- Creating awareness of solidarity and human relationships.

The educative axes are based on a variety of approaches, techniques and resources to ensure that they are taught in the most meaningful and effective way.

A good practice to look at is the Prosociality Sport Club – prosociality for Integration and Multicultural, a EU project co-funded by the Lifelong Learning Programme, under the subprogramme Comenius. It aimed to make education more attractive for individuals at risk of marginalisation and reinforce their participation in higher education. Within the framework of the project, that lasted two years from 2011 to 2013, educators were asked to develop certain slogans, having as a point of reference the "Universal Declaration of Human Rights". These slogans would be a starting point to develop a series of learning activities with the view to promoting emotional and social competences.

Peace Code Slogans are summarized and displayed in the following table:

Table 1: Educative Axes and Peace Code Slogans

Educative Axes	Peace Code Slogans Common framework of the educating communities
Everyone has the right to education in conformity *with his/ her* *religious, philosophical and pedagogical convictions*	▪ Education is a right, not a privilege ▪ Free education for all ▪ Freedom of education ▪ I can choose any school I want ▪ I feel welcome and respected in my school ▪ Quality education for all students ▪ Respecting values in education
Everyone has the right to hold, and to receive and impart opinions and ideas.	▪ Brainstorming and open listening ▪ Every point of view, if expressed with honesty, enriches the Community ▪ Everyone has the right to be different ▪ Everyone has the right to choose ▪ Everyone has the right to defend his/ hers theses ▪ Everyone has the right to live following his/ hers beliefs. ▪ Everyone is entitled to an opinion. ▪ I have a voice ▪ I have an opinion ▪ I have the right to speak and express my thoughts ▪ Sharing the experiences means to fell the sense of the Community ▪ Talk, we're listening
Any diversity shall be respected. Physical, political, religious and cultural differences are part of the cultural life of the school and all the students have the right not to be victim of discrimination	▪ BE equal = BE different ▪ Diversity creates unity ▪ Diversity is a value ▪ Diversity is education in values ▪ Diversity within unity ▪ I am, you are and we are ▪ I reflect on a difficulty; I develop empathy towards the others ▪ Myself and other people: acceptance of weaknesses and positive thinking towards others ▪ Reinforcing Togetherness ▪ Tell me about- meet me- Create a friendship bridge ▪ The difference is the largest value ▪ The power is based on the union of differences ▪ We are all equal, but each has a different personality

Every student has the right to study and the opportunity to practice sports in a safe and healthy environment.	- Anyone can be part of the overall sports game - Coming together is the beginning. Staying together is progress. Working together is success. - Competence- Fair Play- Respect - Hand in hand for the victory - If we are together, victory will be ours - In sports, always protect your, your team mates and your opponents health - Offer opportunities and take part in a game - One team only - Practice Sports to approach diversity - Practice Sports together - Safe schools - Talent wins games, Teamwork wins Championships! - Together we are one team - Understanding the roots of violence- Setting Boundaries - We play sports together

7. The Educators Caring Communities (ECC)

7.1 What the ECC are and what is their role in the perspective of Prosociality

The term "educating" placed before the term Community relates to a group of social organizations (both formal and informal) involved in an educational path.

Generally, members of this social context are adults who are educators, their role formally recognised by the institutions (the teachers) or playing this role without having any specific institutional or legal recognition. The target of this educational activity is young members of the community or children.

The Educating caring Community has its core in the system of social relationships in which the young interact and from which they acquire their (also spontaneous) code of behaviour.

The relationships, which develop inside an ECC, are circular: all individual exchange their experiences with one another and in this way carry out the various tasks needed for the management of a community. However, this system is complex but at the same time one of its positive characteristics is that each individual is aware of the environment he/she is in. In turn, this awareness avoids educational conflicts: those who belong to this community know their place in the system (e.g. sport trainers) since if their messages are not on the same wavelength as those of other teachers educational conflicts may arise.
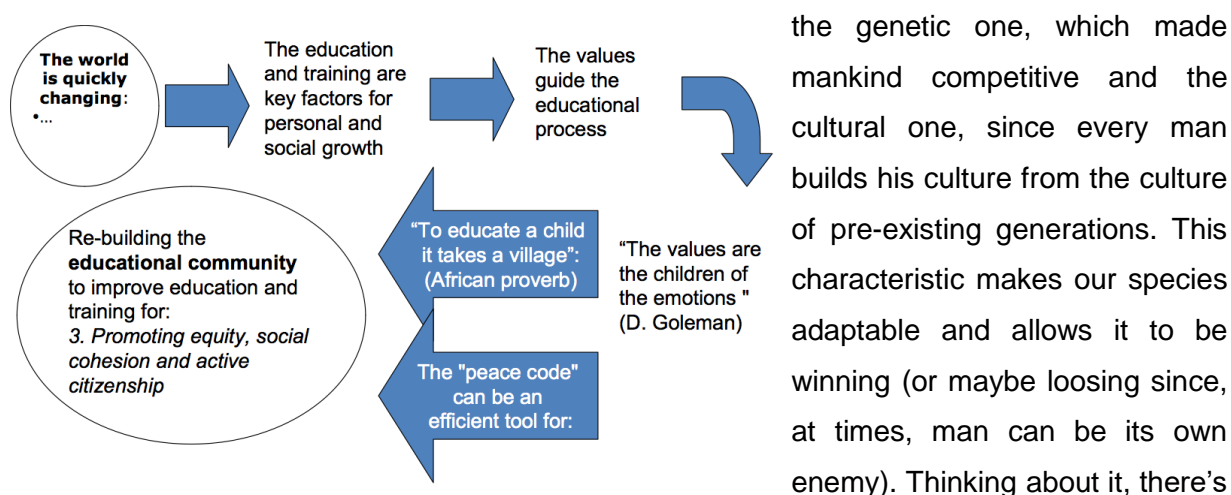
The ECC is therefore a sort of village in which bridges and roads represent social relations, which have a direct effect on a child's education and protect him/her from the kind of violence that could arise in this context. Just as the tradition of the European local communities, in the educating village adults are educators and teach young members the sets of values of their own community, exercising a permanent educative "pressure". This shows the ECC to be an open system: internally it shows the dynamics of conflict and enrichment in a relational-linguistic context; externally it involves the cooperation of traditional learning, families and the territory. Being part of a 'community' is different from being part of a 'group': the core of the community is the awareness of being educators and the sequence of relations stem from participation. Participation implies that the actors do not delegate the task of educating only to schools but operate with them in a circular way. This perspective, the ECC is an "articulated and complex" system operating a continuous evolution in order to be adapted to the organizational model that fits better with the role the members have in it.

7.2 The meaning of the re-construction of the educational community

Education is the activity, which aims at the development of mental, social and physical skills. Its etymology derives from the Latin verb educare (to pull), which stems from the verbs educĕre (to take out, to get out sth from sth else) and ducĕre (to lead). The word education is often considered as complimentary of the word teaching. The difference is that: education concerns a "communicative" way of teaching, whereas teaching includes a wider way of educating, involving techniques aimed to enhance qualities and discover hidden talents.
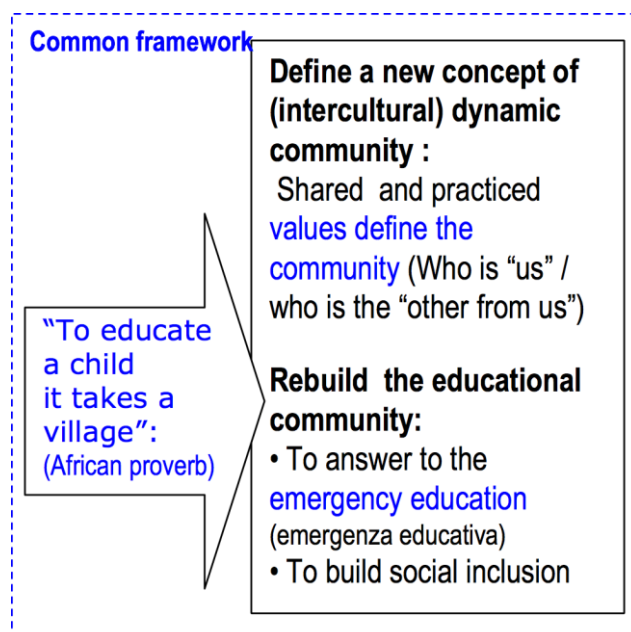
To educate means "to start from" and not "to achieve something", since the arrival point depends on the learning subject. To educate is a way to make a person "more person", a way towards the humanization of individuals. To educate means to support a person during the construction of one's own culture.

Regarding this aspect J. Bruner pointed out that man's evolution is composed of two "histories":

the genetic one, which made mankind competitive and the cultural one, since every man builds his culture from the culture of pre-existing generations. This characteristic makes our species adaptable and allows it to be winning (or maybe loosing since, at times, man can be its own enemy). Thinking about it, there's only one generation separating modern man from barbarity. If the opportunity of educating oneself suddenly did not exist any longer, man would have to start from scratch, from the Stone Age, despite its self-educating skills.

Therefore, to educate means helping an individual to self-build culture, and pedagogy and didactics are the main sciences, which can achieve this goal. In order to learn we need emotional and relational competences and in modern day society, in which culture is dynamic and global (P. Levy), it is necessary to change the traditional teaching approach from transitive to cooperative.

Common framework

> "To educate a child it takes a village": (African proverb)

Define a new concept of (intercultural) dynamic community : Shared and practiced values define the community (Who is "us" / who is the "other from us")

Rebuild the educational community:
- To answer to the emergency education (emergenza educativa)
- To build social inclusion

To better understand why we deem necessary to re-build the educating community in order to develop learning processes, we should give a brief description of the dynamics that arise in the educational environment.

At its centre there is the learner acquiring information through interaction with other learners and with the environment.

To educate a child we need a village (African proverb); the Community educates, not the teacher. A learner is nourished by formal education through school, by non-formal education through family and social organisations etc., and by informal education, such as the environment in which he/she lives. The learner has innate learning skills (Montessori's absorbing mind) and finds the cooperation between teacher and educational group an incredible catalyst. Our idea of educating community is broader than that of Don Lorenzo Milani (a Catholic priest and pedagogue who in the 1960s promoted mutual and cooperative learning in a rural school in Barbiana, Italy) whose ideas are central in the modern western approach to education.

7.3 How to rebuild the Educating Community

A strong need to rebuild an Educating Community is felt both at local and global level: the school alone cannot take the responsibility of the education of children since nowadays they live in a complex and ever changing society. Social elements often act in a different and sometimes even in a contradictory way; this has a negative impact on children. Therefore, it is paramount to increase opportunities for dialogue and for the search for common educative ways.

We must re-launch the idea of an 'educating community' (which refers to the idea of 'belonging') as a school and out of school integrated educational context which can help to develop social competences: these are in fact the dynamics of 'active citizenship'.

This implies that:

- Teachers and school staff should have and practice a positive relational interpersonal style, a style that arises from mutual recognition and from active appreciation of the 'other' (we teach ourselves);

- We should introduce methodological innovations in education in order to systematize this approach with students, families and the local community;

- We should promote a wider dialogue between school, families and the local community in order to boost social dynamics;

- We should design and activate pathways for personal grow through the recognition, the representation and the handling of our emotions;

- We should promote the culture of legality through operational situations in which students can experiment and discover the necessity of commonly accepted rules, rules conceived as 'ordered freedoms' and based on two essential principles: the principle of 'right' and the principle of 'duty';

- We should extend this process from local to global aiming at constructing the 'cosmopolitan global community' (A. Giddens, 1991) by promoting the values of universal brotherhood and meeting the needs for inclusion, which characterize our times.

Within an approach like this, it is evident that the school has to change radically: it should have a new central position in society to:

- Design and develop knowledge tools which can enable the students to understand the natural, social, cultural, anthropological contexts in which they will live and operate in the future;

- Pursue a double formative mission both in horizontal and in vertical continuity. The vertical dimension expresses the need for training that could continue for a lifetime; the horizontal dimension points at the need of a well-organized collaboration between the school and extra-school educating actors;

- Constantly pursue the aim of building positive relationships, based on the recognition of everyone's roles and in harmony with community educational goals;

- Be and act as the consciousness and the driving force of the 'Educating Community' to train people able in handling their existential actions and therefore to invest in the education in order to be active citizens.

Therefore, the aim of Prosociality includes building an Educating community because:

- Education is not just about traditional educational problems, such as curriculum, assessment and tests.

- School only makes sense within the broader context of goals that the community seeks to reach through its trust in education

- The aim is to connect more and more schools with their territories, in order to:

- Share a common value framework

- Activate educational processes fully and consciously shared

- Develop the concept of 'common interest' at school

- Raise awareness of the culture of legality, of ethics and solidarity.

- Promote training,

- Support projects,

- Spread partnership

Foreseeable long-term outcomes, as the main goal of the project's educational process, refer to the areas beyond the school context:

School vs. Parents and families

The interaction between the school, the families and the wider community is meant for:

- Sharing of children's educational courses

- Getting involved in Action Research activities

- Signing the Co-responsibility agreement signed by parents and school, based on shared values and strategies

- Meetings to discuss and clarify the subjects that students will face in class.

7.4 Main strategies for the ECC implementation

I. *Strategy- Create a Caring Community*

The implementation Strategy 1 of the Caring Community aims to create a caring community working towards involvement and inviting all stakeholders to participate in the changing process of the school. This includes all school personnel, students, families and community. When everyone has a voice in the negotiation of the values and the creation of the school's action plan, this increases active involvement in the implementation of school change and sustainability over the long term, which has a positive impact on the students' outcomes.

II. *Strategy- Give Values Voice, Hands and Feet*

Strategy 2 aims at giving values voice, hands and feet through intentional interactions and use of best practices that make the five core values concrete and visible in all aspects of the school's culture and climate. This includes direct teaching of the five core values in the classroom, modelling of the values by adults, and using the school environment as strengthening of the five core values.

III. *Strategy - Share Responsibility with Families, Community and Students*

Strategy 3 is to share responsibility with families, community, and students for creating a School Caring Community. While strategy 1 is about taking the initiative to reach out to and include families and community, strategy 3 is about moving the community and the families from guests to members of the community itself.

IV. *Strategy - Share Leadership*

Strategy 4 is to lead the Caring Community through modeling, empowerment and shared leadership. Whether he knew it or not, Mahatma Gandhi's suggestion to "Be the change you want to see in the world," is excellent evidence-informed advice for school leaders who want to positively change their school culture and climate. This Caring Community strategy advises school leaders to model change of the core values and the implementation strategies with students, teachers, school staff, families and community members since it influences behavioural change in those who observe it.

V. *Strategy - Empower Values with Practice and Policy*

Strategy 5 is to empower the five core values with intentional best practices that are evidence based and proven, along with specific policies which address the institutional factors that create sustainable school culture and climate change. Policy puts the concept on paper so that it becomes part of practice.

8. Implementing the Prosociality Code within classroom

8.1 Teachers training on Prosociality

The prosocial approach to learning and teaching is not merely addressed to increase the level of social competencies but is addressed to increase the quality of the cooperation among groups of the teachers involving in the effort all the community. The main aims of training of educators are connected with providing of information, ideas and practical tools to the members of "Educating communities"[3] in order to help them improve the social content in the classroom activities. It is necessary to promote dialogue between school and other associations to avoid potential conflicts by providing educational tools and tips.

The main topics of training seminars are:

- Meaning of Prosociality and of its educative contents
- How to increase the role of the motivation as a factor for the inclusion
- Increase the awareness of informal and non formal educators
- Promoting discussion about the issue of the social violence
- Creating awareness about the right behaviors
- Reducing prejudice and stereotypes, promoting respect of others, in their diversity
- Analyzing the existing practices about inclusion
- Improving the educators' skills in order to effectively detect and prevent radicalization
- Applying the rules of the peace code
- Strengthening the mutual learning between schools and external associations and deepening the exchange of information and good practices

Description of the work:

- Definition of the didactic program for each workshop
- Logistic organization of the workshops
- Adapting the didactic methodology and training resources to the specificities of each partner Country
- Definition of the group of beneficiaries in each Country involved in the project
- Realization of the national workshops/seminars (2 sessions in presence and on-line activities)
- Monitoring of the results and analysis of the data (satisfaction, usefulness, objectives reached, expectation met…).

The structure of the two workshops:

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[3] A "Learning Community" is intended as the sum of all the educational actors involved in the Educating Community (e.g. teachers, school headmasters, educational staff as a whole). At the same time, the Educating Community embraces also other informal actors playing a role in the psycho-phisical development of students (e.g. sport coaches, resligious leaders, voluntary associations members and so on). For the scope of the Manual, it is considered the Educating Community

- 1st - For teachers and parents
- 2nd - For informal educators and members of the Educating community

All partners organized and conducted no less than 2 workshops.

A. Structure, themes, goals and objectives of the 1st workshop:

Main aim: Discuss the basic principles of didactic prosocial theory and the aims and objectives of the ALICE project

- o Presentation and discussion of the results from the national biographic reports on prosocial behaviours
- o What Prosociality is and how to use pro-sociality to strengthen the educative contents of the school activities.
- o What is and how to manage the educative conflict
- o How can we use the Prosocial Model to strengthen the social inclusion and integration?
- o Preparation and delivery of the prosocial learning activities
- o Identification of the major learning activities to achieve the main objectives
- o Debate and discussion
- o Conclusions and next steps

B. Structure, themes, goals and objectives of the 2nd workshop:

Main aim: Discussion on the Peace code in the Educating Community

- o The Peace code and the role of the Educating Community and external organizations in education
- o The Alice Manual, didactic and pedagogic aspects
- o Discussion of the main value and define of set of activities
- o Learning by doing experimentation with use of the selected learning activities that will be implemented for students
- o Debate and discussion
- o Conclusions and next steps

Materials for training workshops:

- Prosociality: pedagogical framework and literature review
- Educative conflict: pedagogical framework and literature review
- Learning activities: educational axes and activities template
- Video interviews and biographic questionnaire

- Peace code

- ALICE Model

- Agreement of Educating Community: how Educating Community is set up and the activities involved.

9. Learning activities for promoting and developing prosociality in secondary school and list of prosocial competences

Critical thinking and freedom of expression: how to be educated in a prosocial proactive environment

There are experiences that whiteout explicitly mentioning the term pro sociality are addressed to develop personal skills whose aim is to be member of a community of free man and women. This happened in particular social contexts where the social rights were denied or oppressed. This is the case of Maria Montessori and her encounter with Alice Hallgarten Franchetti, an Italian-american lead that in the early years of the 20 century promoted an experiment of popular education in the centre of Italy. She invited Maria Montessori to spend a period in her school where Maria had the opportunity to verify and perfection her Method, contributing to the publication of the first book of the Method of the scientific pedagogy released in 1909.

In the idea of Maria and Alice the school environment should promote problem solving and critical thinking skills and they proposed a variety of ways. A practical approach is suggested, for instance, related to the ability the pupils mature to take care of themselves in the classroom. This not only gives them self-confidence and freedom, but helps with concentration, and later in the mastery of critical thinking skills.

In the sensorial area of the Montessori learning strategy, problem solving and critical thinking are key components of the student's everyday program. The Montessori sensorial materials help the little child to categorize, and to relate new information to what he or she already knows, but for the older ones, the sensorial approach is more relate to the exploration of the world developing the ability to analyze the results and the findings.

Maria Montessori believed that this process is the beginning of conscious knowledge, but has also as a consequence the development of an attitude to verify the impression given by the senses.

Another consequence is the creation on attitude to evaluate and manage the progression lead individually and in group: the teacher is a guide whose task is to watch to help the pupil discover along the way. The guide lays the foundation and the pupil uses their critical thinking skills to explore and complete the work. It is very important to design the learning path to give the pupils the satisfaction of learning by discovery rather than by being told.

The language aspect of Montessori also includes problem solving and critical thinking skills. The pupils have to be let free to learn at their own rhythm, which allows them to concentrate on what they find fascinating. This doesn't mean that they have no rules to respect or programs are not

admitted. But this means that the personal style of learning is very important and when the pupils are asked to complete the work they have their full attention on the way they learn according to their personal characteristics.

Within each phase of the learning process there is an underlying problem solving skills also known as the control of error. The control of error is the point when the pupil acknowledges the fact they have done something wrong when working with the topic and with the research of the materials and information. The teachers can help the pupils to go back, deconstruct the work, and see where they made a mistake or selected impair and uncontrolled materials and information. This is very relevant in the application of methodologies used to find information and contents in the Internet. This control of error and the methodology for the verification of the reliability of the content allows for problem solving skills and critical thinking skills to work together as a whole. The verification of the reliability of the source can be defined in the same way, Montessori defines in her Method children working with the knobbed cylinders when they try to put the smallest cylinder in the largest cylinders space. They realise this is incorrect and go back and fix the problem. The mechanism at psychological level can be seen in the same way: as the pupil masters the work they begin to think critically by broadening their horizons on the different levels of variations and extensions of the work which allow the child to think "outside the box" and start to also bring in the aspect of creativity. They begin to think of alternate solutions and ideas by using their critical thinking skills. Overall, critical thinking and problem solving play a large role in every section of the Montessori classroom.

In the Montessori's view there are some ideas that can help children build a foundation for critical thinking and help them grow into problem solvers:

- It is very useful providing conceptual and physical space for promoting gamification.

- It is also important to Help the students view themselves as problem solvers and thinkers by asking open-ended questions. Rather than automatically giving answers to the questions your pupil raises, help them think critically by asking questions in return

- Help students develop hypotheses. "If we do this, what do you think will happen?" "Let's predict what we think will happen next."

- Encourage the students to research for further information. You can help your children develop critical thinking skills by guiding them towards looking for more information. Say, "Now how could we find out more? Your dad knows a lot about this. Shall we ask him? Or shall we try searching on the computer?"

The Critical thinking and the development of social skills were at the center of the activity of another Italian pedagogue, Danilo Dolci. His life is related to a very strong social and personal

experience he had in a small town located in Sicily, Trappeto. This was in the fifties and according to his own words he wanted to go and see what he could do with these people.

Dolci's method is defined as Mutual Maieutic. With this word he intended to involved the people, and the students in open to discuss."Maieutics" came from Socrates. Bring out the truth. "Mutual" because we all pull the truth out. In the maieutic seminars, as Dolci himself underlined, the students become a political subject, because they are allowed to speak, discuss, and discuss with others. His idea was that the school systems old because is mainly based on the "transmission". One of the basic concepts of his thought is that there is a difference between transmitting and communicating. Transmitting is not proper, it is not autocratic. Because it supposes that someone has got the knowledge and has to transmit to someone else that does not have the knowledge. The teacher speaks and the students listen.

Educational facilities are structures that already have a transmission setting. This plan is raised because the speaker must have authority. Think, John Dewey, at the end of the nineteenth century, he was already talking about eliminating the desks. Maria Montessori had the same felling in the creation of a new learning space. However, nowadays the is still school is transmissive. Dolci affirmed this system is wrong. The right system is communication. "Communication" means: I speak and you listen, but you also speak. When does a student speak at school? The student at school speaks during the interrogation and speaks to say what I said first in class or what the book says, and that's it.

The mutual maieutics tries to introduce the dialogue at school and tries to give the floor to the students. This thing is linked to another important thing that is a very relevant characteristic of Dolci' ideas: distinguishing power from domination. In general people have a negative view of power. Power is that thing that powerful people, politicians, and so on. Dolci said: "'Power' comes from 'I can do'. Without power we do not live ". When you die of hunger, you have no power. So I have to help you have power. Dolci taking it from the Italian philosopher Aldo Capitini, that wrote a beautiful work called The Power of All, was convinced that educators need to fight the pathology of power, that can also mean to have possibilities, to have chances. In order to create future critical thinker citizens, the School has the task to   build Power. In actual terms we can say to build empowerment. The teachers are called to do Common power in terms of discussing together, seeking together and one the knowledge as a common value.

For Danilo Dolci everything we do at school is political. Every time we enter the classroom, every gesture of ours has political significance, but we must ask ourselves what political meaning we want our work to be in school. It means asking ourselves which kind of society we want to create through our work. My answer is that we should try to create a society of power, that is, a society in which everyone has the word and build together, through the word, a way in which the possibilities of one grow together with the possibilities of others.

The training activities suggested in this Manual that are presented in the annexes are based on this ideas. Within the framework of Training in Prosociality all teachers are asked to design learning activities planned to be implemented within classroom. These activities promote the social aspect of education and it is planned to promote social and emotional competencies. Teachers in cooperation with stakeholders and sport trainers deliver sets of activities tailored to the needs of the target audience of the project, audience at risk of drop out and early school leaving or at risk of social exclusion.

The Alice approach is not meant to be exhaustive. The creation of prosocial skills are based on the critical thinking approach, but this is just one of the potential sides to be developed. In the Annex, some didactic exercises are presented and they have to be considered as examples of how specific activities can be created in order to involve the students in the challenge of the realisation of a model of relationships based on a Community of teachers and learners.

LIST OF PROSOCIAL COMPETENCES

RELATIONAL COMPETENCES

PERSONAL COMPETENCES

Self-control: Managing disruptive emotions and impulses.

People with this competence:

- Manage their impulsive feelings and distressing emotions well

- Stay composed, positive, and unflappable even in trying moments

- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity.

People with this competence:

- Act ethically and are above reproach

- Build trust through their reliability and authenticity

- Admit their own mistakes and confront unethical actions in others

- Take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance.

People with this competence:

- Meet commitments and keep promises

- Hold themselves accountable for meeting their objectives

- Are organized and careful in their work

Adaptability: Flexibility in handling change.

People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change

- Adapt their responses and tactics to fit fluid circumstances

- Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information.

People with this competence:

- Seek out fresh ideas from a wide variety of sources

- Entertain original solutions to problems

- Generate new ideas

- Take fresh perspectives and risks in their thinking

SOCIAL COMPETENCES

Influence: Wielding effective tactics for persuasion.

People with this competence:

- Are skilled at persuasion

- Fine-tune presentations to appeal to the listener

- Use complex strategies like indirect influence to build consensus and support

- Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages.

People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message

- Deal with difficult issues straightforwardly

- Listen well, seek mutual understanding, and welcome sharing of information fully

- Foster open communication and stay receptive to bad news as well as good

Change catalyst: Initiating or managing change.

People with this competence:

- Recognize the need for change and remove barriers

- Challenge the status quo to acknowledge the need for change

- Champion the change and enlist others in its pursuit

- Model the change expected of others

Conflict management: Negotiating and resolving disagreements.

People with this competence:

- Handle difficult people and tense situations with diplomacy and tact

- Spot potential conflict, bring disagreements into the open, and help deescalate

- Encourage debate and open discussion

- Orchestrate win-win solutions

Political awareness: Reading a group's emotional currents and power relationships.

People with this competence:

- Accurately read key power relationships

- Detect crucial social networks

- Understand the forces that shape views and actions of clients, customers, or competitors

- Accurately read situations and organizational and external realities

EMOTIONAL COMPETENCES

PERSONAL COMPETENCES

Emotional awareness: Recognizing one's emotions and their effects.

People with this competence:

- Know which emotions they are feeling and why

- Realize the links between their feelings and what they think, do, and say

- Recognize how their feelings affect their performance

- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits.

People with this competence are:

- Aware of their strengths and weaknesses

- Reflective, learning from experience

- Open to candid feedback, new perspectives, continuous learning, and self-development

- Able to show a sense of humour and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities.

People with this competence:

- Present themselves with self-assurance; have "presence"

- Can voice views that are unpopular and go out on a limb for what is right

- Are decisive, able to make sound decisions despite uncertainties and pressures

SOCIAL COMPETENCES

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.

People with this competence:

- Are attentive to emotional cues and listen well

- Show sensitivity and understand others' perspectives

- Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers' needs.

People with this competence:

- Understand customers' needs and match them to services or products

- Seek ways to increase customers' satisfaction and loyalty

- Gladly offer appropriate assistance

- Grasp a customer's perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities.

People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development

- Offer useful feedback and identify people's needs for development

- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people.

People with this competence:

- Respect and relate well to people from varied backgrounds

- Understand diverse worldviews and are sensitive to group differences

- See diversity as opportunity, creating an environment where diverse people can thrive

- Challenge bias and intolerance

MOTIVATION AND SELF ESTEEM

PERSONAL COMPETENCES

Achievement drive: Striving to improve or meet a standard of excellence.

People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards

- Set challenging goals and take calculated risks

- Pursue information to reduce uncertainty and find ways to do better

- Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization.

People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal

- Find a sense of purpose in the larger mission

- Use the group's core values in making decisions and clarifying choices

- Actively seek out opportunities to fulfil the group's mission

Initiative: Readiness to act on opportunities.

People with this competence:

Are ready to seize opportunities

Pursue goals beyond what's required or expected of them

Cut through red tape and bend the rules when necessary to get the job done

Mobilize others through unusual, enterprising efforts

SOCIAL COMPETENCES

Leadership: Inspiring and guiding groups and people.

People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission

- Step forward to lead as needed, regardless of position

- Guide the performance of others while holding them accountable

- Lead by example

Building bonds: Nurturing instrumental relationships.

People with this competence:

- Cultivate and maintain extensive informal networks

- Seek out relationships that are mutually beneficial

- Build rapport and keep others in the loop

- Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals.

People with this competence:

- Balance a focus on task with attention to relationships

- Collaborate, sharing plans, information, and resources

- Promote a friendly, cooperative climate

- Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals.

People with this competence:

- Model team qualities like respect, helpfulness, and cooperation

- Draw all members into active and enthusiastic participation

- Build team identity, esprit de corps, and commitment

- Protect the group and its reputation; share credit

9.1   Web Accessibility

Summary
The focus of this activity is on accessibility of websites and web tools. The websites and web tools should be designed for everyone, regardless of what hardware or software they are using, what their language is, where they are, or what their abilities are. When the websites are properly designed and developed, everyone, including people with disabilities can use them. In this activity students will examine websites to see if they have any accessibility barriers that make them difficult or impossible for some people to use and investigate ways to customize these websites for personal needs.

Objective
At the end of this activity, students will be aware of these personal needs related to accessing learning materials on the web and explore ways to customize the web browsers.

Prosocial focus
Assess/know/motivated to help
Assess/know/motivated to have empathy/to comfort

Taxonomy level
Receiving
Responding
Valuing

Time
90/120 minutes

Level
Age 14-18

Tools
Projector
Internet connection
ALICE eportfolio
Google docs

Preparation (before the lesson)

To prepare this activity visit W3C Web Accessibility consortium pages and prepare a short introduction to Web accessibility: https://www.w3.org/WAI/intro/accessibility.php.

This web site explains web accessibility related issues in clear terms and provides you with an opportunity to explore issues. One good example is this video (approximately 8 minutes) from WC3 Web Accessibility Initiative:https://www.w3.org/WAI/perspectives

The accessibility areas you may want to focus on are:

- Keyboard compatibility
- Clear layout and design
- Large links, buttons and controls
- Customisable text
- Understandable content
- Colours with good contrast
- Text to speech
- Video captions
- Voice recognition
- Notifications and feedback

Organising

Prepare technology to show the website. Organize students in small groups of 3-4 people for the second part of the activity (steps 3 to 5).

Implementation

Step 1 **(5/10 minutes)** Step 1- Explore your students previously by asking them what they know about it. Do they know what it means? Do they have any example? Why is it important?

Step 2 **(10/15 minutes)** - Visit, together with your students the W3C Web Accessibility consortium pages and discuss the different concepts and topics proposed.

Step 3 **(5 minutes)** – Create small groups of 3-4 students each. Each group will work on the analysis of a website, from the perspective of accessibility.

Step 4 **(60/90 minutes) Student work: Analysis of a website's accessibility.**

Each group is asked to select a website they are familiar with and examine the accessibility barriers in this website under the headings provided above.

- One of the group's members creates an online document (e.g. Google docs) and shares it with the other members of the group. This document have to be named "[Name of the website] Accessibility's analysis".
- Each member of the group has to check two options from above list and contribute with an analysis to a shared project document.
- Students will need to activate accessibility settings to be able to see if the website is providing the options.

- Each student has to create a new evidence with the eportfolio evidence tool including:
    - the link to the choosen website
    - the link to the shared docuemnt
- Each student will share his own evidence with all the members of the group, asking for their comments. The evidences will be shared using the "private inquiry tool" available in the ALICE eportfolio.
- Once they receive the comments of the other members of the group, all students will review their analysis and if needed, modify/improve it at the light of the comments received.

9.2 Internet… What we want

Summary
Internet is a fabulous place which we visit and use daily. People can search for information, meet friends, listen to music and create our digital world.
In this activity, students will note advantages and disadvantages of using Internet in their daily lives and in school (things they want or do not want when they use the Internet and Internet security issues). Also, they will watch on the computer a short film about Internet uses and will record any risks / problems that can be identified in the short film.

Objective
The aim of this activity is to inform and raise awareness of safe and positive use of digital tools and technology, reinforce students' knowledge and attitudes about the Internet and its applications in their daily life. After the activity, students will be able to detect and recognise some major risks associated to the use of internet and adopt strategies to prevent them.

Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort

Taxonomy level
Receiving
Responding
Valuing

Time
75/90 minutes

Preparation (before the lesson)

Not needed. It could be convenient for the teacher to visualise the video proposed in Step 3.

Organising

Prepare technology (computer, internet connection and projector) to display the video..

Organize studnets in small groups of 3-5 people for the second part of the activity (step 3).

Implementation

Step 1 (5/10 minutes) Organise the class in small groups of 3-5 students each.

Step 2 (20/30 minutes) – **Students activity 1: What do you want? What do you not want?**
Each group write an initial brainstorm about things they do daily using web applications on the internet and answer to the following questions:
(1) What do you want from the Internet?
(2) What do you not want from the Internet?.
To write down the ideas of the brainstorm, students can use a collaborative tool, such as a padlet

Once the content is completed, each student has to include it in his/her own e-portfolio.

Step 3 (50minutes) –Students' activity: Problems/ Dangers of the Internet
Students watch a short film: TheGroceryStore about issues related to online use and safety. Afterwards students discuss with their group any dangers/problems they have recognized in the short film and about the strategy that they should follow to prevent them.

Then, they have to create a collaborative document and name it "Dangers of the Internet-[name of the group]" where they will collect the most important aspects of the previous debate: dangers/problems they have recognized and strategies to face them.
That document needs to start with the following question: "What possible problems/dangers have you recognised?" At least six dangers/problems should be identified and related strategies to prevent them.

Once the content is completed, each student has to include it in its own e-portfolio. Each student has to share, in a private way through the eportfolio "private inquiry tool", its content with a student of a different group and ask for his/her feedback.

9.3   Digital footprint

Summary
In this activity, students will learn about the digital footprint (what is it, how to control it and its repercussion). Students will work individually and in pairs.
Objective
The aim of this activity is inform and raise awareness of safe and positive use of personal digital data, and the risks of share them thorugh internet.
Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort
Taxonomy level
Receiving
Responding
Valuing
Time
75/90 minutes
Level - Age 14-18
Tools
Internet connection, computer, ALICE ePortfolio

Organising

Prepare technology (computer, internet connection and projector) to display the videos.

Implementation

Step 1 (15/20 minutes): **Introductory videos**

Students watch the following videos as introduction to the topic:
Dave read you mind
Digital Dossier
Step 2 (15 minutes): Debate.

Debate with your students the 2 videos and help them to raise the relevant questions and to relate them with their personal experience. You can ask for their experience, the social network that they use, how they interact with social media and other online tools, etc.

Step 3 (45/60 minutes): What is a digital footprint?
Students work individually and have to find out the answers to these questions. To do that task, first of all students will plan an information search to find the answers to the following questions (timing, tools, goals, etc.). Students will write down that planning into a digital document and they should create an eportfolio "story" and upload it.

- What is a digital footprint?

- Who can create it?

- Why control it?

- How to control it?

You have to download and use the following template.

Once done, upload your work to your eportfolio creating a new evidence.

Step 4 (45/60 minutes): What is a digital footprint?

Students work in pairs (student A and B) and share the answers they have found. Then, students search all the information about the peer they are working with on the Internet and collect it in a document and share it with him/her. Student A records the information found about student B and the reference of where and how he/she found it.
Tips to find information: user name, phone number, email, social networks…
Once the partner has finished the document, the student reads it and comments his/her feelings/impressions of the information that the partner has found.
Then, each student has to upload 2 documents to the evidence created under task 1:
-    The work, where they have collected the information about their companion (e.g. Student A has to upload his/her assignment about student B)
-    The work of their companion about them (Student A has to upload the work about him/her done by student B).

9.4 Didactic Methodology – Reciprocal Maieutic Approach (RMA)

The RMA represents a powerful tool to promote active citizenship and social dialogue that have been highly missed, especially in modern society. So, RMA workshops must be considered as essential moments of research and of individual and collective growth. It generates in the people the awareness of how to identify their own problems and a desire to participate in planning and carrying out possible solutions.

The learning achievements reached in the different national contexts demonstrate a growth in the acquisition of cognitive and relational/cultural competences, indeed a typical feature of the RMA.

Activities
1 Reciprocal Maieutic Approach Workshop "Trasmission vs Communication"
2 RMA workshop toward conflict transformation
3 RMA workshop: Egoism V Sempathy

9.4.1 RMA Workshop "Trasmission vs Communication"

Summary
Through the current exercise, RMA will provide competences which are connected to active citizenship and social dialogue.

Objective
The aim is to analyse the meaning of the words "transmission" and "communication", the differences existing between them and the potential effects of both concepts on the learning process.

Prosocial focus*
Motivated to share
Know/motivated to have empathy/to comfort

Taxonomy level*
Receiving
Responding
Valuing

Time
120 minutes/Max. 180 minutes

Level*
Age 12-14, Age 15-17

Tools
It's useful to have a flipchart or a notebook to write down the diverse interventions and to record the outcomes of the session.

Preparation (before lesson)

Maximum number of participants suggested is 20, minimum 10.
There is only one RMA coordinator for each session.

Maximum duration suggested is 3 hours.

The space is organized in order to create a democratic, non

hierarchical environment (trying to convey the concept of the space as a metaphor of relations, communication,

expression and creativity): participants sit in a circle (meaning sharing of power, equality, same chance of contribution from everybody), so everyone

has the same distance from the centre and can look at each other in the eyes.

Organising

It's not necessary as first step to introduce the RMA theoretical Framework to the students.

During the session, participants ask when they want to speak,

creating an order that should be respected.

It is important that everybody listens actively to each other's voice.

The coordinator might also invite to speak those participants who are

silent, giving them the possibility to accept or refuse the invitation.

It is important during the discussion that the RMA coordinator

records what the participants say, using the tools suggested.

Implementation

Step 1:45'

The RMA coordinator introduces him/herself and invites each participant to introduce him/herself by asking: What is your personal dream?

Each participant starts to tell something about him/herself and his/her life through dreams. In this way everyone can open up by expressing themselves and listening to other people's point of view.

Step 2: 45'

The coordinator asks the participants the following questions: - What is the meaning of "*transmission*" according to your personal experience? - What is the meaning of "*communication*" according to your personal experience?

Each participant expresses his/her opinion freely on the meaning of the concept of "*transmission*" and "*communication*", by starting from their etymology*.

The RMA coordinator might intervene and give his own contribution in order to enable effective reciprocity. However, he/she should not influence the group discussion by expressing his/her personal opinion on the topic being discussed; but rather, on a more methodological level, he or she should favor reciprocal communication, re-launch the discussion, ask for further explanations and/or examples taken from personal experiences of participants etc.

Debriefing/reflection: 20'

At the end of the workshop the RMA coordinator closes by asking a short evaluation to all participants and by making a synthesis of what has been said during the session and drawing conclusions.

The RMA coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it.

The RMA coordinator should also talk about the next encounter and propose: when, at which time, about what.

Transfer to practice

How students are stimulated to use skills after the lesson (homework, pedagogic follow-up interventions, additions to portfolio, monitoring and discussing student interaction, change of school rules/procedures)

Communication skills can be used among the students to express their opinions and improve interaction at school.

*Ttrans – mittere, literally "send across"

Cum – munus, literally (gather gifts)

9.4.2 RMA workshop toward conflict transformation

Summary
The following exercise uses RMA as a tool to solve and transform conflict. It can be used with different topics and allows participants to discover or develop mediation skills and personal strengths as well as making them think about alternatives on problems' solution

Objective
The aim is to define conflict, identify its main features and develop solutions to transform them in a chance of development.

Prosocial focus*
Motivated to share
Know/motivated to have empathy/to comfort

Taxonomy level*
Receiving
Responding

Time
120 minutes/180 minutes

Level*
Age 12-14, Age 15-17

Tools
Papers, pen

Preparation (before lesson)
During this exercise RMA is used to introduce the topic of "conflict transformation" as well as to identify its key dimensions. Conflict can be defined as a disagreement through which the sides involved perceive a threat to their needs, interests or concerns.

Usually it is associated with violence and destruction, accompanied by feelings of anger, frustration, hurt, anxiety and fear. On the other hand, conflict is not necessarily destructive if handled properly. It can be also a valuable tool for building up skills and personal strengths as well as a chance to use human creativity and finding new solutions.

Organising

Participants are asked to work on a specific conflict. The procedure to be followed is structured in a precise dialectic as the one which follows:

Example of conflict: Immigrants and autochthon people.

1. Participants are invited to provide a *Diagnosis*, that means the process to identify the causes of the conflict. Possible answers on the topic taken as example above:

a. Direct violence: prejudice, racism, xenophobia;

b. Cultural violence: autochthones' closed social ties and resistance to change versus immigrants' closed social ties and the need for integration;

c. Structural violence: lack of resources (jobs);

2. Then participants are invited to develop the *Prognosis* (which is an analysis of the direct consequences of this kind of conflict): discrimination, limited access to qualified jobs for immigrants, no real exchange/communication between people, violence (verbal and sometimes physical).

3. Once causes & consequences are identified, it's up to developa *Therapy,* to find a solution to this conflict: how to transcend positively/creatively the relations and structures that create / maintain the conflict? And how we can use our RMA approach in the process of conflict transformation?

Implementation

Step 1:30'

Create a representative group of people in which there are immigrants from different countries, autochthones, political representatives, NGO representatives.

The RMA teacher/coordinator asks the group the following question: what questions should be asked to examine the causes of conflict?

Step 2: 45'

Each participant initially reflects on questions that must necessarily be asked.

The RMA coordinator focuses, summarizes and presents to the group the questions that have arisen

Step3: 20'

As everyone enunciates their personal questions, the others should write them down on their notebook

Step4: 30'

The participants begin to reflect on the questions in order to analyze the root causes of a conflict (diagnosis) and its related consequences (prognosis) by using a plurality of visions, alternatives and voices, yet also the backgrounds and experiences of the actors involved at every social level (considering also the deep psychological and cultural factors).

Step5: After defining the root causes of conflict, it's necessary to discuss about therapy perspectives on how conflicts can be transformed and peace can be built by using creative and viable alternatives to violence (need for creativity, need for future orientation).

Debriefing/reflection: 30'

At the end of the workshop the RMA coordinator closes by asking a short evaluation to all participants and by making a short summary of what has been said during the session

Transfer to practice

How students are stimulated to use skills after the lesson (homework, pedagogic follow-up interventions, additions to portfolio, monitoring and discussing student interaction, change of school rules/procedures)

The following exercise can be a useful practice to monitor the interaction of students, to make them think about the potential of conflict and the creative ways of solving them and – most of all – the main role they can have on contributing in the development of events of the community they belong to.

9.4.3 RMA Workshop: Egoism vs Empathy

Summary
The RMA represents a powerful tool to promote active citizenship and social dialogue that have been highly missed, especially in modern society.

Objective
The aim is to analyse the meaning of the words "egoism" and "empathy", the differences existing between them and the potential effects of both concepts on the learning process. Io qui specificherei l'importanza dell'esercizio nell'ambito dello sviluppo della comunità educante

Prosocial focus*
Motivated to share
Know/motivated to have empathy/to comfort

Taxonomy level*
Receiving
Responding
Valuing

Time
120 minutes/180 minutes

Level*
Age 12-14, Age 15-17

Tools
It's useful to have a flipchart or a notebook to write down the diverse interventions and to record the outcomes of the session.

Preparation (before lesson)

Maximum number of participants suggested is 20, minimum 10.
There is only one RMA coordinator for each session.

Maximum duration suggested is 3 hours.

The space is organized in order to create a democratic, non

hierarchical environment (trying to convey the concept of the space as a metaphor of relations, communication,

expression and creativity): participants sit in a circle (meaning sharing of power, equality, same chance of contribution from everybody), so everyone

has the same distance from the centre and can look at each other in the eyes.

Organising

It's not necessary as first step to introduce the RMA theoretical Framework to the students.

During the session, participants ask when they want to speak,

creating an order that should be respected.

It is important that everybody listens actively to each other's voice.

The coordinator might also invite to speak those participants who are

silent, giving them the possibility to accept or refuse the invitation.

It is important during the discussion that the RMA coordinator

records what the participants say, using the tools suggested.

Implementation

Step 1:45'

The RMA coordinator introduces him/herself and invites each participant to introduce him/herself. If the exercise on transmission and communication has not already been carried out, we can ask: what is your personal dream?

Each participant starts to tell something about him/herself and his/her life through dreams. In this way everyone can open up, by expressing themselves and listening to other people's point of view.

Step 2: 45'

The coordinator asks the participants the following questions: - What is the meaning of "*egoism*" according to your personal experience? - What is the meaning of "*empathy*" according to your personal experience?

Each participant expresses his/her opinion freely on the meaning of the concept of "*egoism*" and "*empathy*", by starting from their etymology*.

The RMA coordinator might intervene and give his own contribution in order to enable true reciprocity. However, he should not influence the group discussion by expressing his/her personal opinion on the topic being discussed; but rather, on a more methodological level, he should favor reciprocal communication, re-launch the discussion, ask for further explanations and/or examples taken from personal experiences of participants etc.

Debriefing/reflection: 20'

At the end of the workshop the RMA coordinator closes by asking a short evaluation to all participants and by making a synthesis of what has been said during the session and drawing conclusions.

The RMA coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it.

The RMA coordinator should also talk about the next encounter and propose: when, at which time, about what.

Transfer to practice

Communication skills can be used among the students to express their opinions and improve interaction at school.

*Egoism

Late 18th century: from French égoïsme and modern Latin egoismus, from Latin ego 'I'.

Egoism is usually considered in two forms. Psychological egoism is the view that people are always motivated by self-interest. Ethical egoism is the view that whether or not people are like this, they ought to be like this; usually this is advanced in the form that rational behaviour requires attempting to maximize self-interest.

Empathy, the ability to imagine oneself in another's place and understand the other's feelings, desires, ideas, and actions. It is a term coined in the early 20th century, equivalent to the German *Einfühlung* and modeled on "sympathy."

9.5   A Sexual Diversity Rap

Summary
Students write rap songs about respect and LGBTI issues.

Objective
Students express what LGBTI discrimination or unequal treatment based on sexual orientation or gender identity means.

Prosocial focus
Motivated to help
Motivated to create empathy/to comfort

Taxonomy level
Valuing
Organization
Internalising

Time
XX minutes

Level*
Age 12-18

Tools
☐ Possibly videorecorder or cell phone camera's

Preparation (before lesson)
This exercise works especially well with students who don't like formal discussions. The facilitator can consider not to get into a discussion to reflect on the choices made to develop the rap but create a more informal learning process by just doing it.

You may want to videotape the rap-songs for use in other lessons.

Organising

Reset classroom furniture so student can perform raps or do a rap-battle. If you tape the raps, ask written permission to share the images or recordings.

Implementation

Step 1: (30'; rap-making) Let students, either single, in pairs or in groups, write a rap song about LGBTI, bullying, discrimination or unequal treatment, or about falling in love with someone of the same sex, or about gender confusion or change.

Step 2: (30'; performance) Let students share their rap lyrics with their classmates by performing or reading the songs.

Step 3: (15'; optional; debriefing) If necessary, discuss the songs with questions like:

1. Why have you chosen these lyrics?
2. Was it hard to write the lyrics?
3. Was it easy to imagine the situation of LGBTI? Why?
4. What is your own experience with sexual diversity?
5. Is your own experience reflected in the rap?
6. Does your rap "help" or inform" other people?

Variations

It may be that students feel uncomfortable when they think LGBTI issues are not something to be promoted. In such cases it is interesting to experiment with existing rap songs and change the words and have a good laugh about it. Humor works well.

It is also possible to rap about respect and love in general and attempt to make the text sex neutral, swap or change the often-stereotypical gender roles and experiment in other playful ways with love and respect.

It could be interesting to videotape the raps and maybe publish them on the school website or on YouTube (if the students give permission of course). This can be a powerful statement in the school and community.

9.6 Associate on Sexual Diversity

Summary
Students brainstorm about sexual diversity and reflect on their thoughts.

Objective
The key objective, what do students know, feel, think or do after this activity?

Prosocial focus
Assess to have empathy/to comfort

Taxonomy level
Responding
Valuing

Time
20-50 minutes

Level*
Age 12-14

Tools
☐ Blackboard
☐ Possibly: talking stick or matches/tooth picks

Preparation (before lesson)
Do this exercise in a class which knows how to respectfully brainstorm and where the context is relatively safe.

Organising

In groups with less respect and discipline, you can tell the students they are only allowed to raise their voice after sticking up their finger or a "talking stick". Only people with the talking stick may speak. In groups with some more aggressive leaders, you can give each student 4 lucifer matches or tooth picks. A student has to hand in one of their sticks when making a comment. This limits the speaking time over overly enthusiastic students and encourages shy students to make comments.

Implementation

Step 1: (2'; instruction) Start the game with the question: ´What pops up in your mind when I say the words: lesbian, gay, bisexual, transgender, and intersexual. Write the words on a blackboard or on a flipchart.
Step 2: (10'; brainstorm) Let the students associate freely for about 10 minutes, until the stream of associations slows down. Write down every association, also the negative. Don't make comments in this phase. In this way you show you value the effort of your students. When the associations stop, announce the end of this phase by thanking the participants to be so open and sharing.
Step 3: (8'; analysis) Look with your students to the words written down. Classify the ideas in terms of: relationships, appearance, sex, etcetera. Ask the students why they mentioned these words. What is behind them? What images and information? A lot of words will represent negative images, prejudices and misinformation. Without judging, try to find out where students get these images from. You can also ask students to correct obvious misinformation or write down questions about the associations. This way you create an agenda for the rest of the education session(s).
Step 4: (30'; debriefing) If you want, you can extend the exercise by going deeper into the words and offer correct information yourself. You can ask the students to discuss what they think each of the words: Do you agree? For what reason you disagree? Why do people think the way that they think about LGBT? How do you create your opinion? Complete the game and explain the students what general conclusions can be drawn from the discussions so far. Also, you can make agreements with the class on which words to use in further discussions.

9.7 Fatima needs advice

Summary
students are asked to give advice to Fatima, who questions her same-sex feelings and wonders about her loyalty to peers and family.

Objective
Students learn to explore their own attitudes towards sexual orientation, especially when they would be confronted personally with questioning peers.

Prosocial focus*
Assess & motivated to help
Motivated to have empathy/to comfort

Taxonomy level*
Valuing
Internalising

Time
30-45 minutes

Level*
Age 12-16

Tools
Possibly hand-out or PowerPoint slide

Preparation (before lesson)
You can copy Fatima's story on a hand-out or on a PowerPoint slide. Collect materials, homework

Implementation

Step 1: (5'; instruction) Tell the students about the Fatima-case:

Fatima is 15 and is having a difficult time. She doesn't enjoy hanging out with boys like her friends do. She prefers the company of her female friends much more. But her friends are increasingly dating boys, they are all boy-crazy.

She read in a magazine there are women out there who feel attracted to other women. They are called lesbians. Now she wonders if she may be lesbian. She is confused because she likes boys but doesn't feel like going out with them yet and certainly doesn't want to sleep with them. She feels much more intimate and comfortable with girls. She would like to hear what peers think of her situation.

Step 2: (15'; letter-writing) Ask students to write a good advice letter to Fatima. As the letter is personal, it should contain the following aspects: your personal view, your own experience and a supportive advice.
While the students write their letter, walk around and assist if necessary.
Step 3: (15'; discussion) Ask who would like to read his or her good advice letter to Fatima (you can also read out loud the texts yourself or instead of reading let students freely talk about their advice to Fatima). While the students talk, write keywords on the blackboard.
Step 4: (10'; debriefing) Use the comments written on the board for discussion and ask students:
- ☐ Which advice is most useful, why?
- ☐ Which advice is not very appropriate or effective?
- ☐ How did you decide on your advice?
- ☐ How will Fatima feel about this advice?
- ☐ If you got this advice yourself how would you feel?
- ☐ What is the role of Fatima's family, religion/culture?
- ☐ If Fatima would be your friend, what would you do?

Transfer to practice

Come back to this exercise when a LGBTI-student needs support by peers.

9.8   I am, I am not

Summary
Students are asked to take sides on a range of statements about aspects of their identity. They experience the discomfort of being "the only one", the risk of being stigmatized and the need to stay in the closet to maintain a status in the peer group.

Objective
This exercise enables students to experience what it means to belong to a minority at various levels.

Prosocial focus
Know empathy

Taxonomy level
Receiving

Time
10-15 minutes

Level
All ages/levels

Tools
☐   Worksheet with questions for facilitator
☐

This is a short and powerful game to start a course or training on diversity or on LGBTI issues.

Organising

Make space in the room for all students to stand in two groups.

Implementation

Step 1: (2') Introduce the game:

☐   In a minute, I will give you a range of statements; you must choose if this statement is true of you by moving to the left of the room (I am) or to the right of the room (I am not)

☐   Don't talk to each other during this game, we will discuss afterwards

☐   It is not possible to refuse to take a side or to stand in the middle, you must choose a position

☐   If you feel uncomfortable, you are allowed to lie in this game

☐   After answering the question, take a few seconds to see who's on your side and who is on the other side, but don't talk

☐   Remember the feelings you experience with each question

Step 2: (8') Read out the questions and let students choose their position. The teacher also participates the game by choosing sides and takes a "not true" position at least once. The last statement is: "I was a liar at least once lie during this game". The teacher chooses the "I am" with this question. This legitimizes that students will be more open about lying and creates a safer safe context.

Step 3: (4'; debriefing) Discuss what students noticed and felt during the exercise by asking questions like:

☐   What did you notice during the game?

☐   Were you surprised by something?

☐   What feelings did you experience during this game?

☐   Which statements were difficult for you, why?

☐   Why were people not always honest?

Keep it safe, don't force participants to reveal if and about what they lied.

Step 4: (1'; conclusion) Close the exercise by concluding it is not always easy to be the only one in a group, and that people may sometimes feel they have to "cover" or be "in the closet" to avoid being singled out or stigmatized.

Worksheet facilitator: questions I am, I am not

1. My journey to school takes less than 30 minutes.

2. I helped my mother at least one last week.

3. I love Brussels sprouts.

4. I love to eat at MacDonald's.

5. I have a disability.

6. I am a real man.

7. I am a real woman.

8. I have visited a gay or lesbian bar.

9. I have travelled without paying fare at least once.

10. I have kissed a man or a boy.

11. I have kissed a woman or a girl.

12. I think sexuality is an essential part of my identity.

13. I've had erotic fantasies about someone of the other sex.

14. I've had erotic fantasies about someone of the same sex.

15. I would feel OK when I would be gay or lesbian.

16. I think some statements in this exercise are quite difficult to answer.

17. I lied at least one during this exercise.

9.9 Quotes on Sexual Diversity

Summary
Students complete unfinished sentences on a sheet. The completed sentences are compared and discussed.

Objective
This exercise allows teachers and students to get a deeper understanding of how they and other groups feel about LGBTI issues.

Prosocial focus*
Assess to have empathy

Taxonomy level*
Responding
Valuing

Time
15 minutes

Level*
Age 12-17

Tools
☐ Hand-out

Preparation (before lesson)
Print hand-outs for all students

Organising

No need to organize.

Implementation

Step 1 (5': instruction) Show the worksheet and ask your students to complete some of the sentences. They can choose which one to finish, so if they don't feel comfortable doing one, they can choose another. Reassure this is not a test, but just a way to get an overview of opinions about LGBTI issues.

Step 2: (5': kick-off) Start with the first question and ask who completed it. Ask also other students who did this one and conclude whether everyone agrees or whether there is a variety of opinions or definitions. Don't press you own point of view (although you can voice it).

Step 3: (15': elaboration) Discuss a few other questions that where answered by several students. If there are only sentences completed by one student each, ask how others would complete them. Discuss the given answers shortly and summarize. Emphasize that every person has a right to have his or her own opinion.

Step 4: (5'; debriefing) Finalize the exercise by concluding that people have different opinions about LGBTI issues and that it is interesting to share these views.

Transfer to practice

In the weeks after this exercise, come back to some of the discussions during short comments in other lessons, when such a comment can fit in naturally.

Hand-out: Complete the sentence

Please complete one or more the following sentences:

- Give a brief definition of LGBTI. LGBTI means...

- I can(not) recognize LGBTI people because...

- If you feel different from how your body looks, you can choose to change your sex/gender because ...

- If a 12-year-old boy/girl says he/she is LGBTI (choose which one), I think …

- Some people think being gay, lesbian of transgender is a sickness, and I (dis)agree with this because ...

- When I think of two women kissing, I feel ...

- When I think of two men kissing, I feel ...

- When I see two men kissing I would …

- If someone thinks I am LGBTI (choose which one) person, I feel ...

- LGBT people parade every year, because ...

- Children who are raised by two persons of the same sex will be...

- If I found out my best friend LGBTI (choose which one) I would ...

- When I hear "that's so gay" I think this is...

- What I would like to know about LGBTI (choose which one), is...

9.10   Revelations

Summary
Act out a role play to activate the students' imaginations and allows them to assume the role of a (LGBTI) person and to determine his or her actions.

Objective
Students experience what it feels like when someone reveals something personal and possibly taboo to them.

Prosocial focus
Know/motivated to help
Motivated to share
Know/motivated to have empathy/to comfort

Taxonomy level
Valuing
Organization
Internalising

Time
50 minutes

Level
Age 12-16

Tools
- Two small plastic mattresses or a blanket to lie on the floor, as if in a small tent
- Five cards with personalized revealing messages

Preparation (before lesson)
Print a set of play instruction cards.

Organising

Make space in the middle of the classroom and put down a blanket of 2 small mattresses to create a "tent".

Implementation

Step 1: (2'; instruction) Explain the aim of this role-playing exercise.
This is a role play to learn about how you can react when a friend tells you something personal and unexpected. In this play, you don't have to necessarily "be yourself", but you can play and experiment with ways to do things. It is not a staged theater, so you don't have to be a "good" actor.
Introduce the students to this fictional scenario:

Two students share a tent at camp week. Just before they go to sleep, one of the students reveals something personal.

I have 5 cards with a personal revelation on each of them. We are going to play each scene and experiment with how you can react.

Step 2: Ask one pair of students to play. Give one of them the first card. The cards read:
My grandmother (or) friend has just passed away.

I'm in love with someone with a different religion than mine.

It appears I have a serious illness.

I just got a promotion at work.

I think I am lesbian (or) gay (or) bisexual (or) transgender (or) I was born intersexual (you can choose which identity).

Ask the couple to play the scene in the tent. The student with the set of cards surprises his friend with a message. Let the students play for about 5 minutes.
Evaluate the scene shortly, first with the players and then with the observing students. Ask for example the following questions:
- How did it feel when you got this revelation?

- Was it easy to react?

- Would you reveal this to a friend in reality?

- What type of revelation is (un)acceptable?

- How "different" are your friends allowed to be?

Transfer to practice

The solutions on how to react and support your friend or fellow-student can be the subject or more lessons or of short interventions in other lessons. The context of revealing personal issues in a supportive community context could be addressed.

9.11   The fact or opinion mind map

Summary
In this exercise student learn to distinguish between facts and opinions. This is done by creating word maps.

Objective
Students learn to identify their personal opinions and to differentiate between facts and opinions, between emotions and rationality.

Prosocial focus
Assess and know empathy

Taxonomy level*
Valuing

Time
30 minutes

Level
Age 12-17

Tools
☐   Blackboard
☐   Possibly clippings
☐   Possibly video

Preparation (before lesson)
When groups are not very spontaneous or sexual diversity is taboo, it helps when the teacher collects some paper clippings where sexual diversity is a topic, both factual and distorted images. If students have no comments, the materials (or a video) can help trigger the brainstorm.

Organising

If you use video, prepare video for presentation

Implementation

Step 1: (5'; instruction) (Explain that people often have predetermined ideas about many things, and they may not be aware that some "facts" are really opinions, and whether opinions are based on facts or on impressions. Tell students you are going to create a word map which will help to distinguish between facts and opinions. Draw a vertical line on the blackboard and write the words "facts" on the left and "opinions" on the right. Above the line, write: "gay" (or lesbian, or bisexual, or transgender, intersex or all of them). Leave space at the bottom.

Step 2: (10'; brainstorm) Ask the first word or phrase that comes to mind when thinking of LGBT issues. Should it be written on the left, or right? Why? When it is a fact, where did you get the information? How do you know this information is true or reliable? Offer counter information if necessary. When people agree, write down the word or phrase. When undecided, write the word or phrase at the bottom of the blackboard; this is to be researched.

Step 3: (10'; debriefing) Come up with other keywords or phrases that are closely related to the topic and use the relationship arrows to draw connections. By the end of this lesson, students will be able to explain the difference between facts and opinion. Ask your students which keywords or phrases relate to their emotions and opinions and which relate to the facts. If needed, you can circle facts and opinions that are highly or lowly emotional charged with red or blue. Are facts always facts? (or are facts always true?) Can people disagree on facts?

Transfer to practice

In lessons after this, if possible, come back on the difference between facts and prejudice in other lessons. Ask students their opinions so they can exercise their skill to differentiate between them. These interventions can be kept short.

9.12   Prejudice: An Awareness-Expansion Activity[4]

Summary
The activity follows five steps and involves four groups of students that they have to use a set of prepared cards that identify a specific racial, cultural, or ethnic group. The goal of the activity is to examine the effects of expressing prejudicial opinions and making stereotypical remarks.

Objective
To explore feelings and perceptions about prejudice, to explore validity of common prejudices, and to provide the opportunity to experience being the target of prejudice in a non-threatening manner.

Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort

Taxonomy level
Receiving
Responding
Valuing

Time
50-60 minutes

Level
Age 13-18

Tools
Sets of cards prepared ahead of time with names of specific groups (e.g. Syrians, Africans, Afghans, Muslims, Kurdish, Pakistanis, Jewish, people from the former Soviet Union and East Europe, Roma, etc.). Prepare enough sets of cards so that there will be one set for each group of four in the workshop (e.g., if 24 are expected to attend, 6 sets of cards will be needed).
PPT or blakboard of process questions.
(Space enough to break into smaller groups for discussion.)

Preparation (before lesson)

We have to design and to produce a number of cards with names of specific groups (e.g. Syrian, African, Muslim, Jew, Roma, etc.). There is a need to produce enough sets of cards so that there will be one set for each group of four in the workshop. We will need cardboard, a pair of scissors, markers of different colors and a blackboard or a PPT in order to write on some questions.

Organising

There is a need to prepare the classroom environment and *provide options* to students to feel comfortable. Choose a big classroom, place 6 tables around in order to break the students into smaller groups of 4 for discussion.

Implementation

Step 1 (5/10 minutes)

Instruct students to form smaller groups of four. Provide one student in each group with a set of the prepared cards. Request that the person leave the signs face down. Inform students that each card identifies a specific racial, cultural, or ethnic group.

Step 2 (10/15 minutes)

The student holding the cards can now look at the top card without showing it to other group members. Instruct that student to be sure that it does NOT apply to him/her. If it does apply, instruct the participant to put that card on the bottom of the stack and choose another until a non-applicable card is turned over. After the first student has selected a card that does not apply to him/her, request that he/she pass the stack to the next person. Continue this process until all group members have a card.

Step 3 (5 minutes)

The first student of each group should now display the card so that the small group can see the identifying word. During the next three minutes, the remaining group members are to take turns expressing stereotypical remarks about the category of persons named by that sign. The remarks do not necessarily need to be reflective of opinions held by the group members but may reflect things they may have heard or seen growing up in your family, at school, or in the media. The student with the sign is to counter each statement and defend the group the sign represents. Inform the group when three minutes is up and request that they repeat this process with each of the small group members.

Step 4 (20 minutes)

Write process questions on the blackboard or on a ppt and request that the small groups discuss them:
- *How did you feel when you were seated alone defending against others' comments?*
- *How did you feel when you were making stereotypical remarks?*

- *What did you learn about the effects of expressing prejudicial opinions?*

Step 5 (10 minutes)

Summarize activity with large group:
- Stereotypes have consequences
- there is no such thing as no harm, no foul in stereotyping;
- Stereotyping creates separation among and across people;
- More truth about our attitudes is said in jest than we care to admit and believe;
- Our feelings about being stereotyped are just below the surface
- it does not take much scratching to touch raw nerves.

9.13 Growing up Racially[5]

Summary
The activity follows five or seven steps and involves two groups of participants that form two circles. There is also one facilitator for each group. At the begging, the students of the inner circle have to respond to five questions concerning the way they grew up as members of a minority group. Then, another ethnic group has to move to the inner circle in order to answer again these questions. After the five questions are answered the facilitators lets his/her group know that they are going to have to share these responses with all of the other participants.

Objective
Students will have the opportunity to explore their own racial/ethnic heritage and discuss what they have learned to believe about individuals who are racially/ethnically different from themselves. Furthermore, they will realize the different role that their race have played in their live. Some of them have been benefited from it, but some others have suffered a lot.

Preparation (before lesson)

Choose two groups of students and indicate one facilitator for each group.

Organising

There is a need to prepare the classroom environment and *provide options* to students to feel comfortable. Choose a big classroom for the participants to form two circles. One of the racial/ethnic groups forms an inner circle. All other participants form a large circle around the first, inner circle.

mplementation

Step 1 (5 minutes)

Introduce activity as an opportunity for students to learn more about their own and other participants cultural backgrounds and for them to learn what each racial/ethnic group was taught to believe about the other represented racial/ethnic groups.
Have the students form small groups based on their racial/ethnic heritage. Have a facilitator join each group. It is ideal if the facilitator can be of the same racial/ethnic heritage, but not necessary. The small group facilitator has the group respond to the five questions listed below, **"Growing Up Racially".**

Step 2 (20 minutes)

After the five questions are answered the facilitator lets his/her group know that they are going to have to share these responses with all of the other participants. We let them first explore these questions in the safety of their own group. When they share their responses with the larger group they don't have to personalize the responses, they can state *"the group said".*

Step 3 (20 minutes)

After the first twenty minute small group activity is complete, form one group again. Have one racial/ethnic group form an inner circle (example, Africans). Have all other students form a larger circle around the inner circle. The African group will be asked to share their responses to the **"Growing Up Racially"** questions. All of the students in the outer circle are asked to remain silent while the inner circle responds to the questions. The outer circle is asked to actively

Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort

Taxonomy level
Receiving
Responding
Valuing

Time
40 minutes for two racial/ethnic populations. Add 20 minutes for each additional racial/ethnic population and 35 minutes for the optional exercise.

Level
14-18 grade

Tools
Handouts of the five questions participants respond to or newsprint with the five questions listed. Blank newsprint and markers.

listen and pay attention to their thoughts and feelings.

Step 4 (20 minutes)

After the inner circle responds to the five questions, have another racial/ethnic group move to the inner circle (example, Roma). The inner circle responds to all five questions, while the outer circle remains silent and actively listens to the inner circle. This is repeated until all racial/ethnic groups have been in the inner circle and responded to all five questions.

Step 5 (20 minutes)

After each of the racial/ethnic groups have had their turn in the inner circle, the facilitators ask the students to discuss:

(1) What their reactions were when they were in the inner circle responding to the questions.

(2) What did the participants learn about how each ethnic/racial group views their own people.

(3) Ask the participants what their reactions were to hearing the racial/ethnic groups share what they were taught to believe about the other racial/ethnic groups.

(4) Finally, were there common beliefs, stereotypes, or misinformation that more than one group had about the other groups.

"Growing Up Racially" questions:

1) What things were you told and encouraged to believe about people from your own racial/ethnic group?

2) What things were you discouraged from believing about people of your own racial/ethnic group?

3) What things were you told or led to believe about people who are ....? [Include only the racial/ethnic groups representative of the students. (Example: Syrians, Africans, Afghans, Muslims, Kurdish, Pakistanis, Jewish, children from the former Soviet Union and East Europe, Roma, etc)].

4) Were there things you were discouraged from believing about people from any other the other groups?

5) How or in what ways were you taught to interact or not to interact with people from other racial/ethnic groups?

Step 6 (20 minutes)

This optional exercise will be used to highlight some of the different experiences that each of us have had. It will point out differences in our cultural backgrounds as well as different experiences with discrimination. It will also point out that some of us have benefited from discrimination, whereas others have been hurt by discrimination. This exercise is best with a class in which there is a high degree of safety.
We say to the students: *As I read the following statements, I will ask you to stand up if the statement is true for you. If you are physically unable to stand, please identify that this is true for you in some other way. As people stand I would like you to remain silent but to look around and to see how many people in the group are standing and how many are sitting. As you look around silently, I would like you to pay attention to how*

you are feeling and to make note of your feelings in response to different statements.

Please stand up if...

☐ You grew up as a member of a minority group in your community.

☐ You grew up in a neighborhood that was not multiracial.

☐ Your family employed domestic help of a different race.

☐ You went to an elementary school that was not multiracial.

☐ People have ever made derogatory comments to you about your race.

☐ People have ever made derogatory comments to you about your ethnicity.

☐ You heard family members use derogatory terms for or made jokes about other racial and ethnic groups.

☐ People have ever made derogatory comments to you about your religion.

☐ You have ever been treated differently than other students by a professor and you believe this treatment was due to your race or ethnicity.

☐ You have ever been a victim of violence because you were different than others.

☐ You have ever confronted someone who made a racist comment or joke.

☐ You have ever been questioned or challenged by family or friends about your association or friendships with people of a different background.

☐ You do not have any close friends of a different race. .

☐ You were told by your family not to trust anyone of a different race.

☐ You have ever experienced fear traveling through a neighborhood which was predominately of a different racial background than your own.

☐ You have ever experienced anxiety being in a group where you were the only person of your racial group.

☐ You have experienced any discomfort answering any of the questions during this exercise.

Step 7 (15 minutes)

Processing Questions

1. What were your feelings during this exercise?

2. Were there times when you felt good about standing up? Were there times when you felt uncomfortable when you stood up?

3. Were there times when it was difficult to stand up or when you chose not to stand when you could have?

4. Were there particular statements that affected you in a strong, personal way?

9.14 Gender Stereotyping[6]

Summary
Students cut out pictures of men and women and think about characteristics they associate with men and women, and they discuss these characteristics and the impacts of gender stereotyping.

Objective
Encourage students to think about gender stereotypes, roles, expectations and issues

Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort

Taxonomy level
Valuing

Time
25-40 minutes
Level
8-12 grade

Tools
Magazines, flyers, catalogues, newspapers, pieces of paper, glue, scissors, strips of paper or sticky notes

Preparation (before lesson)

Ask students to bring magazines, flyers, catalogues or newspapers. Ask each student to bring two large pieces of paper, glue and scissors.
Teacher can also bring scissors, scotch tape to stick large pieces of paper on wall; strips of paper or sticky notes.
*** *One variation to this activity is for the teacher to get the male and female students do the activity separately and then compare the results. Do they both perceive gender characteristics of men and women in the same way?*

Organising

N/A

Implementation

(10-15 minutes) Ask students to cut out pictures or men and women from magazines, flyers, catalogues, newspapers. Instruct them to glue the pictures of men on a large piece of paper and the pictures of women on another. Ask each student to display both of these on the wall.

(5-10 minutes) Ask the students to think of characteristics they associate with men and women and write these in large strips of paper or sticky notes. Instruct the students to stick the words next to the pictures.

(10-15 minutes) Start leading a class discussion with students about stereotypes associated with men and women by asking the students to explain why they chose these characteristics on the strips of paper/sticky notes and the pictures they selected to glue to the two pieces of paper.

*** Here, depending on the level of knowledge of students about stereotyping, it might be useful to lead a brief discussion/ask students if they are familiar with the term "stereotype." If they are not, the teacher can explain it to them. If they are, the teacher can ask the class to explain it and give examples of stereotyping. Then the discussion can move on to the topic of gender stereotyping.

The teacher can use the following points to guide the discussion:

- Do you agree with the characteristics associated with men? With those associated with women?

- Why do we associate particular characteristics with men and others with women?
- Are these characteristics always accurate? Why or why not?
- Are some of the characteristics that describe you different from those traditionally ascribed to women and men?
- What are the positive and negative consequences of stereotyping?
- How can we promote a more positive image of men and women?
- What would you do if someone does not respect you or someone else because you/they are from a different gender?

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[6] Source of activity is the Canadian Museum for Human Rights,
https://humanrights.ca/sites/default/files/media/act_10-12_en_cmhr.pdf

What can we do to change gender stereotypes and discrimination within our class or when we are with our friends or family?

Transfer to practice

Bonus point activity

As a follow-up to the activity, students can be asked to keep track of any gender stereotypes that they encounter at school for the rest of the semester, in their interactions with other school-mates, teachers, and relatives. At the end of the semester, they can submit a summary of the stereotypes they have observed, for bonus points to their final class grade.

9.15 Human Rights and Equality[7]

Summary
Students are asked to play roles and place themselves in hypothetical situations which inspire them to think about their role's human rights.

Objective
Explore how a commitment to human rights means a commitment to equality and vice versa; explore what it is like to be someone else in society

Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort
Taxonomy level
Internalising
Time
20-45 minutes
Level
8-12 grade
Tools
List of role cards; list of situations and events; tape/CD of soft music; summary of Universal Declaration of Human Rights

Preparation (before lesson)

Before class, ask the students to read parts of the Universal Declaration of Human Rights (http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf) (the teacher can select the specific parts that the students need to read before the class begins or assign them to read the attached summary of the Declaration)

Organising

Reset classroom furniture so that students will be able to form a line.

Implementation

(2-3 minutes) Present the activity and explain that it is about human rights. Start by referring to the preamble from the Universal Declaration of Human Rights that "all human beings are born free and equal in dignity and rights." Explain that this activity will help students understand the link between human rights and equality. The activity will demonstrate how choices, or the lack of them, form a pattern in society.

(5 minutes) Create a peaceful atmosphere with some soft background music or ask students to be in silence. Hand out the role cards at random, one to each student. Tell the students to keep the cards to themselves and not to show their card to anyone else. Invite the students to sit down and read their role card to themselves.

(5 minutes) Ask students to begin getting into their role. To help, read out the following questions, pausing after each one, to give students time to reflect and build up a picture of what their role might involve. You need to ask what it "might" be like because each student's experience or imagination will be different as each student is different.

•   In your role, what might your childhood be like? What sort of house might you live in? What kind of games might you play? What sort of work might your parents do?

•   What might your everyday life be like now? What sort of house might you live in? Where might you socialize?

•   How much money might you earn each month?

•   What do you do in your leisure time?

•   What might excite you? What might you be afraid of?

(2 minutes) Ask the students to remain absolutely silent as they line up beside each other (like a starting line). Tell the students you are going to read out a list of situations or events. Every time that a student can answer "yes" to a statement, they should take a step forward. Otherwise, they should stay where they are. Tell them the answers will depend on the details they have determined about their role.

(10 minutes) Read out the situations and events one at a time. Pause for a while between each statement

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[7] Source of activity is Northern Ireland Human Rights Commission (http://www.nihrc.org/uploads/publications/Inspiring_Practices.pdf)

to allow students to step forward and to look around and to take note of their positions in relation to one another. When all the situations have been read out, invite everyone to take note of their final positions and to announce their roles.

(2 minutes) Give the students a couple of minutes to come out of their roles, perhaps by doing a stretch to the ceiling and to the floor, or a similar activity to change the pace.

(10 minutes) As the students about what happened and how they feel about the activity. Talk about the issues raised and what they learned. Be careful to catch statements that may stereotype groups of people or their reactions and make a note of this to the students. Remind them that everyone has a different personality or may react to situations differently. You can ask the students the following questions:

- How did you feel stepping forward, or not?
- For those who stepped forward often, at what point did you begin to notice that others were not moving as fast as you were?
- Did any of you feel that there were moments when your basic rights were being ignored?
- How easy or difficult was it to play the different roles? How did you imagine the character and situation of the person you were playing?
- Does this exercise mirror society in some way? If yes, how?
- Which human rights are at stake for each of the roles? Could any of you say that your human rights were not being respected or that you did not have access to them?
- What first steps could be taken to address the inequalities of society?
- What can the government do to promote human rights and equality?

(5 minutes) As a final piece of this activity, you may ask the students to refer back to the Universal Declaration of Human Rights and ask them to note the headings in it, the types of rights that are there. Then ask them to tick parts of the Declaration that may affect their rights or access to rights in the roles they were playing.

(5 minutes) Ask them to debrief on the parts of the Declaration that they ticked and explain why they selected these particular parts.

Closing points to make – equality is a founding principle of the modern human rights movement. Human rights are founded on the principle that people can be all equal and all different. Human rights are an important practical tool for people facing discrimination or disadvantage.

Transfer to practice

Teacher can assign homework and ask the students to observe their immediate environment and detect a situation in which human rights and equality are compromised. If they cannot find such situation in their immediate environment, they can look for a situation reflected in media. Ask them to write a 1.5-2-page essay describing the situation, from the perspective of the person whose human rights have been compromised. What would this person do to defend his/her human rights? What articles from the Universal Declaration of Human Rights would they found their argument on? Ask the students to be realistic and constructive in their responses.

ROLE CARDS

Photocopy this image and cut out a role card for each student in class. If students are more than the roles, assign repeating roles to several students.

You are an unemployed single mother.

You are the president of a party-political youth organization (whose 'parent' party is now in power).

You are the daughter of a wealthy local family. You study economics at school.

You are the son of a Syrian immigrant who runs a successful business.

You are an Arab girl living with your parents who are devout Muslims.

You are the daughter of the US Ambassador. You live in [name of country/capital city].

You are a soldier in the army, doing compulsory military service.

You are the owner of a successful import-export company.

You are a young man and a wheelchair user.

You are a retired worker from a factory that makes shoes.

You are a 17-year-old Roma woman who has not finished primary school.

You are the boyfriend of a young artist who is addicted to heroin.

You are a prostitute/sex worker and are HIV positive.

You are a 22-year-old lesbian.

You are a trained school teacher, unemployed, not fluent in the official language of the country where you live.

You are a fashion model of African origin.

You are a 24-year-old refugee from Afghanistan.

You are a homeless young man, 27 years old.

You are a migrant worker from Mali with insecure immigration status.

You are the 19-year-old son of a farmer living in a remote country area.

SITUATIONS AND EVENTS

You have never encountered any serious financial difficulty.

You have decent housing with a telephone line and television.

You feel that your language, religion and culture are respected in the society where you live.

You feel that your opinion on social and political issues matters, and your views, are listened to.

Other people consult you about different issues.

You are not afraid of being stopped by the police.

You know where to turn for help and advice if you need it.

You have never felt discriminated against because of your origin.

You have adequate social and medical protection for your needs.

You can go away on holiday once a year, or more.

You can invite friends for dinner at home.

You can study and follow the profession of your choice.

You are not afraid of being harassed or attacked on the street, or in the media.

You can vote in national and local elections.

You can participate in an international seminar abroad.

You can practice your religion freely and openly and celebrate your most important religious festivals with family and friends.

You are not afraid for the future of your children.

You can buy new clothes when you want or need them.

You can fall in love with the person of your choice.

You feel that your competence is respected and appreciated.

You can use and benefit from the Internet.

Universal Declaration of Human Rights - Summary

Article 1
Right to equality

Article 2
Freedom from discrimination

Article 3
Right to life, liberty, personal security

Article 4
Freedom from slavery

Article 5
Freedom from torture as a person before the law

Article 6
Right to recognition as a person before the law

Article 7
Right to equality before the law

Article 8
Right to remedy by competent tribunal

Article 9
Freedom from arbitrary arrest and exile

Article 10
Right to fair public hearing

Article 11
Right to be considered innocent until proven guilty

Article 12
Freedom from interference with privacy, family, home and correspondence

Article 13
Right to free movement in and out of country

Article 14
Right to asylum in other countries of persecution

Article 15
Right to a nationality and the freedom to change it

Article 16
Right to marriage and family

Article 17
Right to own property

Article 18
Freedom of belief and religion

Article 19
Freedom of opinion and religion

Article 20
Right to peaceful assembly and association

Article 21
Right to participate in government and in free elections

Article 22
Right to social security

Article 23
Right to desirable work and to join trade unions

Article 24
Right to rest and leisure

Article 25
Right to adequate living standard

Article 26
Right to education

Article 27
Right to participate in the cultural life of community

Article 28
Right to a social order that articulates this document

Article 29
Community duties essential to free and full development

Article 30
Freedom from state or personal interferences in the above rights

9.16   Cyberbullying – Broken Friendship[8]

Summary
Students watch a video clip on the topic of cyberbullying and close student relationships. Then students are asked to give advice in relation to cyberbullying in the context of close relationships.

Objective
Stimulate a discussion on positive and negative aspects of the Internet; encourage ethical behavior when it comes to students' close relationships

Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort
Taxonomy level
Responding
Time
50 – 65 minutes
Level
8-12 grade
Tools
Video; large pieces of paper

Preparation (before lesson)

Computer lab or computer connected to an LCD projector or television monitor; video – "Cyberbullying: Broken friendship" (https://www.youtube.com/watch?v=jRByQHXmvD0); several large pieces of paper for group work; "Dear Compy" handout

Organising

Prepare technology to show video

Implementation

(5-10 minutes) Introduction to the topic of cyberbullying. Start with a brief class discussion on students' experiences with cyberbullying. Prompts could be: Has anyone experienced cyberbullying? Explain the situation. How did you respond to it? If you were the bully, what did the situation teach you? If you were the bullied, what did you learn from the situation?

(2 minutes) Show the "Cyberbullying: Broken friendship" video to the students.

(20 minutes) Give time to students to work individually on the "Dear Compy" handout. They need to choose to respond to one of the two letters individually.

(10-15 minutes) After the students have written their response letters individually, split them into groups of three or four. Assign the groups in such a way so that students are with other students who responded to the same letter. Give each of the groups a large piece of paper. On this paper, have each group list the best part of each of their responses. They should list at least one item from each letter in each group.

(10-15 minutes) Post the completed posters around the room and debrief/reflect on the student's responses. Ask the students to discuss if any of them has used any of the proposed strategies in their real life. If not, how are they considering applying them in a real-life situation in their lives?

Transfer to practice

Discussion on how students will apply the discussed strategies, advice in relevant real-life situations.

If teacher finds it appropriate, students can be assigned homework which can give them the task to identify an online situation with a friend, relative or another significant other that may have posed a ethical challenge with online behaviour. The homework may require the students to write a summary of the situation and what ethical decision(s) the students made. The summary can be the same or related to what the students discussed in Step 1 in this activity, but encourage them to write down the situation and provide a stronger critical analysis.

Handout – Cyberbullying: Broken Friendship

Dear Compy is a teen advice column specializing in netiquette. Every month students who are responsible for this column respond to letters. You have been asked to write this month's response. Your editor has

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[8] Source of this activity is the National Center for Missing & Exploited Children, https://www.netsmartz.org/ActivityCards

provided two letters for you to choose from to response. You have to choose only one letter to respond to as this is the practice of Compy. You should be sympathetic to the writer's problem, but you also need to make sure that you give the advice that he/she needs.

LETTER #1

Dear Compy,

I've had the same best friend since preschool. We have never had a major fight or anything to break us apart. But now my friend has done something that I don't think I can forgive her. Maria (not her real name) gave my email password to this group of girls at school that I call the "beautiful people." They are gorgeous and popular, but they are also pretty mean. They used my email account to send disgusting messages, supposedly from me, to every boy in school. Now I can't even walk down the hall without people laughing at me. What should I do?

- Betrayed

LETTER #2

Dear Compy,

I need your advice. I have a great best friend who I've known forever. She's fun to hang out with and we always share everything. Now I have to make a choice. There is a group of really popular girls at school. They have promised to let me into their group, but on one condition. I have to give them Nadya's (not her real name) email password. I know Nadya would be pretty upset if I did this, but I am desperate to be popular for once in my life. What could they do with her email password anyhow? I'll just tell Nadya to change it after I give it to them anyway. Please help!

- Undecided

9.17 Online Hate Speech[9]

Summary
Students create a collage representing typical situations of online hate speech. Then students are given different scenarios of online hate speech and asked to address them.

Objective
Students learn to identify concrete situations containing online hate speech; students learn to react to cases of online hate speech

Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort

Taxonomy level
Valuing

Time
35 - 45 minutes

Level
8-12 grade

Tools
Magazines, glue, scissors; if needed, materials for Facebook template

Preparation (before lesson)

Ask students to bring 1-2 old magazines, glue, scissors (possibly bring glue and scissors).

Print out copies of a Facebook template

(https://www.safenet.bg/images/sampledata/files/FB-shablon.pdf).

Alternatively, students can be asked to bring or make their own templates and use these templates to make collages for their online "hate speech" cases. Or they can be asked to bring materials to make their own template in class, or they can draw one

Organising

Make sure students have brought magazines, glue, and scissors.

Implementation

(2-3 minutes) Divide the class into 4 or more groups. It is recommended that each group is made up of 5-6 students, but they can be more or less depending on the class size.

(15 minutes) Each group uses the available Facebook template or makes a template of its own. Another option could be to ask them to draw their own Facebook template. Using the magazine materials students have brought, each group makes a collage representing a typical situation in which online hate speech is used. Students need to discuss this within the group to make the collage on the Facebook template. *** Keep in mind that hate speech often involves obscene phrases. This is normal for a school activity like this as school is the place where students learn their values. It is important that such topics are discussed. For this reason, in case that some of the students use obscene words, we encourage you to use this as an opportunity to acquaint the students with the acceptable norms of behavior and communication in school and other institutions. In such a situation, it is wise to explain to the entire class that using obscene language at school or another institution is not acceptable, because this would create an impression in others that the person who uses obscenities has bad manners and lacks control over his/her emotions.

(10 minutes) After the groups are finished with creating the collages, the teacher gives a different scenario task to each of the groups to discuss within the group and more specifically, how they will act in the assigned scenario. The common prompt for each of the groups will be: How would you react/act if you were in a situation in which...

For Group 1: You are subject to online hate speech?

For Group 2: A close friend of yours is subject to online hate speech?

For Group 3: A person whom you know very little is subject to online hate speech?

For Group 4: A person whom you don't know is subject to online hate speech?

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[9] Source of this activity is the National Center for Safe Internet (Bulgaria),
https://www.safenet.bg/images/sampledata/files/Urok_5-12_klas.pdf

If the groups are more than 4, then assign the same scenario to different groups.

(10 - 15 minutes) In front of the class, each group presents its scenario and course of action in response to the hate speech case it was assigned.

To encourage the students who are in the audience listening to their classmates' presentations, the teacher can give the audience tasks. For example, the teacher can encourage the audience to think about:

- What difference does the identity of the person against whom online hate speech is directed, make?

- What are the roles of the participants in the cases (who is the "perpetrator" and who is the "victim," and who are the potential observers?

- Are there differences in the groups' reactions depending on whether the victim is a friend or a person you don't know?

- Are there similarities in the groups' reactions depending on whether the victim is a friend or a person you don't know?

Transfer to practice

Homework; portfolio creation; possible enhancement of school curriculum

Teacher can assign homework to the students: to create an online hate speech portfolio with strategies to prevent it and address it based on their discussions. These portfolios can then be reviewed by the teacher, other school officials at local and regional levels and used as manuals/guides that can become part of the curriculum in certain classes.

9.18 Split Decisions[10]

Summary
Students watch a video clip on the topic of online fighting and online drama. Then students will learn about tactics of dealing with anger online.
Objective
Encourage students to learn about and practice tactics for dealing with online drama and anger
Prosocial focus
Assess/know/motivated to share
Assess/know/motivated to have empathy/to comfort
Taxonomy level
Internalising
Time
30 - 40 minutes

Level
8-12 grade

Tools
Video; 2 handouts

Preparation (before lesson)

Print copies of the "Try this instead" guide for each student;

Print out scenario handout for each student.

Computer lab or computer connected to an LCD projector or television monitor; video "Split Decisions"

(https://www.youtube.com/watch?v=HLUv8DHt_R4&t=206s)

Organising

Prepare technology to show video. Prepare handouts.

Implementation

(5 minutes) Tell the students they are going to watch the "Split Decisions" video and show it to the students.

(10 minutes) Start leading a class discussion based on the "Split Decisions" video. Ask the following questions to the class based on the video:

• Do you think either Lily or Gabriela saw themselves as causing drama? Why or why not?

• When Lily saw the video Gabriela posted, she thought Gabriela was flirting with her boyfriend Kevin. Let's try to see things from Gabriela's perspective. Why do you think she posted the video?

• What do you think Lily's friend said to help her calm down?

• What would you say to a friend who wanted to fight with someone online?

• What are some of the reasons you think teens may have drama online?

• What are some methods Lily used to keep herself from lashing out online?

(5-10 minutes) Divide the students into pairs. Give each student a copy of the "Try this instead" guide on how to deal with digital drama. Ask each pair to discuss the guide.

(5-10 minutes) Give students the scenario handout and ask each pair to role-play all scenarios.

(5 minutes) Debriefing - ask different pairs to share their approaches to the scenarios.

Transfer to practice

Encouragement to use and consider further the "Try this instead" guide as a bonus point activity.

Teacher can assign students a bonus activity to keep track of their online communication until the end of

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[10] Source of activity is the National Center for Missing & Exploited Children (https://www.netsmartz.org/ActivityCards).

the semester and observe a situation(s) in which they or a friend of theirs might be involved in online drama/conflict. They can comment on the situation(s) and how they/their friend applied the "Try this instead" guide measures or other measures to deal with online conflict/drama. The students can be given bonus points to their final grade if they submit this homework at the end of the semester.

"Try this instead" guide

It can sometimes be hard to be kind in online communication. You can be easily tempted to send a mean message if you feel angry, want to defend yourself, or just don't like somebody. But is this really the type of online enviroment you want to live in? The web is a better place when people treat one another with respect.

When you feel like posting a mean comment, image, or video, try this instead:

- **Step away to calm down.** You can choose to do an activity that makes you feel better like taking a walk, reading a book, listening to music, etc. When you are calmer, think about what you will post. Would an angry comment really help the situation?

- **Talk things out with a friend.** Call, text, or get online with someone you trust. Choose a friend who will be supportive, but stay away from hotheads! You need a friend who will help you calm down, not wind you up.

- **Try to put on the other person's shoes.** It can be touchy to tell what people mean online. A comment you see as an insult may have been meant as a joke. Consider the other person's point of view before you react.

- **Consider the consequences.** Before you send a message, think about it. Is this really worth getting in trouble for?

- **Ask trusted adults for help.** Adults may be able to give some good advice on how to deal with your feelings and help you talk calmly with another person.

"Scenario" handout

Choose a scenario to role-play. Have your partner read it aloud and then act out your response. Be ready to present your role-play in front of the class.

Scenario 1: You have just received a mean text message from a former friend. You really want to send a mean text back, but instead you...

Scenario 2: You are waching a video a classmate posted online. The video is not good. Some of your classmantes have left comments making fun of it. You want to join in, but instead you...

Scenario 3: You are using a headset to game with other people online. One of them just cost your team the game. You want to insult them, but instead you....

Scenario 4: One of your friends calls, crying. A group of your classmates have been teasing her online. You want to give them a taste of their own medicine, but instead you....

10. Scheme and indication for the Evaluation of the prosocial didactic intervention

Introduction

The purpose of the evaluation exercise presented below is to use a Pedagogical Model in order to motivate the informal and non-formal educator to understand the added value of an educative approach based on pro-sociality.

For the promotion of prosocial relationships is necessary the acquisition of a set of social skills by the students, skills that are necessary for life, to promote multiculturalism, ethnic tolerance and solving problematic situations.

Description of the evaluation procedure

In each of the participant countries the school involved in ALICE should implement at least one learning activity (described in the Annex III) using the proposed scenario or adapting the scenario to another methodological approach. As defined below, the activities are related to topics (homophobia, racism, bullying) and to specific methodological approach (Maieutic) and are addressed to all the students with particular attention to the following:

- Students living in poor neighborhoods

- Students living in marginal and rural areas

- Students belonging to religious minorities

- Students with an immigrant background

- Students who are the second generation of immigrants

- Roma Students

- Students affected by homophobia or gender discrimination

Experimentation

Each group of students (class) executes at least one activity; training and implementation follow the sequence described below.

Phase 1: Preparation Phase: presentation of the methodology and definition of What pro sociality means

General competencies that have to be developed prior to the implementation phase

1. The meaning of the term pro sociality is explained to the students.

2. the methodology is presented and discussed and opinions of the students are asked

3. Discussion of the behavioral indicators list (see Tab 1).

4. Summarization of data, methods, and specific activities of pro-socialization for Social Integration and Multiculturalism, having as a result/effect the decrease of the school dropout level within the social groups that run a high risk of marginalization.

5. Capitalization of body language in order to confer and decode concepts and ideas, as well as to relay affective states.

Tab 1

List 1. The sixteen items of the Prosocialness Scale for Adults.

1. I am pleased to help my friends/colleagues in their activities

2. I share the things that I have with my friends

3. I try to help others

4. I am available for volunteer activities to help those who are in need

5. I am emphatic with those who are in need

6. I help immediately those who are in need

7. I do what I can to help others avoid getting into trouble

8. I intensely feel what others feel

9. I am willing to make my knowledge and abilities available to others

10. I try to console those who are sad

11. I easily lend money or other things

12. I easily put myself in the shoes of those who are in discomfort

13. I try to be close to and take care of those who are in need

14. I easily share with friends any good opportunity that comes to me

15. I spend time with those friends who feel lonely

16. I immediately sense my friends' discomfort even when it is not directly communicated to me

Values and attitudes that will be assessed

▪ Readiness in collaborating with teachers and colleagues.

- ▪ Preoccupation in developing one's own abilities.

- ▪ Respect towards the rules laid out in the organization

- ▪ Choosing a healthy and balanced lifestyle, by adopting a correct behavior in life, one that would harmoniously combine physical and intellectual effort.

- ▪ empathy

- ▪ sense of community

- ▪ perception of the relationships among the group-class

- ▪ capacity to understand the case of social exclusion and isolation

- ▪ capacity to be call in action in case of difficult situations

Phase 2: Development of a debate and discussion

the social situation in Town (neighborhood) will be discussed and the students will be asked to present materials and cases

Phase 3: Film shooting and capturing of social activities

Both preparation and implementation activities can be material for short videos and are filmed.

The movie will document both the pedagogical approach and the didactic intervention will assess the success of our venture, it will provide versatile feedback and recommendations for a pedagogical model that will rationalise conflict and reinforce the acceptance of diversity.

Phase 4: Pupils and teachers watch the video and analyse issues, identify the factors that contribute to the acquisition of personal and social skills and self-control that helps to apply problem-solving by correcting an issue: What would I have done if...?

Phase 5: Identify strengths consequent to acquisition skills, values and attitudes; it exemplifies the issues for improvement.

Collection of results and conclusions

As soon as the experimentation phase has ended an evaluation of the implementation of the Pro-social program should be started.

The objectives of the evaluation will be to establish to what extent the expected results are confirmed and will evaluate the procedures of implementation and the experiences of the participants, with a view to establishing a Prosocial Pedagogical Manual (Guide-lines for applying the Method) to enable policy makers to confidently apply the programme in any school. The evaluation will report on the effectiveness of the programme in addressing risk factors for under-achievement, the effectiveness of the implementation of the program and the practicality of the program for up-scaling on a national and European level.

The Evaluation exercise will aim to:

- Provide validation of the Pro-Social Program;
- Establish to what extent the expected results are confirmed;
- Evaluate the procedures of implementation and the experiences of the participants;
- Serve the finalising of the Pro-Social Pedagogical Manual;
- Serve policy makers to apply the Pro-Social Program in other European educational contexts.

The evaluation tools are developed in response to the expected impact on the reduction of the negative consequences of conflicts. The application of prosociality will be the way to involve in an educative agreement the local community together with the formal and non formal educators, enhancing the future expectations of the students and beliefs in education. The introduction of prosocial methodologies in schools will change the traditional set up of learning and create conditions for a positive interaction between teachers and students, and with these and the rest of the community, avoiding school violence and social isolation. In the end, ALICE is expected to break the cycle of social and cultural misunderstanding, social isolation, violence and bullying while the students are still in school and to take them to believe in the educative system.

Expected impacts at the individual level:

Secondary school students: raising their self-esteem, future expectations, motivation to go to school; better relations with teachers; better relations with parents and the rest of the community. Teachers: enrichment of their daily routines and didactic approaches due to integration of new methods, improved connections with other educators, access to Catalogue of solutions (Prosocial Pedagogical Manual), flexible and adjustable to different contexts

Expected impacts at the community level:

Reduced rate of cultural conflicts; Increased reciprocal knowledge among the different cultural groups during and after school; improved learning motivations; acceptance of sexual diversity and

consequential reduction of homophobia. At last, the effects of the project, in connection with other factors, can actually reduce the number of acts of violence and bullying in each of the community, by changing their position in the educational system - from a passive to an interactive.

Based on the impact goals set within the ALICE project the evaluation exercise will aim at measuring the following:

- enhanced acquisition of social and civic competencies;
- fostered knowledge and understanding of fundamental values;
- promoted mutual respect and intercultural dialogue;
- openness to developing positive interpersonal relationships among students.

In line with evaluation objectives, two questionnaires have to be handed out to the participants. Both questionnaires are available in the ANNEX to this manual addressed to all agents that participate in implementation activities, namely teachers and students. The basic purpose of these questionnaires, which should be duplicated as many times as needed, is to record the impact of learning activities, implemented within and outside classroom. These two tools contribute to the analysis of the activities of the carried activities, under the following parameters:

a. Factors that led to loss of control in some situations

b. The strengths of the activity / competition

c. Factors that determine self-control

d. Aspects to be improved

In addition, Semi-structured interviews, focus groups and participant observation could be used as optional methods of evaluation data collection by the teachers themselves.

11. Next Steps

One challenge is common to all European Countries' Educational System: the prevention of social exclusion phenomena. Teachers are suffering from a lack of skills and competences, and consequently of motivation in understanding and dealing with pupils at risk of early school leaving and social exclusion. Teachers often are not able to identify with the necessary anticipation the manifesting of the risk factors leading to the early school leaving and the necessary initiatives to tackle the problem.

D3.1 Prosocial Pedagogical Manual

A Prosocial Didactic Model offers to all educators (potentially or actually) facing certain cases of drop out, a complete toolkit to address and successfully handle pupils at risk of exclusion and early school leaving; a well-defined pedagogical framework, guidelines to set up and maintain a supportive community, i.e. Educating Caring Community, teachers' training material, a template to structure and design learning activities, a series of replicable activities, an evaluation approach, so as to assess the whole initiative.

Glossary

Altruism

https://www.psychologytoday.com/us/basics/altruism
https://ethicsunwrapped.utexas.edu/glossary/altruism
https://www.philosophybasics.com/branch_altruism.html

Bystander effects

https://psychology.iresearchnet.com/social-psychology/prosocial-behavior/bystander-effect/

Community

https://ahrc.ukri.org/documents/project-reports-and-reviews/connected-communities/concepts-and-meanings-of-community-in-the-social-sciences/
https://pdfs.semanticscholar.org/e5fb/8ece108aec36714ee413876e61b0510e7c80.pdf

Conflict

https://www.britannica.com/science/conflict-psychology
https://www.verywellmind.com/what-is-conflict-2794976

Cooperation

https://www.psychologytoday.com/us/blog/am-i-right/201304/cooperation-and-human-nature

Egoism

https://www.philosophybasics.com/branch_egoism.html
https://plato.stanford.edu/entries/egoism/

Empathy

https://www.britannica.com/science/empathy
https://lesley.edu/article/the-psychology-of-emotional-and-cognitive-
https://www.psychologicalscience.org/observer/i-feel-your-pain-the-neuroscience-of-empathy

Help

https://psychology.iresearchnet.com/social-psychology/prosocial-behavior/helping-behavior/

Prosocial Behavior

https://psychology.iresearchnet.com/social-psychology/prosocial-behavior/
http://www.child-encyclopedia.com/prosocial-behaviour/according-experts/prosocial-development-across-lifespan

Volunteerism

https://psychology.iresearchnet.com/social-psychology/prosocial-behavior/volunteerism/
http://www.eurospanbookstore.com/media/pdf/extracts/9789629371371.pdf

Thematic Bibliography

An Annotated Bibliography of Research Relevant to Altruism, Empathy and Prosocial Behavior   1998-2013

The Humane Society Institute for Science and Policy

Compiled by Erich Yahner

(All Abstracts and Summaries from Authors or Publishers)

Arbour, R. R., Signal, T. T., & Taylor, N. N. (2009). Teaching kindness: The promise of humane education. *Society & Animals, 17*(2), 136-148.

Although the popularity of Humane Education Programs (HEP) as a method of teaching compassion and caring for all living beings is increasing, there is a need for rigorous, methodologically sound research evaluating the efficacy of HEP. Recent calls for the inclusion of HEP within broader humanistic, environmental, and social justice frameworks underline the importance of HEP beyond a simple "treatment of animals" model. Lack of methodological rigor in the majority of published HEP studies (e.g., absence of a control group) and dispersal across disparate fields (with differing indices of efficacy), however, means that there is a potential for the popular use of HEP to outstrip our understanding of the variables that impact efficacy. The current study discusses some of these issues and presents a pilot study of a literature-only HEP intervention. Comparisons with an age-matched control group indicated that the four-week HEP resulted in an increase in measures of empathy and treatment of animals, although only the increase in empathy levels was significant. This paper discusses the implications of the current results and areas in need of future consideration.

Barr, J.J., & Higgins-D'Alessandro, A. (2007). Adolescent empathy and prosocial behavior in the multidimensional context of school culture. *The Journal of Genetic Psychology*, *168*(3), 231-250.

The authors investigated whether students' positive perceptions of their high school's culture were associated with higher levels of empathy and prosocial behavior. The authors collected information from 2 samples to ensure a wide range of school culture perceptions. As expected, empathy and prosocial behavior were correlated. As evidence of the validity of the measure of school culture, students in a small alternative school perceived their school culture as more positive than did students in the companion large, traditional high school. More positive perceptions of school culture were associated with higher levels of empathy but not with prosocial behavior. Results were moderated by gender but not by age. Male students with higher levels of emotional concern (one aspect of empathy) perceived peer relationships (one aspect of school culture) to be more positive than did those with lower levels of emotional concern. This study highlights the importance of using multidimensional constructs for school culture and empathy to understand the effects of schooling on youth.

Beierl, B. (2008). The sympathetic imagination and the human-animal bond: Fostering empathy through reading imaginative literature. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 21***(3), 213-220.**

This article is an exploration of humanattitudestowardanimalsas depicted in literature, with special emphasis on enhancing the human–animal bond–a psychological and emotional link generated in the text when empathy develops among humans, animals, and readers. Imaginative literature, featuring both human

and animal characters, conveys this bond to the reader through sympathetic imagination and becomes an effective vehicle through which to support both psychological shifts and cultural changes in the reader's perceptions. The psychological shifts produce greatly heightened empathy and a deepening of the human- animal bond in the individual reader; the cultural shifts result in the growth of a less anthropocentric sensibility toward animals in the larger society. In order to understand how these processes occur, a brief analysis of literary works appears in which these psychological dynamics arise: Anna Sewell's Black Beauty; Jack London's The Call of the Wild and White Fang; Arthur Vanderbilt's Golden Days: Memories of a Golden Retriever; Richard Adams' Watership Down; and William Kotzwinkle's Dr. Rat. The reader's emotional identification with literary characters leads, in turn, to his or her experience of sympathetic imagination–the extent to which we can think ourselves into the being of another–and achieves empathy, or simulation.

Carlo, G., & Randall, B.A. (2002). The development of a measure of prosocial behaviors for late adolescents. *Journal of Youth and Adolescence, 31***(1), 31-44.**

The correlates and structure of prosocial behaviors in late adolescents were examined using a newly constructed, multidimensional measure. In Study 1, 249 college students (145 women; *M* age = 19.9 years) were administered the Prosocial Tendencies Measure (PTM) which assesses 6 types of prosocial behaviors: altruistic, compliant, emotional, dire, public, and anonymous. Measures of sympathy, perspective taking, personal distress, social desirability, global prosocial behaviors, social responsibility, ascription of responsibility, vocabulary skills, and prosocial moral reasoning were also completed. Test-retest reliability and further validity of the PTM were demonstrated in Study 2 with a sample of 40 college students (28 women; *M* age = 22.9 years). Results from both studies yielded evidence of adequate reliability and validity of the PTM and support the notion of differentiated forms of helping.

Curry, J. R., Smith, H. L., & Robinson, E. H. (2009). The development and manifestation of altruistic caring: A qualitative inquiry. *Counseling and Values,54***(1), 2-16.**

Qualitative, phenomenological research provides rich information about the constructive, life span perspectives of the manifestation and development of altruism. Using an interpretive phenomenological approach, this study investigated altruism as described by 34 older persons In

a continuing care retirement community. The findings identified 13 overarching, common, emergent themes related to this construct. Implications are provided for helping professionals.

Daly, B., & Morton, L. L. (2003). Children with pets do not show higher empathy: A challenge to current views. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 16(4), 298- 314.*

A group of children (*n*=137) were surveyed with respect to pet ownership and pet preferences to explore the link between the human–animal bond and empathy. The most notable findings—and contrary to our predictions—were: (1) there was no difference in empathy (Bryan Empathy Index) between pet owners and non-owners; (2) there was no correlation between empathy and attachment to pets (Companion Animal Bonding Scale); and (3) higher empathy scores were not related to pet-preference indicators. A more fine- grained examination of the pet-owning group only revealed differences with respect to type of animal owned. Higher empathy was evident with dog ownership as opposed to other pet types. However, this needs to be tempered by the equally interesting observation that lower empathy was related to cat ownership. Regardless of how ownership groups are configured, there is consistent evidence that differentiates cat owners (lower empathy) from dog owners (higher empathy). When pet ownership and pet preference are combined to form new groupings, again, the cat effects and dog effects are evident. Implications extend to the need: (1) for future research on the nature of the human–animal bond; (2) to explore the relationship between personality and animal bonding; and (3) to refine the questions surrounding the animal-based links to empathy, as well as other related constructs such as prosocial behaviour, compassion, self-esteem, self- control, autonomy, affection, stress, responsibility, and perhaps even emotional intelligence, career paths and community service.

Daly, B., & Morton, L.L. (2006). An investigation of human--animal interactions and empathy as related to pet preference, ownership, attachment, and attitudes in children. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 19(2), 113-127.*

A group of elementary students (n = 155) were surveyed with respect to four aspects of relationships with pets—preference, ownership, attachment, and attitude—in order to further explore the connection that appears to exist between human-animal interactions and empathy. The investigation was initiated, in part, in order to elaborate upon findings from an earlier study (Daly and Morton 2003) and focused mainly on the relationships between children and dogs and cats, although horses, birds, and fish were also included. Some of the general findings related to dogs and cats are: (1) children who preferred (Pet Preference Inventory) both dogs and cats were more empathic than those who preferred cats or dogs only; (2) those who owned both dogs and cats were more empathic than those who owned only a dog, owned only a cat, or who owned neither; (3) those who were highly attached to their pets (Lexington Attachment to Pets Scale) were more empathic than those who were less attached; and (4) empathy and positive attitude

(Pet Attitude Scale) revealed a significant positive correlation. As expected, girls were significantly more empathic than boys. Moreover, while cell sizes were low with respect to pet preference and ownership, empathy was also higher for individuals who expressed a preference for birds and horses. While the earlier study (Daly and Morton 2003) indicated that higher empathy was associated with dog ownership more so than other pets, including cats, a notable finding of the present study is that empathy appears to be positively associated with individuals who prefer, and/or who own, both a dog and a cat. The implications extend to the need: (1) for continued empirical research investigating the relationship between human-animal interactions and empathy; and (2) to refine the questions that lead to a clearer explanation of this relationship.

Daly, B., & Morton, L.L. (2008). Empathic correlates of witnessing the inhumane killing of an animal: An investigation of single and multiple exposures. *Society & Animals, 16*(3), 243-255.

Seventy-five adults who reported witnessing at least 1 animal being killed inhumanely participated in a study of 5 measures of empathy from the Interpersonal Reactivity Index (IRI) (Davis, 1980) and the Animal Attitude Scale (AAS) (Herzog, Betchart, & Pittman, 1991): Perspective Taking (PT), Fantasy (FS), Emotional Concern (EC), Personal Distress (PD), and Animal Attitudes (AA). Females showed greater sensitivity (4 of 5 scales) on a 2-way MANOVA with Sex (male, female) and Witnessing Killing (never, once, multiple) as independent variables. Individuals who witnessed multiple killings were higher on PT and lower on PD scales. Lower PD for those who witnessed multiple killings suggests hardening or habituation related to exposure. Alternatively, they may lack resistance to involvement in situations leading to animal violence. Higher PT scores related to multiple killings may indicate a natural leaning toward the cognitive—rather than affective—or dissociation between cognitive and affective. A shift to the cognitive, as a defense mechanism, suggests a dissociation hypothesis. Implications extend to the need for refined research in the developmental sequence of animal abuse and empathy, and humane education.

Daly, B., & Morton, L.L. (2009). Empathic differences in adults as a function of childhood and adult pet ownership and pet type. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 22*(4), 371-382.

Prompted by interesting but ambiguous findings that empathic differences in children may relate to pet preference and ownership, we extended the issue to an adult population. We investigated empathic-type responses in adults who lived with cats and/or dogs in childhood (Child-Pet) and currently (Adult-Pet), using the Interpersonal Reactivity Index (IRI), the Empathy Quotient (EQ), and the Animal Attitude Scale (AAS). Multivariate analyses of covariance, with Sex as the covariate (MANCOVA), revealed differences on the AAS, the IRI-Personal Distress scale, and the EQ-Social Skills factor. For the Child-Pet data, the Dog-Only and the Both (dog and cat) groups, compared with those in the Neither (no dog or cat) group, scored lower on the IRI-Personal Distress scale and higher on the EQ-Social Skills factor. On the AAS, all three pet groups

(Dog-Only, Cat-Only, and Both) had higher ratings than the Neither group. For Adult-Pet data, the analyses revealed the Dog-Only group was lower on Personal Distress than the Neither group, and higher

on Social Skills than the Neither group and the Cat-Only group. On the AAS, the Neither group was lower than all three pet-owning groups, like the childhood data, but strikingly, adults with both dogs and cats were higher on the AAS. The findings support research linking companion animals with empathic development. They warrant the continued exploration of the nature of empathic development (i.e., nature vs. nurture) and contribute to the increasing research field exploring the value of companion animals.

Dereli, E., & Aypay, A. (2012). The prediction of empathetic tendency and characteristic trait of collaboration on humane values in secondary education students and the examining to those characteristics. *Educational Sciences: Theory & Practice, 12*, 1262-1279.

The purpose of this study was to investigate the relationships among the empathic tendency, collaboration character trait, human values of student high school and whether high school students' empathic tendency, character trait of collaboration, human values differ based on qualifications of personnel (gender, class levels, mother and father education level, income level of family and number of siblings) was investigated. The study group was composed by 504 students attending in different high schools in Adana and Eskişehir. The data were collected using the Adolescent KA-Sİ Empathic Tendency Scale, Human Values Scale and Collaboration sub-dimension of Temperament and Character Inventory (TCI). Analysis of data was used descriptive statistics, t test for independent groups, One Way Anova, multiple regression analysis. Results indicated that students' empathic tendency, collaboration subdimension character trait, human values scores significantly differed based on gender and mother education level. Students' human values scores significantly differed based on class-level. Students' collaboration character trait, human values scores significantly differed based on father education-level and income-level of family. Also empathic tendency predicted responsibility, friendship, pacifism, respect, honesty and tolerance of human values; collaboration character trait predicted responsibility, friendship, pacifism, respect, honesty and tolerance.

Eckardt Erlanger, A.C., & Tsytsarev, S.V. (2012). The relationship between empathy and personality in undergraduate students' attitudes toward nonhuman animals. *Society & Animals, 20*(1), 21-38.

The majority of research investigating beliefs toward nonhuman animals has focused on vivisection or utilized populations with clear views on animal issues (e.g., animal rights activists). Minimal research has been conducted on what personality factors influence a nonclinical or non adjudicated population's beliefs about the treatment of animals. The purpose of the present study was to examine the role of empathy and personality traits in attitudes about the treatment of

animals in 241 undergraduate students. Results indicated that those with high levels of empathy held more positive attitudes toward animals and more negative beliefs about animal cruelty than those with low levels of empathy. Some differences in participants' specific attitudes toward animals were found. Limitations and implications for future research are reviewed.

Eisenberg, N., Eggum, N.D. and DiGiunta, L. (2010), Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review, 4,* **143–180.**

Empathy-related responding, including empathy, sympathy, and personal distress, has been implicated in conceptual models and theories about prosocial behavior and altruism, aggression and antisocial behavior, and intergroup relationships. Conceptual arguments and empirical findings related to each of these topics are reviewed. In general, there is evidence that empathy and/or sympathy are important correlates of, and likely contributors to, other-oriented prosocial behavior, the inhibition of aggression and antisocial behavior, and the quality of intergroup relationships. Applied implications of these findings, including prevention studies, are discussed, as are possible future directions.

Engster, D. (2006). Care ethics and animal welfare. *Journal of Social Philosophy, 37*(4), **521-536.**

The dynamics of care theory and its significance to animal welfare is discussed. The author argues that humans have the inherent capacity to care for others on the basis of their dependency on the care of others, in other words, humans assume his fellow to care for him in the same manner that he is expected to

sympathize and care as well. It is on the basis of recognition of the basic biological needs and the desire for survival that care theory extends its scope to include animals despite their exclusion from the human dependency concept of care.

Fox, K. (2010). Children making a difference: Developing awareness of poverty through service learning. *The Social Studies, 101*(1), 1-9.

Service learning is an accepted practice in many middle and high schools as a means to develop empathy for others and promote character. In elementary classrooms service learning may be considered a one time a year occurrence and carried out as a school-wide project. This article addresses a more integrated approach to service learning, wherein children can participate in a yearlong approach to contributing to their community. Teachers direct them in making connections to the local community while at the same time developing lifelong habits of participation and service.

Grant, A.M., & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of Personality and Social Psychology, 98*(6), 946.

Although research has established that receiving expressions of gratitude increases prosocial behavior, little is known about the psychological mechanisms that mediate this effect. We propose that gratitude expressions can enhance prosocial behavior through both agentic and communal mechanisms, such that when helpers are thanked for their efforts, they experience stronger feelings of self-efficacy and social worth, which motivate them to engage in prosocial behavior. In Experiments 1 and 2, receiving a brief written expression of gratitude motivated helpers to assist both the beneficiary who expressed gratitude and a different beneficiary. These effects of gratitude expressions were mediated by perceptions of social worth and not by self-efficacy or affect. In Experiment 3, we constructively replicated these effects in a field experiment: A manager's gratitude expression increased the number of calls made by university fundraisers, which was mediated by social worth but not self-efficacy. In Experiment 4, a different measure of social worth mediated the effects of an interpersonal gratitude expression. Our results support the communal perspective rather than the agentic perspective: Gratitude expressions increase prosocial behavior by enabling individuals to feel socially valued.

Knafo, A., & Plomin, R. (2006). Prosocial behavior from early to middle childhood: genetic and environmental influences on stability and change. *Developmental Psychology*, *42*(5), **771.**

Prosocial behavior is important for the functioning of society. This study investigates the extent to which environment shared by family members, non-shared environment, and genetics account for children's prosocial behavior. The prosocial behavior of twins (9,424 pairs) was rated by their parents at the ages of 2, 3, 4, and 7 and by their teachers at age 7. For parent ratings, shared environmental effects decreased from .47 on average at age 2 to .03 at age 7, and genetic effects increased from .32 on average to .61. The finding of weak shared environmental effects and large heritability at age 7 was largely confirmed through the use of teacher ratings. Using longitudinal genetic analyses, the authors conclude that genetic effects account for both change and continuity in prosocial behavior and non-shared environment contributes mainly to change.

Kokko, K., Tremblay, R.E., Lacourse, E., Nagin, D.S., & Vitaro, F. (2006). Trajectories of prosocial behavior and physical aggression in middle childhood: Links to adolescent school dropout and physical violence. *Journal of Research on Adolescence*, *16*(3), 403-428.

Trajectories of prosocial behavior and physical aggression between 6 and 12 years of age were identified for a sample (N=1,025) of males. The trajectories were then used to predict school dropout and physical violence at age 17. Using a group-based semi-parametric method, two trajectories of prosociality (low and moderate declining) and three trajectories of physical aggression (low, moderate, and high declining) were obtained. Only a small minority (3.4%) of the boys were characterized by both high aggression and

moderate prosociality. Physical aggression predicted both school dropout and physical violence, but contrary to expectations, prosocial behavior did not have additive or protective effects.

Malti, T., Gummerum, M., Keller, M. and Buchmann, M. (2009), Children's moral motivation, sympathy, and prosocial behavior. *Child Development, 80*, **442–460.**

Two studies investigated the role of children's moral motivation and sympathy in prosocial behavior. Study 1 measured other-reported prosocial behavior and self- and other-reported sympathy. Moral motivation was assessed by emotion attributions and moral reasoning following hypothetical transgressions in a representative longitudinal sample of Swiss 6-year-old children (*N* = 1,273). Prosocial behavior increased with increasing sympathy, especially if children displayed low moral motivation. Moral motivation and sympathy were also independently related to prosocial behavior. Study 2 extended the findings of Study 1 with a second longitudinal sample of Swiss 6-year-old children (*N* = 175) using supplementary measures of prosocial behavior, sympathy, and moral motivation. The results are discussed in regard to the precursors of the moral self in childhood.

McCurdy, B.L., Kunsch, C., & Reibstein, S. (2007). Secondary prevention in the urban school: Implementing the behavior education program. *Preventing School Failure, 51*(3), **12-19.**

Urban school officials face the challenge of a growing number of students with or at-risk for developing antisocial behavior. The school-wide positive behavior support (PBS) model provides a comprehensive structure for schools to address antisocial behavior more effectively. In this article, the authors document, in case study format, the implementation of the behavior education program (BEP) in one urban elementary school for a group of students requiring a more intensive level of intervention. The BEP is designed to serve a secondary prevention function in the three-tiered school-wide PBS model. Idiographic results showed positive gains for the majority of students. Student and teacher measures of acceptability indicated a high degree of satisfaction with the program. Discussion focuses on the application of the BEP as a secondary prevention strategy and the implications for use as an intervention as well as assessment tool.

Oleson, J.C., & Henry, B.C. (2009). Relations among need for power, affect and attitudes toward animal cruelty. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 22*(3), **255- 265.**

Previous research has investigated the relationship between empathy with humans and attitudes toward animals. Developing a better understanding of this relationship, as well as other related variables, may assist in the prevention of antisocial behavior. The purpose of the current study was to investigate the relationship between sensitivity toward the mistreatment of animals, negative affect, and need for power. Participants were 198 Introductory Psychology students, 98 (49.5%) women and 100 (50.5%) men. They completed three questionnaires: the Need for Power (nPower) subscale of the Index of Personal Reactions (IPR); the Positive and Negative Affect

Schedules-Expanded form (PANAS-X); and the Cruelty subscale of the Attitudes Toward the Treatment of Animals Scale (ATIAS). Results indicated that, among men, individual differences in the affect subscales of Sadness, Hostility, Fear, and Fatigue, in addition to nPower, were significantly correlated with cruelty attitudes. Linear regression showed that both Hostility and nPower emerged as significant predictors of cruelty attitudes. Further analyses revealed a significant Hostility x nPower interaction, with Hostility related to animal cruelty only among men with low nPower scores. Among women, only the affect subscale of Serenity was correlated with animal cruelty. Implications and recommendations for future research are discussed.

Robinson III, E.M., & Curry, J.R. (2005). Promoting altruism in the classroom. *Childhood Education, 82*(2), 68- 73.

Another hypothesis comes from social learning theory, which posits that children learn to be altruistic through multiple social interactions, including adult role modeling of ideal behaviors, dialectic conversations

that stimulate cognitive formation and development of altruistic ideas, and role playing and instruction that increase children's perceptions of their own competencies for helping others (Konecni & Ebbesen, 1975). Further evidence supporting the social learning theory of altruism comes from research by Konecni and Ebbesen (1975), who found that children have a greater response to adults who behave altruistically (through role modeling) versus adults who merely make statements in favor of altruism.

Signal, T.D., & Taylor, N. (2007). Attitude to animals and empathy: Comparing animal protection and general community samples. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 20*(2), 125-130.

Although a number of studies have examined a range of demographic and personality variables that may impact upon attitudes towards the treatment of non-human species, little consensus has been reached within the literature. The aim of the current study was to evaluate and assess levels of human-directed empathy and attitudes towards the treatment of animals in two diverse populations, namely the general community (n = 543) and those within the animal protection field (n = 389). Both groups of participants completed the Attitude Towards the Treatment of Animals Scale (AAS) and the Davis Interpersonal Reactivity Index (IRI), a measure of human-directed empathy. Comparisons between the two samples indicated that those within the animal protection community scored more highly on both the animal attitude and human-directed empathy measures. Correlational analyses revealed a positive relation between AAS and IRI scores for both samples, whilst the strength of the correlation was greater for those within the animal protection sample. These findings are discussed.

Skinner, C.H., Cashwell, T.H., & Skinner, A.L. (2000). Increasing tootling: The effects of a peer-monitored group contingency program on students' reports of peers' prosocial behaviors. *Psychology in the Schools, 37*(3), 263-270.

In most educational ecologies, attention and consequences are focused on inappropriate behavior. Often students observe and report peers' antisocial behavior (i.e., tattle) and teachers investigate and consequent (i.e., punish) those behaviors. In the current study, a withdrawal design was used to investigate a corollary system. Fourth-grade students were trained to observe and report peers' prosocial behaviors (i.e., tootle), and interdependent group contingencies and public posting were used to reinforce those reports. Although the first intervention phase showed much variability, subsequent phases showed that an intervention composed of public posting and interdependent group contingencies increased prosocial behavior reports. Results are discussed in terms of using this system to increase student and teacher awareness of and reinforcement for incidental prosocial behaviors.

Spinrad, T.L., Eisenberg, N., & Bernt, F. (2007). Introduction to the special issues on moral development: Part I. *Journal of Genetic Psychology, 168*(2), 101-104.

The article presents a research which contributes to the scientific understanding of moral behavior, moral affect, and moral cognition. This research gives varied approaches to studying moral development in toddlers, children, adolescents, and adults. Empirical data supports that girls outperform boys on indexes of moral development, such as empathy and prosocial behavior. Although results vary based on the method used and on the age of participants. The researchers found that girls generally exhibit more sympathy and prosocial behavior than do boys.

Taylor, N.N., & Signal, O.O. (2005). Empathy and attitudes to animals. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 18*(1), 18-27.

The article focuses on the empathy and attitudes towards animals. Governments are lobbied to change or create laws to protect animal welfare; perceived infringements of animal welfare remain news and more and more people the world over indicate that companion animals play an important role in their lives and families. In short, animals are a part of the social fabric. Despite this, social scientists have been reticent at

best, and oppositional at worst, to studying human-animal relationships. Links between lack of human- directed empathy, violence towards animals and violence towards humans are beginning to emerge. Empathy has been proposed as a mediating factor in aggression to both humans and animals, with a number of authors suggesting links between deficits in empathy and antisocial behavior in children, adolescents, and adults in both clinical and non-clinical populations. Hence, humane education is being posited as one particularly effective mechanism whereby a lack of human-directed empathy may be remedied by teaching animal welfare appropriate attitudes. Therefore the links between companion animal ownership and measures of empathy and attitudes to animals deserve further attention.

Thompson, K.L. and Gullone, E. (2003), Promotion of empathy and prosocial behaviour in children through humane education. *Australian Psychologist, 38,*175–182.

While the importance of normative levels of empathy and prosocial behaviour is becoming increasingly recognised, it has been suggested that modern western industrialised society is not conducive to the promotion of empathy development in children. Related to this, it has been proposed that one method for contributing to the building of empathy is to encourage direct contact with animals. The rationale for this is the belief that by developing a bond with animals, empathy toward other living beings will be encouraged. Consequently, it has been proposed that empathy directed at non-human animals will transfer to humans. Such cross-species association has been demonstrated for animal abuse. For example, some studies have reported that childhood cruelty toward animals is related to interpersonal violence in adulthood. Humane education programs aim to intervene in the cycle of abuse by decreasing a child's potential to be abusive toward animals, and, as a consequence, to promote prosocial behaviour toward humans.

Tissen, I., Hergovich, A., & Spiel, C. (2007). School-based social training with and without dogs: Evaluation of their effectiveness. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, *20*(4), 365-373.

This study examined the effects of different training methods on social behavior, empathy, and aggression (open and relational) in children (third-graders) at several intervals. There were three experimental conditions: "Social training without dogs," "Social training with dogs," and "Dog attendance without social training." The project was carried out in three elementary schools—three classes per school (total of 230 children)—over a period of 10 weeks. The assignment of experimental conditions to classes within each school was random. There were ten training sessions (90 minutes each): one session per week. The class teachers and pupils filled in questionnaires before the start of training and after the completion of the 10- week program, and the pupils did so once again three weeks after that. Data were analyzed using analysis of covariance for repeated measures on one factor. The respective initial values were incorporated into the computation as covariates. The teacher's survey revealed a significant improvement in pupils' social behavior, irrespective of program. The pupils showed a significant increase in empathy, irrespective of program; however, the effect was not stable over time. A significant advantage with respect to open and relational aggression was demonstrated by the "Social training with dogs" program over the other two alternatives.

Twenge, J.M., Baumeister, R.F., DeWall, C.N., Ciarocco, N.J., & Bartels, J.M. (2007). Social exclusion decreases prosocial behavior. *Journal of Personality and Social Psychology*, *92*(1), 56.

In 7 experiments, the authors manipulated social exclusion by telling people that they would end up alone later in life or that other participants had rejected them. Social exclusion caused a substantial reduction in prosocial behavior. Socially excluded people donated less money to a student fund, were unwilling to volunteer for further lab experiments, were less helpful after a mishap, and cooperated less in a mixed- motive game with another student. The results did not

vary by cost to the self or by recipient of the help, and results remained significant when the experimenter was unaware of condition. The effect was mediated by feelings of empathy for another person but was not mediated by mood, state self-esteem, belongingness, trust, control, or self-awareness. The implication is that rejection temporarily interferes with emotional responses, thereby impairing the capacity for empathic understanding of others, and as a result, any inclination to help or cooperate with them is undermined.

Vaish, A., Carpenter, M., & Tomasello, M. (2009). Sympathy through affective perspective taking and its relation to prosocial behavior in toddlers. *Developmental Psychology, 45*(2), 534.**

In most research on the early ontogeny of sympathy, young children are presented with an overtly distressed person and their responses are observed. In the current study, the authors asked whether young children could also sympathize with a person to whom something negative had happened but who was expressing no emotion at all. They showed 18- and 25-month-olds an adult either harming another adult by destroying or taking away her possessions (harm condition) or else doing something similar that did not harm her (neutral condition). The "victim" expressed no emotions in either condition. Nevertheless, in the harm as compared with the neutral condition, children showed more concern and subsequent prosocial behavior toward the victim. Moreover, children's concerned looks during the harmful event were positively correlated with their subsequent prosocial behavior. Very young children can sympathize with a victim even in the absence of overt emotional signals, possibly by some form of affective perspective taking.

Zasloff, L.R., Hart, L.A., & Weiss, J.M. (2003). Dog training as a violence prevention tool for at-risk adolescents. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 16*(4), 352-359.**

Humane education programs often target at-risk children and seek to teach empathy and gentleness with animals, but few of these have been assessed. This prospective, longitudinal study examined the effects of "Teaching Love and Compassion" (TLC), a humane education program employing educational group discussions and dog training for seventh-grade, inner city youth in Los Angeles, California. The TLC program is offered to groups of 10 to 12 students during their three-week vacation at the year-round school. Students for the experimental and control groups were selected from the pool of those scoring below the 25th percentile in reading and mathematics. The study, conducted over a two-year period, assessed four successive sessions, comprising an experimental group of 41 children and a control group of 42 children. In morning sessions, the experimental group had discussions focusing on interpersonal issues and conflict management. In the afternoons they were taught the proper care and obedience training of shelter dogs. Pre-, post-, and follow-up tests, specially developed to accommodate the children's reading ability and scheduling constraints, were given to both the experimental and control groups to assess their knowledge of animal care, conflict management skills, attitudes toward self and

others, and fear of dogs. Members of the experimental group increased their understanding of pet care and the needs of animals and retained this information more than did the control group for all four TLC sessions, both at post-testing (F=58.4, p=0.0001) and follow-up testing (F=18.9, p=0.0001). At post-testing, the experimental group showed a trend toward a decreased fear of dogs (F=3.6, p=0.062), that was significant at follow-up testing (F=4.2, p=0.019). For these children who are exposed to daily violence and aggression to people and animals, these modest changes were associated with the three-week intervention.

BOOKS

Babula, M. (2013). *Motivation, altruism, personality and social psychology: The coming age of altruism.* **ISBN: 9781137031280.**

Motivation, Altruism, Personality, and Social Psychology takes up the debate around altruism and the acceptance in society that self-interest is a healthy guiding principle in life, and argues that altruism contributes to better states of psychological health that transcend self-actualization. In discussing altruism in relation to peace psychology, positive psychology, social and evolutionary psychology, psychotherapy, and in terms of neurobiological evidence, this book argues that the field of psychology is stuck in a 'dark age,' driving people towards a focus on the self and promoting self-interest at the expense of the 'other' and one's wider social surroundings.

Blake, S. (2007). *Promoting emotional and social development in schools: A practical guide.* **London: Paul Chapman. ISBN: 9781412907309.**

This accessible resource presents guidelines for creating an emotionally and socially healthy school and offers case studies that illustrate how good practice improves behavior and promotes inclusion.

Brown, D. J. (1998). *Schools with heart: Voluntarism and public education.* **Boulder, Colo: Westview Press. ISBN: 9780813390840.**

What are schools with heart? They are schools that invite a profusion of volunteers to work inside them. Rich in community connections, the schools and the students they serve benefit considerably from donations of time. The importance of school volunteers has been underestimated greatly as an aspect of educational policy. Often regarded as just providing "extras," their presence in public schools brings acutely needed resources, raises issues of who controls schools, and contributes to the growth of social capital among students, school personnel, and community members. The use of volunteers may be one of the key solutions to problems facing public elementary schools today. Brown explores school voluntarism by using original data gathered from 185 interviews with public school principals, teachers, and volunteers, many of whom worked in schools known for their volunteer programs. Supplementing these data from other studies, this careful inquiry finds that volunteers offer much to schools. Administrators and teachers respond to their willingness to give and thus "make them welcome." Schools with heart are voluntary public schools—ones that rely on the benevolence of many people as well as

public funding. School voluntarism is seen as a special bridge between primordial institutions (such as families) and modern institutions (such as public schools). Brown shows that the use of benevolence in schools offers a vision of how education may be changed. He presents some recommendations for policies that would alter the balance between public and private support for public education.

Brunskill, K. (2006). *Developing consideration, respect and tolerance.* **London, England: Paul Chapman. ISBN: 9781412919630.**

This resource helps students aged 5 to 12 in cultivating their talents, proactive problem-solving, positive social orientation, and establishing a sense of belonging.

Brunskill, K. (2006). *Learning to be honest, kind and friendly.* **London, England: Paul Chapman. ISBN: 9781412919623.**

The four books in the series provide a whole-school value based programme for young people from five to twelve years of age. They help in the creation of wellbeing and resilience in students by introducing and developing a range of values and behaviours that will assist with social and emotional health. The series is well differentiated for the target age group and each volume follows a similar format: (1) introduction; (2) guidance on how to use the materials; (3) links to curriculum areas; (4) comprehensive teacher notes on each theme. The themes are based around stories which will engage young people and these are accompanied by worksheets and follow up activities. Each book can be used individually or together as a complete programme to promote pro-social values. All the books will help young people to: (1) have a sense of belonging; (2) identify their talents; (3) develop proactive problem solving; (4) enhance positive social orientation; (5) encourage an optimistic sense of fun.

Caselman, T. (2009). *Teaching children empathy: The social emotion : lessons, activities and reproducible worksheets (K-6) that teach how to "step into other's shoes".* **Chapin, SC: YouthLight, Inc. ISBN: 9781598500141.**

Helping children develop greater empathy-related awareness and skills can help prevent negative social behaviours such as bullying, meanness, and alienation. Empathy is a fundamental social emotion because it

brings a sense of emotional connection to others. It is this awareness that is not only basic to all healthy relationships; it is the root of prosocial behaviour, altruism, kindness and peace. Empathy has cognitive, affective and behavioural components that can be learned and improved upon by children. The lessons and activities in this book are designed to: teach students the value of empathy; assist students in recognizing their own and others' feelings; help students put themselves in "someone else's shoes"; and instruct students how to exhibit understanding and acceptance. Each topic-related lesson includes five inviting worksheets that can be reproduced and used repeatedly with elementary school-aged students.

Doherty, M. J. (2009). *Theory of mind: How children understand others' thoughts and feelings.* **Hove: Psychology Press. ISBN: 9781841695709.**

Most of us are continually aware that others have thoughts and feelings – but are children? When? This book is a concise and readable review of the extensive research into children's understanding of what other people think and feel, a central topic in developmental psychology known as "Theory of Mind". The understanding of belief is central to this text, which explains in simple terms what representational theory of mind is all about, and shows how researchers have demonstrated this understanding in 4-year-olds. The book considers what leads to this understanding, including the role of pretend play, understanding of attention and eye direction, and other precursors to representational understanding of mind. The general relevance of theory of mind is demonstrated through coverage of the development of other mental state concepts, and the relationship between understanding mental representation and other representational media. The author also carefully summarizes current research on the relationship between theory of mind and concurrent developments in executive functioning, and the understanding of language. The book closes by considering autism. A major achievement of theory of mind research is the light it has helped throw on this puzzling developmental disorder. Providing a comprehensive overview of 25 years of research into theory of mind, the book will be of great interest to both students and researchers in psychology, philosophy and the cognitive sciences.

Gordon, M. (2005). *Roots of empathy: Changing the world, child by child.* **Toronto, Ont: Thomas Allen Publishers. ISBN: 9780887621284.**

Roots of Empathy – an evidence-based program developed in 1996 by longtime educator and social entrepreneur Mary Gordon – has already reached more than 270,000 children in Canada, the U.S., Japan, Australia, New Zealand, and elsewhere. Now, as *The New York Times* reports that "empathy lessons are spreading everywhere amid concerns over the pressure on students from high-stakes tests and a race to college that starts in kindergarten", Mary Gordon explains the value of and how best to nurture empathy and social and emotional literacy in all children – and thereby reduce aggression, antisocial behavior, and bullying.

Heiss, R. (2007). *Helping kids help: Organizing successful charitable projects.* **Chicago: Zephyr Press. ISBN: 9781569762110.**

Hoffman, M.L. (2001). *Empathy and moral development: Implications for caring and justice.* **Cambridge: Cambridge University Press. ISBN: 9780521012973.**

Contemporary theories have generally focused on either the behavioral, cognitive or emotional dimensions of prosocial moral development. This volume provides the first comprehensive account of prosocial moral development in children. The book's focus is empathy's contribution to altruism and compassion for others in physical, psychological, or economic distress; feelings of guilt over harming someone; feelings of anger at others who do harm; feelings of injustice when others do not receive their due. Also highlighted are the psychological processes involved in

empathy's interaction with certain parental behaviors that foster moral Provides print and Web resources, specific ideas for charitable projects, and practical guidance for developing students' career and life skills through youth philanthropy. Internalization in children and the psychological processes involved in empathy's relation to abstract moral principles.

Levine, D.A. (2005). *Teaching empathy: A blueprint for caring, compassion, and community.* **Bloomington, IN: Solution Tree. ISBN: 9781932127782.**

The *Teaching Empathy* resource set (book and CD) focuses on teaching the pro-social skill of empathy by naming and practicing it, and by modeling and encouraging it. The four sections of this resource set will help you build a culture of caring in your school: 1. Teaching With Empathy: Connect with students, model pro- social skills, and build trusting relationships through storytelling, symbolic teaching and other strategies. 2. Learning Empathy: Teach students empathy and its companion behaviors of listening, compassion, honor, and generosity through strategies such as Social Skills Learning, cross-training and rituals, and the Fishbowl. 3. Living Empathy: Build a school culture of empathy through the 10 intentions of the school of belonging. 4. Courageous Conversations: Focus on dilemmas, the powers of choice, and other empathic skills in the mini-empathy curriculum that combines 13 lessons with 8 thought-provoking songs including "Howard Gray."

Loar, L., Colman, L.L., & Latham Foundation. (2004). *Teaching empathy: Animal-assisted therapy programs for children and families exposed to violence.* **Alameda, Calif.: Latham Foundation for the Promotion of Humane Eduation. ISBN: 9780967533032.**

Teaching Empathy: Animal-Assisted Therapy Programs for Children and Families Exposed to Violence is a repository of practical skills and interventions. You can select from a rich menu of ideas, assessment tools, worksheets and resources to design humane education and animal-assisted therapy programs that are safe for both the human and animal participant. You will not take an animal into a classroom again and be ignorant of the possible impact of your words and the animal's behaviors on certain children. All of this knowledge is essential to safeguard the welfare of both humans and animals and to promote the best that the fields of humane education and animal-assisted therapies have to offer.

Scott, N., & Seglow, J. (2007). *Altruism.* **McGraw-Hill International. ISBN: 9780335222490.**

This accessible book is the first introduction to the idea of altruism. It explores how we have come to be altruistic, and considers why it is important to remain altruistic, not just for the sake of others, but in order maintain the fragile fabric of human society. The book surveys the history of the concept of altruism and examines it from a variety of disciplinary perspectives, including moral philosophy, evolutionary biology, psychology, economics and political science. It then attempts to bring together the distinct issues and concerns of these disciplines to arrive at a unified understanding of altruism. The rational self-interested individual of economics is compared with the altruist who exhibits the virtues of empathy, compassion and benevolence. The book also

discusses heroic altruism, such as that displayed by rescuers of Jews in Nazi- occupied Europe, and psychological experiments which seek to identify the altruistic trait. Scott and Seglow argue that altruism is easily extinguished and hard to nourish, but vital for a fundamentally human future. Academics and students in social sciences and philosophy will find *Altruism* of great interest. So too will professionals in the voluntary and charitable sectors and journalists involved in communicating social scientific and philosophical ideas to the public.

Shapiro, L.E. (2008). *Learning to listen, learning to care: A workbook to help kids learn self-control & empathy.* **Oakland, CA: Instant Help Books. ISBN: 9781572245983.**

When it comes to teaching kids to behave well, the "why" is as important as the "how." In Learning to Listen, Learning to Care, children learn why it is important to follow rules and behave considerately toward others. This cultivates empathy, which contributes not just to good behavior, but to academic and social success. By working through the fun and engaging exercises in this book, kids learn how to recognize the impact of their behavior on others, express emotion in appropriate ways, and compromise with family and friends.

Behavioral problems among children are at an all-time high in the US. Parents of nearly 2.7 million children say that their kids suffer from severe emotional or behavioral problems that interfere with their family life or learning. A staggering 50 percent of counseling referrals are for behavioral problems. Empathy is the antidote to many of them, according to child psychologist and author Lawrence Shapiro. In Learning to Listen, Learning to Care, he teaches the empathy and self-control that can reduce behavioral problems and lead to long-term success. This book is appropriate for kids between the ages of six and twelve.

Spinrad, T., & Eisenberg, N. (2009). Empathy, prosocial behavior, and positive development in schools. In *Handbook of positive psychology in schools,* **119-129. ISBN: 9780805863611.**

National surveys consistently reveal that an inordinate number of students report high levels of boredom, anger, and stress in school, which often leads to their disengagement from critical learning and social development. If the ultimate goal of schools is to educate young people to become responsible and critically thinking citizens who can succeed in life, understanding factors that stimulate them to become active agents in their own leaning is critical. A new field labeled "positive psychology" is one lens that can be used to investigate factors that facilitate a student's sense of agency and active school engagement. The purposes of this groundbreaking *Handbook* are to 1) describe ways that positive emotions, traits, and institutions promote school achievement and healthy social/emotional development 2) describe how specific positive- psychological constructs relate to students and schools and support the delivery of school-based services and 3) describe the application of positive psychology to educational policy making. By doing so, the book provides a long-needed centerpiece around which the field can continue to grow in an organized and interdisciplinary manner.

Sussman, R.W., & Cloninger, C.R. (2011). *Origins of altruism and cooperation.* **New York: Springer. ISBN: 9781441995193.**

This book is about the evolution and nature of cooperation and altruism in social-living animals, focusing especially on non-human primates and on humans. Although cooperation and altruism are often thought of as ways to attenuate competition and aggression within groups, or are related to the action of "selfish genes", there is increasing evidence that these behaviors are the result of biological mechanisms that have developed through natural selection in group-living species. This evidence leads to the conclusion that cooperative and altruistic behavior are not just by-products of competition but are rather the glue that underlies the ability for primates and humans to live in groups. The anthropological, primatological, paleontological, behavioral, neurobiological, and psychological evidence provided in this book gives a more optimistic view of human nature than the more popular, conventional view of humans being naturally and basically aggressive and warlike. Although competition and aggression are recognized as an important part of the non-human primate and human behavioral repertoire, the evidence from these fields indicates that cooperation and altruism may represent the more typical, "normal", and healthy behavioral pattern. The book is intended both for the general reader and also for students at a variety of levels (graduate and undergraduate): it aims to provide a compact, accessible, and up-to-date account of the current scholarly advances and debates in this field of study, and it is designed to be used in teaching and in discussion groups. The book derived from a conference sponsored by N.S.F., the Wenner-Gren Foundation for Anthropological Research, the Washington University Committee for Ethics and Human Values, and the Anthropedia Foundation for the study of well-being.

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ANNEX - Assessment templates and reporting

A: TRAINING OF TRAINERS

QUESTIONNAIRE 1. Target Group: Trained Teachers (Training of Trainers)

!! Instruction: *The questionnaire should be filled in by all trained teachers right upon the end of the training of trainers workshop.*

Please answer the questionnaire using the following scale:

1. Strongly disagree; **2.** Disagree; **3.** Undecided; **4.** Agree; **5.** Strongly Agree; **6.** Not applicable

		1	2	3	4	5	6
1	I was well informed about the objectives of this workshop						
2	The workshop lived up to my expectations						
3	The workshop objectives were clear to me						
4	The workshop activities stimulated my interest in improving my knowledge about prosociality						
5	The activities in this workshop gave me a clear overview about what the ALICE project can give to students						
6	The ALICE approach for the acquisition of prosocial competences seems to be very effective						
7	The instructors (facilitators) were well prepared						
8	The instructors (facilitators) were helpful						

9. What would you recommend to improve in this workshop?

10. What do you think was most valuable about this workshop?

B: PILOTING

QUESTIONNAIRE 2. Target Group: Teachers (Piloting)

!! Instruction: *Instruction: The questionnaire should be filled in by teachers who conducted piloting training sessions with school pupils.*
The questionnaire should be filled after each training session implemented.

CLASS ANAGRAPHIC

SCHOOL NAME: …………………………………………………………………….

CLASS CATEGORY: ……………………………………………………………….

NUMBER OF STUDENTS BY GENDER: ……...F   ……...M   ……...Other

TEACHER's NAME: ………………………………………………………………..

EXPERIMENTED EXERCISES (N and title) …………………………………………

DATE OF IMPLEMENTATION……………………………………………………….

Please answer the questionnaire using the following scale:

1. Strongly disagree; **2.** Disagree; **3.** Undecided; **4.** Agree; **5.** Strongly Agree; **6.** Not applicable

		1	2	3	4	5	6
1	This activity increases the level of social competences of students						
2	This activity facilitates the collaborative learning in class						
3	This activity engages discussion and stimulates communication and synergy among students						
4	This activity stimulates a better comprehension in a multicultural setting						
5	This activity allows students to think of solutions to practical problems by themselves						
6	This activity stimulates the critical and auto-critical thinking of students						
7	This activity allows students to work independently and in a self-responsible manner						
8	This activity stimulates the use of emotions by students						
9	A positive and friendly learning physical and cognitive space has been created						
10	This activity stimulates positive interaction within the group/ class						
11	Empathy is more evidently shown within the group/ class						

| 12 | Now I know better what prosociality means | | | | | |
| 13 | This activity increased my awareness about my role as teacher/ educator within the students group | | | | | |

Goals reached

New competences/ skills acquired. Please briefly describe the competences/ skills acquired by students during this session?

Do you have any comments on the reception of this activity among the students?

Describe any events and situations that took place during the activity that could be considered significant / or emblematic?

Please describe the difficulties and strengths of the didactical approach (proposed methods and techniques) related to the Pedagogical Manual and how helpful it was in the conduct of this session? Please provide example/s and explanation.

List any evidence related to the activity done (paper, video, homework, drawings…, please attach if possible)

QUESTIONNAIRE 3.Target Group 3: Students

‼ Instruction: *The questionnaire should be filled in by students who have participated in the piloting phase. It should be filled in by students upon the end of all training sessions.*

School Name: ……………………………………………………………………………………………

School Grade: ……………………………………………………………………………………………

Age: …………

Gender (1 – Male; 2 – Female; 3 – Other): …………

Please answer the questionnaire using the following scale:

1. Strongly disagree; **2.** Disagree; **3.** Undecided; **4.** Agree; **5.** Strongly Agree; **6.** Not applicable

		1	2	3	4	5	6
The activities implemented in class:							
1	helped me understand what pro-social acts are						
2	helped me understand what pro-social competences (abilities) are						
3	provoked me to take part in class discussion						
4	stimulated me to communicate more actively with the others (in class)						
5	stimulated my critical thinking						
6	stimulated me to express my own emotions						
7	stimulated my classmates to express their emotions						
8	stimulated positive interaction within the group/ class						
9	contributed to a pleasant learning atmosphere						
As result of the activities implemented in class:							
10	Now I can learn together with others better than before						
11	Now I know what empathy is						
12	Now I know what prosociality is						

Additional (Optional) Methods for Final Evaluation: interviews, focus groups

Semi-structured interviews (*teachers*)

Semi-structured interviews could be conducted with teachers. They could be very informative to grasp transformational processes incurred by the different participants in the Prosocial Program.

Leading questions:

1. Was the Prosocial Program and the PPM effective in helping students to:

   - Grasp the concept of prosociality?

   - Comprehend the information and knowledge covered by the PPM (fundamental values, anti-discrimination, active civic engagement, etc.)?

   - Acquire skills relating to practicing prosociality: informing, conforming, sharing, helping?

2. Were the proposed education methods and tools adequate and helpful in transmitting the thematic knowledge?

3. What did **NOT** work well in the PPM and why?

4. What did work well in the PPM and why?

5. Any suggestions for improvement of the Program and PPM so that the level of understanding and knowledge and skills acquisition on the part of students is improved?

Focus groups *(students)*

Focus groups might be a useful method when it comes to collection of information from the students. Having critical conversation about the relevance and impact of the Prosocial Program and the Prosocial Pedagogical Manual might be more comfortable to do in the context of a group rather than individually.

Leading questions:

1. Were the exercises in which you took part useful in bringing understanding about the concept of prosociality?

2. Were the methods used by your teacher helpful in transmitting the thematic knowledge? Please explain.

3. Which of the methods used by your teacher you liked most? Which you did not like at all? Please explain.

4. What would you change in the program to be taken aboard for next year's implementation?

REPORTING TEMPLATE: COUNTRY EVALUATION

Profile of school 1:
Profile of school 2:
Profile of school 3:

Number and type of implemented experimental exercises:
School 1:
School 2:
School 3:

I. Please sum up responses along the three Evaluation Questionnaires

Questionnaire 1 *(Target group: Trained Teachers)*

(You could provide answers through the provided google form:

https://docs.google.com/forms/d/1nIiddd-jdU8CA8GZfzyNJJCDUH4bSt7fuIHdV2ZCHoM/edit

or in word format)

A total of … (insert number) Questionnaires filled in.

A. Strongly disagree; B. Disagree; C. Undecided; D. Agree; E. Strongly Agree; F. Not applicable

		A	B	C	D	E	F
1	I was well informed about the objectives of this workshop						
2	This workshop lived up to my expectations						
	Use the full template consisting of 8 questions.						

In addition, please sum up responses provided in the free narrative part of Questionnaire 1.

What would you recommend to improve in this workshop?

What do you think was most valuable about this workshop?

Questionnaire 2 *(Target group: Teachers implementing piloting sessions)*

(You could provide answers through the provided google form:

https://docs.google.com/forms/d/1nIiddd-jdU8CA8GZfzyNJJCDUH4bSt7fuIHdV2ZCHoM/edit

or in word format)

A total of … (insert number) Questionnaires filled in.

A. Strongly disagree; B. Disagree; C. Undecided; D. Agree; E. Strongly Agree; F. Not applicable

		A	B	C	D	E	F
1	This activity increases the level of social competences of students						
2	This activity facilitates the collaborative behaviours in class						
	Use the full template consisting of 13 questions.						

In addition, please sum up responses provided in the free narrative part of Questionnaire 2.

What were the goals reached through the learning activities?

What were the new competences/ skills acquired? Please briefly describe the competences/ skills acquired by students during this session?

Any comments on the reception of the learning activities among the students?

Description of any events and situations that took place during the learning activities that could be considered significant / or problematic?

Difficulties and strengths of the didactical approach (proposed methods and techniques) related to the Pedagogical Manual and how helpful it was in the implementation of the learning activities?

List any evidence related to the activity done (*paper, video, homework, drawings…, please attach if possible*)

Questionnaire 3 *(Target Group: School students)*

(You could provide answers through the provided google form:

https://docs.google.com/forms/d/1nIiddd-jdU8CA8GZfzyNJJCDUH4bSt7fuIHdV2ZCHoM/edit

or in word format)

A total of … (insert number) Questionnaires filled in.

Please answer the questionnaire using the following scale:

A. Strongly disagree; **B.** Disagree; **C.** Undecided; **D.** Agree; **E.** Strongly Agree; **F.** Not applicable

	A	B	C	D	E	F
The activities implemented in class:						
1 helped me understand better what social competences are						
2 provoked me to take part in class discussion						
Please fill in the full questionnaire, consisting of 13 questions.						

II. Please provide a narrative summary of responses to semi-structured interviews or focus groups.

TEACHERS (optional)

Was the Prosocial Program and the PPM effective in helping students to:
- Grasp the concept of prosociality?
- Comprehend the information and knowledge covered by the PPM (fundamental values, anti-discrimination, active civic engagement, etc.)?
- Acquire skills relating to practicing prosociality: informing, conforming, sharing, helping?

Were the proposed education methods and tools adequate and helpful in transmitting the thematic knowledge?

What did NOT work well in the PPM and why?

What did work well in the PPM and why?

Any suggestions for improvement of the Program and PPM so that the level of understanding and knowledge and skills acquisition on the part of students is improved?

STUDENTS (optional)

Were the exercises in which you took part useful in bringing understanding about the concept of prosociality?

Were the methods used by your teacher helpful in transmitting the thematic knowledge? Please explain?

Which of the methods used by your teacher you liked most? Which you did not like at all? Please explain?

What would you change in the program to be taken aboard for next year's implementation?