**ACTIVITY Awareness Circle(s) – COUNTRY**

*Preferably, fill in the info for each Awareness Circle, since target audience, number of participants, content, agenda, outcomes, challenges, etc. might be different for each event.*

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| **Technical info on the event**  **90 minutes**  **Saku Gümnaasium (Saku Gymnaisum), Tallinna mnt 10, Saku, Estonia** | | |
| **Session nr: 3**  **Date: 03.04.2024**  **Location: Saku Gümnaasium** | **Participants:** | 20 3rd grade students |
| **Facilitators:** | The facilitators are social pedagogues Marttina Kallaste and Marju-Riina Laugen  Involved 5 8th grade students who also participate in the i-Restore project. |
| **Main objective** | Raising awareness of the differences between conflict and bullying, how to resolve them, and how to prevent them. | |
| **Key messages for the participants** | Conflicts are a normal part of life and should not be feared. We must learn how to resolve them peacefully. Bullying is violence and is prohibited.  How to tell the difference between bullying and conflict?  • Conflict is a disagreement where no one is intentionally hurt. The conflict is short-lived and transitory.  • Conflict occurs when your needs differ from someone else's.  • Conflict can be good or bad, it depends on how you view it.  • Bullying is violence and prohibited! Why? Because bullying is when someone is deliberately made to feel bad, it is done repeatedly and it is difficult for the sufferer to defend themselves.  • The conflict can be resolved if you want it to happen and in such a way that everyone is satisfied; accounts with other needs; you understand that people and their opinions are different (when we get into the same situation, we experience and perceive it differently and that's OK)  • The conflict remains unresolved if you don't want it to; feelings are negative; if you want to win; if your needs are not met; if you avoid it; you are arrogant, smarter, nicer, better.  • If I have wronged someone, my goal is to make amends. | |
| **Materials used / Methodology** | discussion circles, staging cases, sociometric exercises, self-feeling measurements, educational films, worksheets. | |
| **Additional support materials**  *(please, specify which additional materials you have from the event. Ex: pictures, drawings, videos, audio, etc.)* ***Please send this material by email together with the report.*** | *“Kiusamine 1”, Studium, 2007 (original: Bullying:Lower. Identify, Cope, Prevent. R.I.C: Publications, 2002).*  *“Võitlus koolikiusamisega”, HTM, 2004,Sonia Sharp, Peter K.Smith*  [*https://www.peacefoundation.org.nz/wp-content/uploads/2021/04/Cool-Schools-Peer-Mediation-Primary-Manual.pdf*](https://www.peacefoundation.org.nz/wp-content/uploads/2021/04/Cool-Schools-Peer-Mediation-Primary-Manual.pdf)  *It is advisable to carry out awareness raising rounds in school in a planned manner. What kind of awareness do you want to raise in young people? We wanted a distinction to be made between bullying and conflict and to develop the skills to resolve conflicts peacefully.*  *There were 12 lessons in total. One school lesson is 45 minutes long. There were a total of 4 90 min circles and 4 45 minute circles. The lessons were prepared by topic: bullying vs. conflict; people are unique; feelings; safe vs unsafe; consequences of bullying.*  *Each new lesson began with a reminder of the previous lesson. Each lesson had a sociometric exercise to consolidate knowledge.* | |

**Detailed report including:**

* **Introduction** to the Awareness circles taking place in your country (brief)

During the i-RESTORE 2.0 project Social Insurance Board of Estonia worked together with Saku Gymnasium, where the awareness circles were conducted.

Awareness circles were conducted in a group of 20 students. For four (school)hours, the group was divided in half and 10 young people were together at the same time. The following classes took place in a large class with up to 20 students. Sometimes some students were also absent, and so there were 15-20 of them.

The circles took place in single, 45-minute or paired classes (90 minutes). In the 2022/23 academic year, there were 4 meetings for the 3rd grades and 8 meetings in the 2023/24 academic year.

The meetings were divided into topics. Every time there was a new topic, but the focus always remained on the **peaceful resolution of conflicts and the prevention of bullying**. The timetable was drawn up to the minute. Introduction, recall-> new topic, discussion -> topical playful approach -> sociometric exercise, movement -> summary of what I learned.

In each class, we used lecture form, discussion, sociometric exercises. We did a lot of modeling.

In the third grade group, apart from the stories shared by the children, they could also try to solve these stories. **After all the meetings, we resolved 6 different conflict or bullying stories.**

At the end of each meeting, we asked the young people's assessment of that meeting. What new did they learn? What would you share about today's meeting with parents or a friend who was not here? We also measured how we feel before and after the lap. ( 0 I feel very bad, I don't want to be here- 10 I feel great, I'm curious).

* **Schedule and progress of the event**

*(ex: agenda; detailed description of each activity; what was discussed; highlights)*

1. Introduction, in which we talked about the topic of today's lesson. Conflict and bullying - 7 min

2. We divided the students into 4 groups. Each group got an A3 paper and a marker, on which they started writing key words that they think mean conflict and the other side what bullying means - 7 min

3. Then there was a discussion. Each group talked about what words they wrote down and where and how they encountered conflict or bullying. Each group had time to speak for 5-20 minutes

4. Stretching exercise. Find the student you know best in the class and put your hand on their shoulder. Now find the one you know the least, put your hand on his shoulder and ask him something about him that you would like to know. Tell the group who you know the most, who you know the least and what you found out about them. - 10 min.

5. Students talked about mutual conflicts, disagreements at home (parents want me to go to bed at 9 pm, but I can't sleep). We took the opportunity to find solutions to these stories. We listened to the parties, explained their thoughts and feelings, who was affected, and asked for possible solutions. - 25 min.

6. Slides on bullying and conflict. Facilitators speak, give examples. – 3 min

7. Picture examples, can you recognize the feelings. 9 pictures depicting joy, excitement, sadness, surprise, disgust, anger, uncertainty, shame and fear. How do we recognize another person's feelings? – 13 min

8. Summary of today. Sociometric exercise. Children stand in a long line. The instructor says statements related to today's lesson topic, whoever thinks that the statement is true - steps to the right, who thinks that the statement is false - steps to the left. – 5 min

9. Give an assessment of today's meeting. 0- I did not feel well, the topic was boring; 10- it was a great lesson, I gained new knowledge. Squat, if you feel 0, stand on tiptoe and raise your hands up, if 10. All other numbers are between these two positions.- 1min

* **Assessment of the event from the perspective of the facilitators**

*(in as much detail as possible, make an overall assessment of the awareness circle. This can include reflecting on the organization of the awareness circle itself, reflecting on the course of the activities, how was the engagement with participants, what was achieved, etc.)*

In May 2023, according to the organizers, as a result of the third grade circles, the awareness of the differences between bullying and conflict among the young people who participated there has increased. They understand why conflicts have to be resolved peacefully and have basic skills (e.g. if I get into trouble, I involve an adult). The effects of bullying on the bullied, the bully and the bystanders are understood. The vocabulary for naming feelings has grown.

We also tried to teach third graders about conflict resolution, but it failed. Being in the role of a mediator, the children tended to offer solutions and give assessments. It was difficult for the children to remain neutral, they wanted to choose sides and assess who is guilty and who is not, to offer solutions.

* **Assessment of the event from the side of the participants** *(if no survey has been sent to participants, reflect on what you think the experience was like for the participants, what was their reaction during the activities, which level of awareness on the topic did they present during the event, were there relevant comments/reactions/feedback, etc.)*

**3rd grade youth feedback for circles:**

"I know what bullying is and what conflict is. I know that conflict is allowed and it will happen. Bullying is prohibited"

"I should resolve conflicts in such a way that not only I win, but the other one wins as well."

"It was a nice class, completely different, we could talk a lot".

**For class teachers' feedback circles (third grades):**

"As a teacher, I am happy that the students of the class can take part in a project that will increase their awareness of restorative justice. "

"I assumed that the students would be able to put the experience into practice. I believe that students can do it when all the circles are completed in full."

"The best experience was when the social pedagogues visited the students' work. The students take this project seriously and think and discuss actively."

* **Quotes/testimonies/stories from participants** 
  + Priority should be given to the voice of children and young people (at least 1 testimonies/stories from children per country)
  + But also include perspectives from other participants (teachers, parents, school staff, speakers, others.)

For third graders, some concepts that adults use on a daily basis are actually incomprehensible. For example, it was not possible to give meaning to the word «respect». It was suggested that "respect" means that someone tells one story and you have to keep it.

I don't have to be a friend, but I have to respect. I understand that someone respects me if he is polite, benevolent. I may not speak to him during the day, but I will borrow a pen.

Young people need clarification of concepts and situations that are confusing for them. I need confirmation that it's ok with me and it's ok with you too, because there was a conflict between us.

We must avoid making anyone feel bad. The opposite of bad is good. Everyone needs to feel good. We tend to forget these things, and very quickly.

I don't get bullied in class, but I don't feel good when I see it. I'm not afraid of the bully, but I don't like the situation.

I have the right to remain silent and say nothing.

Children and young people have the right to ask a neutral adult for help in resolving conflicts and bullying.

Participant’s story:

Jüri felt that Kaarel has been bullying him for a long time. The last time happened a few days ago in music class, when Kaarel came to Jüri, lifted his bag onto another bench, grabbed Jüri by the neck and strangled him. With the consent of the young men, we resolved the conflict on the spot. We asked Jüri to describe what he thinks happened. Jüri told his story, and Kaarel kept wanting to interrupt that things were not as Jüri described. We explained that the agreement is that we will listen to his story, Kaarel does not have to agree with it and neither do those who saw it, but they have to listen. We are different, and that's why our stories are different, even though we were in the same situation. Listening was difficult for Kaarli and he needed the support of an adult. Jüri also expressed his feelings and thoughts, that he does not want to come to school because he feels afraid, he thinks that he should stay at home, he tells his mother about it. Jüri thinks that his friend has protected him from Kaarli and feels grateful. Kaarel describes his version of what happened. While listening to Jüri's story, he wanted to intervene and say that he did not do that, but at the end of Jüri's story, Kaarel agrees that he did too much and behaved badly. Kaarel also describes his thoughts and feelings, expresses the impact on others who witnessed the incident. Kaarel offers a solution that also suits Jüri. They also agree on what will happen if Kaarel and Jüri do not stick to the agreement.

Kaarel doesn't want to be malicious or angry, wants to be kind, says that sometimes he doesn't know how to behave when he gets angry.

* **Suggestions/ recommendations** derived from the awareness circles.

*(Ex: regarding future awareness circles, content, target audience, materials or methodology to include, proposals for activities, practical suggestions, etc.)*

Young people want the circles to continue. They want to know even more about the consequences of the offenses. The youngsters were surprised that in Estonia you cannot join the defense forces if as young person you have been convicted of a crime. It was also a surprise that since February of this year, there are no juvenile detainees in Estonia. There is interest in what a Closed Children's Institution means, in what situations youngsters are sent there, how to change the behavior of a young person there.

Young people have found that the circles are real life and give them the knowledge they need for life, self-management skills, the courage to take responsibility, the courage to make decisions and problem-solving skills. These skills are valued more highly than, for example, a biology lesson.

Such discussion circles could be part of the curriculum. Such classes should not take place every week, but once or twice a month.

The methodologies were appropriate: discussion circles, staging cases, sociometric exercises, self-feeling measurements, educational films, worksheets.

* **Feel free to include any other additional information you consider relevant for the Awareness circle Storybook deliverable!**!!











