



Univerzita Hradec Králové
Pedagogická fakulta

PRACTISE OF SOCIAL PREVENTION

Václav Bělík



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Course syllabus and study text: “Practice of social prevention”

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Workload:

Full-time form of study: seminar twice a week

Combined form of study: seminar 10 hours per term

Recommended semester for the course enrollment: 6th

Prerequisites: none

Rules of communication with the lecturer:

- via e-mail,
- during the office hours – see the official website of the Department.

Course annotation

In the course of “Practise of social prevention”, the students get to know the issues of prevention of high-risk behavior and the related practice. At the beginning of the term, they get to know the institutions which deal with social prevention and the problem in their mutual communication. Later, they get to know the issues of timely intervention system in practice. In cooperation with the organizations which engage in high-risk behavior prevention, the students learn methods of preventively educational impact at both the direct and indirect level. At the pedagogical level, the students learn the issues of key competences and their role within topics of curriculum reform – the Framework Educational Programs. The subject in its widest range comprises the information on projects which were realized at the Department of Social Pathology and Sociology of the Faculty of Education, University of Hradec Králové, the projects and their methods which are realized by partners of the Department; the students and teachers can participate in these projects, design and implement their own project afterwards.

This study support is perceived as practical, which means that I present the project which I perceive as important for the students of *Social pathology and prevention* and *Social communication in non-profit-making sphere*.

The aims of the subject

Students shall learn about the practice of high-risk behavior prevention and its particular aspects from the professional point of view - organization, methods,

means, social aspects. The important aim is to design in detail the methodology of work with high-risk youth in a certain domain, and then to offer it to the Department's partners for realization. The practical testing of learned competencies is the course completion requirement.

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FORSYTH, Craig J., ed. a COPES, Heith, ed. *Encyclopedia of social deviance*. Los Angeles: Sage Reference, ©2014. 2 sv. (xxxvi, 820 s.). ISBN 978-1-4522-4033-6.

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THOMPSON, David a ARORA, Tiny. *Bullying: effective strategies for long-term improvement*. London: RoutledgeFalmer, ©2002. ix, 219 s. School concerns series. ISBN 0-415-23093-4.

Recommended literature:

CHARVÁT, Miroslav, JURYSTOVÁ, Lucie a MIOVSKÝ, Michal. *Čtyřúrovňový model kvalifikačních stupňů pro pracovníky v primární prevenci rizikového chování ve školství*. Vyd. 1. Praha: Klinika adiktologie, 1. lékařská fakulta Univerzity Karlovy v Praze a Všeobecná fakultní nemocnice v Praze ve vydavatelství Togga, 2012. 39 p. Učební texty. ISBN 978-80-87258-71-2.

MACHOVÁ, Jitka a kol. *Výchova ke zdraví*. Vyd. 1. Praha: Grada, 2009. 291 p. Pedagogika. ISBN 978-80-247-2715-8.

MARTANOVÁ, Veronika. *Certifikační řád a metodika místního šetření pro proces certifikace dle standardů odborné způsobilosti poskytovatelů programů školské primární prevence rizikového chování*. Vyd. 1. Praha: Klinika adiktologie, 1. lékařská fakulta Univerzity Karlovy v Praze a Všeobecná fakultní nemocnice v Praze ve vydavatelství Togga, 2012. 58 p. Monografie. ISBN 978-80-87258-95-8.

MIOVSKÝ, Michal et al. *Primární prevence rizikového chování ve školství: [monografie]*. Vyd. 1. Praha: Sdružení SCAN, ©2010. 253 p. ISBN 978-80-87258-47-7.

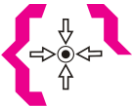
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ŘEZNÍČEK, Matouš. *Prevence sociálních deviací*. [S.l.]: Nadace ETHUM, [mezi 1989 a 1994]. 177 p.

Course completion requirements

Assignment: Attendance and active participation during the lectures. Participation in projects – the topics shall be discussed at the beginning of the term with the partners of the Department of Social Pathology and Sociology, The Faculty of Education, University of Hradec Králové. Processing of topics for a chosen project which are important and help cooperation. Participation in the practical realization of the project in practice is also important.

Icons in the text



Objectives

specification of educational purposes at the beginning of each chapter.



Workload

indicates how much time student usually needs to study the chapter.



Important Keywords

is a list of important technical terms and the main concepts that a student should remember.



Note

contains supplementary, additional or less important pieces of information.



Study Questions

help a student check his/her comprehension of the study material.



Summary

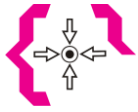
presents a summary of the topic.



Recommended Literature

is a list of sources used in the chapter that also serves to enhance the knowledge on a particular topic.

Project 1: Partnership without prejudices



Objectives

The aim of this chapter is to introduce the project of social prevention which deals with integration and inclusion in socially disadvantaged environment.

The aim is to show the students possibilities of active influence in this environment.

The main aim is to establish the new ways of working with children with learning disabilities and with children from socially disadvantaged environments in order to develop and use their potential as much as possible.

Information provided for this project is based on the materials from the Primary school and the Kindergarten in Svitavy Lačnov, and on the communication with the representatives of the partner city Svitavy, mainly PhDr. Erich Stúndl whom we thank for valuable and inspiring materials.



Workload

2 hours



Important keywords

- Socially disadvantaged environment
- Individual working forms
- Socio-therapeutical workshops

Specific aims of the project

- create a methodological background for individual work forms,
- develop conditions for the individual and interactive study,
- develop students' key competencies within the socio-therapeutical workshops,
- strengthen cooperation with students' parents

The aim is achieved by the realization of the four connected key activities focused on the creation of methodological background, realization of individual educational plans and socio-therapeutical workshops for students and their parents. The outcomes of the project are, firstly, the methodological materials (methods of individualized work forms, methods of socio-therapeutical workshops), then the new capacities for tutoring, socio-therapeutical workshops, an counseling center for parents and children and, mainly, the number of people from the target groups who participated.

The detailed specification of the outcome is portrayed within the particular key activities.

Currently, there are over 40 children being educated at the Primary school and Kindergarten in Svitavy- Lačnov. A quarter of them are from the socio-culturally or otherwise disadvantaged environment. The city established flats for socially maladjusted families whose children attend the local primary school in the city part of Lačnov. The parents of these children can be classified as socially excluded without exaggeration because they do not have a job or have only a part-time job. The majority of their income is social benefits. Because of the numerous families and unsatisfactory living conditions, the children do not have a suitable technical background for home learning. There is often a lack of **motivation to education** in these families. **The intention is to enhance families' motivation, offer them education as a basic and lifelong value, and support.** In order to achieve this, an activity which is a subject of methodological processing has been created. To better understand the aim of the methods, it is necessary to adapt their design to the context of the work with socially disadvantaged groups in general; mainly in our region or in Svitavy. The issues of socially excluded inhabitants are currently, to a certain extent, a part of life in almost every city or town in the Czech Republic. The majority of cities perceive this situation as an important problem; some of these problems are practically the same in every town while some aspects may be completely different. The local environment and the situation should be, therefore, taken into consideration.

The program of crime prevention at the local level in Svitavy, the name of which has been changing in the last few years for various reasons, is perceived by the professionals of our region as a complex program of social deviation prevention. Its

part is also the so called social prevention which means working with the socially excluded inhabitants of the town. To understand the particular measures (including the design of methods) which gradually developed into singular projects or programs, it is necessary to perceive it in a “historical context”.

At the beginning, it is important to unify the interpretation of several terms which are not perceived uniformly even by the professionals and are important to help understand the example. The public often understands the following terms as referring to the same phenomenon: social exclusion, social disadvantage and social maladjustment. A scientific analysis of these terms was very detailed. We will try to simplify it as much as possible, even with slight inaccuracies. **Social disadvantage** refers to a partial disadvantage which its bearers can deal with, either via self-help or with the help of the family or professionals. The negative perception of the social disadvantage influences mainly the ones who suffer from it and their relatives. **Social maladjustment** is often perceived as a considerable harm to the surroundings; however, there is often only a little effort to change it. On the other hand, the effort to help the socially maladjusted people is usually higher than it is in the case of socially excluded people. The reason is often their frequent change of the place of residence and mobility in the community, and so, their influence on the lives of other people is short-term. **Social exclusion** means a long-term or permanent exclusion of an individual or a group of people who are thus pushed to the edge of society and cannot change this situation by themselves. They are usually dependent mainly on the social politics of the country which only satisfies their basic needs and does not involve the intervention in the effort to change it. The ability of an individual to leave this social group is very limited, or practically none. Improperly, the attribute as socially excluded is often ascribed to the Romani people. Socially excluded and socially maladjusted people represent an important crime factor.

There are 17.500 inhabitants in Svitavy. The percentage of socially disadvantaged people there is similar to other cities in the region. The Romani community counts around 350 people. The number of the socially maladjusted in Svitavy is estimated to be several dozens of people who do not represent any danger for society nowadays; the problem is greater in the cities where their numbers currently rise. According to the Gabal's research, there are two socially excluded areas in Svitavy. If we take into consideration at least the above-mentioned characteristics, its inhabitants can be justifiably classified as socially excluded. The two areas emerged 10 years ago as a

reaction to the life-threatening situations arising from the lifestyle of several families and their social maladaptation which endangered the health of family members, especially children. The exclusion was related to the dangerous conditions at the families' flats. The representatives of the city then started constructing specific flats in the area of Svitavy- Lány and reconstructing the farm in Svitavy- Lačnov. The representatives' decision to divide the group into two areas and especially not to increase their number above the rate of the economical acceptability of the construction and reconstruction turned out to be advantageous.

Nevertheless, these communities continue to gather in these flats (2x 4 flats) and they can still be classified as socially excluded. Also, even the low number of the socially excluded is on the edge of tolerability.

The families who form the socially excluded community usually have no property, lower education, great living problems and are unemployed. Mostly, it is the Romani families. Basically all members of these socially excluded communities do not work over a long period and live off social assistance. Their ability to find or keep the job is very limited. The reason is their low education and limited social skills. A principal factor has until recently been **a high rate of resignation on their situation and of resistance against attempts of occasional help**. Criminality surpasses the average of the city but it concerns rather less serious criminal offences and petty crimes of lower social dangerousness which usually include offences concerning property or disturbances affecting negatively the mutual coexistence of the inhabitants. During the last 12 years, the city of Svitavy has prepared a set of projects with the crime prevention programme for the socially disadvantaged, socially maladjusted and socially excluded. At the beginning, their importance was only partial but in the last years, thanks to some partners, it is getting more complex. The advantage is the lower number of members of these communities which enables a completely individual approach to families or individuals.

After solving urgent problems concerning the living conditions with the board of representatives of the city, the committee for crime prevention of the Municipality of Svitavy focused on the educational domain, especially the creation of the so called preliminary class for the children from socio-culturally disadvantaged environment. It was followed by the projects which aimed to increase the educational effectiveness and effective leisure time activities of Romani pupils, which is mainly the domain of special education. In relation to these projects, the city made contact with the

representatives of the Romani community. The citizens' association Dajori and Cavoro have been established. Both the associations have taken part in other projects, Dajori mainly in sports activities for the members of the Romani community and Cavoro in leisure time activities for the Romani children. The association of Cavoro received permanent space in the Multi-functional centre Fabrika. At the beginning, the successful results did not fulfil the expectations of the self-government and these associations. The handicap is mainly the absence of ability to receive grant funds for their intentions and the "family character" of the associations.

During recent years, a local school with a low number of pupils has become an important partner of the city in searching for the solution of problems with the socially disadvantaged and socially excluded inhabitants mainly in the area of Svitavy-Lačnov. It uses a method called inclusive education. Due to this method, it is possible to educate the children with learning disabilities, the handicapped children (both physically and mentally), together with the exceptionally talented children, and the children from the socially excluded area of Svitavy- Lačnov as well. In the atmosphere of mutual trust, togetherness, support and help from the whole team of workers (professionals- teachers, instructors and also a great number of volunteers), a lot of projects arise which are very promising for both the city and the region. The state representatives and some state-wide non-profit organizations monitor exceptional school activities, and so the school in Svitavy was awarded several prestigious prizes. The school, in cooperation with the city, received significant financial funds from the European Union and also from other donors for its projects. The cooperation with many partners from the non-profit sector, but also from the domain of state or regional institutions, dominates all the projects which have been realized in the area of working with the socially disadvantaged, maladjusted or excluded. Nowadays, one of the important organizations which support the cooperation is so called the Centre for Project Support of Svitavy which is a practical outcome of systematically prepared projects of investment and non-investment character oriented on the grants from the European Union. Former Svitavy's board of representatives, led by a long-time mayor, Jiří Brýdl, stood at the beginning. The cooperation takes place in the mutual computer-driven environment for preparation, realization, archiving and evaluation of particular projects.

It allows the city representatives realize a process of effective procedure in several domains. The important part is the projects focused on socially disadvantaged or

socially excluded inhabitants. One of the best examples is the project **Partnership without prejudice** the methods of which we have the honour to introduce in this document. Not only within the project Partnership without prejudice, the school staff, the representatives of the city and also some representatives from the non-profit organizations formed a team which operates in accordance with the motto which was brought into pedagogy by J.J. Pestalozzi: "If you want to help people you have to love them. Your ability to help reaches as far as your love to them".

The term of love may seem inappropriate in this case (love may be blind...) but it is not possible to work with this group of people at least without the ability to like, appreciate or respect their differences. Respect only is not enough. If you think about this work differently, you should not even start with it. When thinking about using this method or any other school findings from work with this target group mentioned in the project, it is also really possible that you will have to face many disappointments, personal disillusion, and often hidden or evident disdain from many public observers and even the professionals. Despite these statements, you are going to be enriched by the new findings and experience heading towards togetherness and humbleness. We believe that you will understand that Komenský's almost 400 years old pansophy solutions have their validity today. They became a very important support for us. That is why we dare to remind you of them. When working in socio-therapeutical workshops, we see to them at any conditions. The groups of parents and children within the socio-therapeutical workshops comprised mainly parents and their children (of various ages) from socially excluded area of Svitavy-Lačnov and also the families from urban area V Zahrádkách where there are some families which are experiencing problems similar to social exclusion, however accommodated in very good conditions. These people have only partial financial problems but more crucial is their social isolation which is a source for many problems which remind the social exclusion. The common denominator for both groups is the social isolation and loneliness which has a major impact on their behaviour and manners. Stress and frustration spread in this group faster than joy, understanding and togetherness. The group of socially excluded is not rarely joined by the parents whose children belong to the group of children with specific learning needs in relation to their physical or mental handicap. Their mutual cohabitation with the above mentioned group of parents directly fitted in the work of both pedagogues and volunteers in the school and it was very natural and beneficial. Basically it is possible to define them as: "We

are not alone with problems, other people have problems too, and social and health problems are incomparable...” It is possible to suppose that in this case the work of this “socially heterogeneous” group is very difficult. For the aims of the projects, it was very advantageous to manage it. From the point of view of the size of this group, during the realization of the project which comprised individual meetings, it was mainly about a group of parents and older children whose number did not exceed 20 during the winter. During the summer, we chose a more attractive setting at the farm in Květná where the number of participants increased to 30 people. Adequately to the number of participants, the number of professionals and volunteers who were present at every workshop was chosen. For the choice of the method, the individual characteristics of every family are very important. With regard to its unrepeatable character in other groups, it is necessary to perform an analysis. Its objective shall be a clear idea of the individual situation of every family or at least a partial idea of individual parents’ or family members’ abilities. In this respect the school which discusses with parents during various events is at a significant advantage. The representatives of the school followed directly the preceding activities oriented on children’s parents and on the continuous and somewhat unusual communication with the parents, for example with a form of weekly or monthly plans where the parents can actively become involved. Despite these statements, we believe that it is possible to use the method with (slight or greater) changes in any community where there is a group of socially excluded people. We recommend designing the project which includes a wide range of activities aimed at all age groups in a community. When thinking about the basic resources for the meetings, in order to fulfil the aims of the project and also to help individuals or families in the enhancement of their social abilities, we decided to use a textbook published by **Partners Czech**, a member of the international network Partners for Democratic Change. The **The law for everyone** textbook focuses on the development and fortification of legal knowledge, and was prepared by the Partners Czech especially for the pupils and students of primary and secondary schools. Here is the complete bibliography:

THE LAW FOR EVERYONE

A textbook of the programme The law for every day- Street Law

Published by Partners Czech, Prague 2001, Prague 2006, Prague 2008

The fourth edition with elaborated changes in the law since October 2007

A group of authors

Graphic adjusting: ARDEA graphic studio, s.r.o.

Print: Plastic, the printing-office

Illustrations: Tomáš Svoboda

ISBN 80-238-7914-6

An example of the activities:

Hand out the working sheets to the participants and ask them to briefly write the answers on the following questions:

1. How do you imagine your future living?
2. Do you have any idea what are your real possible solutions of living in the future when you will want to live on your own?
3. What is the legal relation between people and their housing?

Join up several participants to a group where they compare their answers and discuss what they were not sure about. After the discussion, write on a blackboard all possible legal relations to a flat. Discuss with the participants the particular legal relations and characterize them briefly. You can find the appropriate legal information in the working sheets.

1. An inappropriate lodger (a working sheet for the lecturer)

Topics: An owner of a flat = a charterer, a lease, a tenant, a subtenant contract, a subtenant.

2. An inappropriate lodger

Read together the story on the participants' working sheets.

Questions related to the story:

1. Ask the participants to describe individually what the interests of the following characters are: Mr. Bártek, Mr. Musil, the neighbours of Mr. Musil, and Miss Kociánová.

2. Afterwards, let the participants find different possibilities of the conflict solution - e.g. a personal deal among the participants, trial, mediation ...

3. Divide the group into four more groups. Every group represents one participant of the story - Mr. Bártek, Mr. Musil, the neighbours of Mr. Music, and Miss Kociánová. The traits of the neighbours can be adapted according to the ideas of the participants.

The task of the participants is to: find as many as possible solutions to excuse and explain the attitudes of the represented character, to suggest several possible solutions of the conflict which would agree with the interests of their represented character, to devise a letter addressed to another participant of the story. The content of the letter should be an explanation of an attitude and a suggestion of mutual accepted solution. After the mutual reading of the letters, every group estimates the possibility of successful problem solution (percentage) without a trial.

3. A model situation – roles

The participants play a personal meeting of Mr. Bártek and Mr. Musil supervised by a third uninvolved person, a neutral person called a mediator or a negotiator. The meeting should source from the situation presented in the opening story. With regard to the mediation being a completely informal act, everything depends on acting and negotiating abilities of the participants. The intention of the role-playing is to find a mutually acceptable solution.

After the presentation of the situations, discuss with the participants and ask:

1. How did they feel in the role of Mr. Bártek?
2. How did they feel in the role of Mr. Musil?
3. How did they feel in the role of the mediator?

4. A lease

At the beginning, point out the following: “Most of you will maybe want to change a flat and probably would not have enough money to buy immediately your own flat. So you will be forced to solve your living by renting a flat for some time. That’s why we are going to continue with the legal information concerning renting a flat.”

Discuss with the participants basic information about contracting, content and revocation of a lease of a flat. All important information is mentioned in the participants' working sheets.

5. The pairs of the third group describe what would they do if the central heating of the flat they rented did not work. To repair a radiator is not a petty task, and so it is not the tenant's duty to cover the repair. The tenant should inform the renter about the out-of-order heating and ask him/her to have it repaired on his/her costs in adequate time. In case the renter does not do so, the tenant can arrange the repair and ask the lesser to pay out the costs. The tenant and the renter can agree on another way than as is set in the civil code. The tenant can ask the renter for a discount on the rent for the time the central heating did not work.

5. The pairs of the fourth group set an outline of the rights and duties of a tenant and of a renter of a flat.

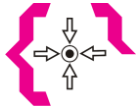
After elaborating the task, the participants put together the examples of the filled sample leases, the leases with flaws marked by colours, the descriptions of the process how to solve a defect at the central heating and the outline of the rights and duties of a tenant and a lesser of a flat. Discuss the findings with the participants.



Study questions:

1. Contact the implementers of the project and ask about their observations and characteristics in relation to social prevention.
2. Name and describe the topics which are perceived as important.
3. Describe which key competencies are enhanced by the project.

Project 2: Ethics in the Blue School



Objectives

The aim of this chapter is to introduce the project of social prevention which deals with integration and inclusion in the socially disadvantaged environment of the Blue School in Svitavy Lačnov which is a holder of the Fair School certificate.

The aim is to show the students possibilities of working in this environment.

Information about this project was made on the basis of materials from the primary school and kindergarten in Svitavy Lačnov; laso, the text is based on the communication with the representatives of the partner city of Svitavy, with the Department of Social Pathology and Sociology, the Faculty of Education, University of Hradec Králové, and mainly with PhDr. Erich Stúndl whom we thank for provision of these valuable and inspiring materials.



Workload

2 hours



Important keywords

- Ethics
- the Fair School
- prosocial behavior

At present time, global problems threatening the physical existence of human beings are discussed. Equally serious are the ethical and educational problems which endanger the spiritual existence of people. Since the Enlightenment, the man used to think that only an educated man free from superstitions and enlightened by the authorities is a good and happy man. Nowadays, we already know that the above-mentioned is not enough to consider oneself educated and that we need proper upbringing and self-education. Inspiration for ethics in the Blue School is, among

others, Roberto Roche Olivar from an independent university in Barcelona who, at the beginning of eighties, developed an educational project on prosociality. Based on the results of many researches, he discovered that the decisive determinant of positive character development is prosociality. According to the results of these surveys, when a child learns the prosocial attitudes and behavior, it is likely that he/she grows up into a human being of good character. Prosocial behavior is such behavior when an individual focuses on helping other people or groups of people, and social causes without expecting to receive any reward (money, praise, appreciation). It means that a motive and a precondition for prosocial behavior is the inner need or tendency to make people happy.

Characteristics of prosocial personality:

- expression of compassion for those who have troubles
- pleasure of donation or sharing
- effort to help other people
- success of other people is received without jealousy
- understanding of worries and disadvantages of his or her acquaintances
- experience of other people's joys and worries

While searching for a theoretical model, R. Roche selected about 30 factors related to prosocial behavior and he verified the information by his own research. Statistical evaluation enabled the creation of a theoretical model. The following items give answers to the question of what abilities and qualities it is important to enhance in order to achieve the prosocial development: the dignity of a human being, respect to oneself; attitudes and abilities in relationships; positive evaluation of other people's behaviour; creativity and initiative; communication, expressing one's aims; interpersonal and social empathy; assertiveness, solving aggression and competitiveness, self-control; real and showed prosocial models; prosocial behavior (help, donation, sharing, cooperation, friendship, responsibility, care about the others), general prosociality (solidarity, social problems, social critique, community attitude, non-violence).

The following construct may give instructions concerning the ways how the parents and teachers should behave in case that they want to develop the prosociality: acceptance of a child in his own nature as an expression of fondness; attributing of pro-sociality; observing the rules, stressing the natural consequences of actions; encouraging prosociality.

Ethics, in its wider sense, comprises such organization of the educational process and the life of school so that the whole school atmosphere and various impulses related to the school life positively influence the development of children's personalities. Ethics, in its narrow sense, has four important aspects which mutually determine each other and together create one complex: The educational programme which develops positive development of a character. The four aspects include: self-appreciation, positive evaluation of the others, skills in interpersonal relationships, and empathy. The most important is prosociality; it means the willingness and ability to accept and understand other people and to do something for them even though one does not have a direct benefit. The first part of the educational programme is education to prosociality and the second one is the application of prosociality in different aspects of life, such as attitude towards work, possession, family, society, nature. In other words, when a child becomes prosocial, he/she easily acquires the responsible attitude towards work, family, and nature. This is a specific way of education characterized by the acceptance of a child, by expressing positive feelings for him/her, by attributing positive qualities, and by persuading the child to cooperate. This style of education in school creates an atmosphere similar to a good family atmosphere.

The use of distinctive educational methods

The common denominator of these methods is that they provide experience for children, enable them to form their own opinion. Children learn from their own feelings and experience which naturally influence their attitudes and then behavior. These methods are called the experimental learning. The teacher has a minor role of presenter. The main task is to create an interesting situation and to let the children think, discuss, experiment, and thus achieve experience. The programme, educational style and methods are chosen in order to support prosociality. If there

was not the fourth part – the ethics, it might happen that we bring up a socially well adapted, educated, creative but also an egoistic and thoughtless person. Ethics is a wider term than a prosocial behavior. On the other hand, the key problem of moral behavior is the ability to set one's own boundaries, to take into consideration interests of other people and society, and to selflessly do something for the others. The education to prosociality is also the basis of morally positive behavior in another sense. Ethical behavior presumes the dignity of an individual and of the others, empathy, ability to take into consideration the needs and interests of a human being and a society while deciding morally. The teacher must not ignore the frequently repeated appeals to motivate students to behave prosocially. When the development of interpersonal abilities to achieve the social success is not aimed at specific goal, it is the prosocial behavior. The aim is to bring up personalities who will become the makers of the future civilization, the “civilization of spirit and love” (Václav Havel)

An example from the chapter no. 9: Prosocial behaviour

One of the possible definitions of the prosocial behavior is an activity which somebody does to make the problems or effort easier for somebody else in order to make him/her happier and the initiator does it basically at his/her own expense. In contrast to other types of behavior (aggression, game) which are usual among people and which satisfy the initiator's needs, prosocial behavior supposes to break away from one's own needs and to serve for others' needs. The initiator may expect internal positive impacts, for example the positive self-evaluation or emotional reaction which increases self-esteem. It depends on the behavior with own rules and altruistic values. There are many activities which can be considered as prosocial behavior: help, comforting, donation, sharing, responsibility for the others, and care. In order to consider these activities prosocial, they have to meet the three conditions: The activity is in favour of an individual or a group. The initiator of such activity should not fulfil it as a duty arising from his role. The behavior should be selfless. It should not be demanded from someone else. Prosociality may be understood as a basic sign of higher level of morals. Moral sense is characterised by six mutually connected constituents which also characterize the prosocial behavior:

Conscience – a mature conscience comprises the sense for obligation and inner responsibility. It operates as an incentive for one's attitude correction.

Self-esteem – a positive attitude, self-respect towards an individual's own self is the basis for positive relationships with the others. Self-esteem is based on such qualities as honesty, responsibility, diligence, politeness etc.

Empathy – an ability to empathize with other people is the emotional constituent of moral consciousness.

Love of goodness – the good is more attractive than the evil. When people tend to do the good, it is pleasant.

Self-control – means to be moral even when one does not want to. Low self-control in children leads to many problems connected to the later violation of rules.

Modesty – is an emotional constituent of self-knowledge. It helps overcome pride and is a driving force for the need to be a better person.

Social prosociality: *solidarity, social problems, social critics, community approach, non-violence*. In the school environment, the approach to prosociality stems from the individual's perspective in relation to the development of his/her personality. Besides that, impulses from society affect everyone both formally and informally. It is hardly possible to make functional, harmonic, mature and lasting relationships among people when their coexistence is affected by the rules and agreements which only impose a ban. In order to have good relationships, the positive mutual interaction is necessary, so that the new attitudes within the mutual coexistence gradually emerge. Individuals and informal groups can be the initiators of a change within a social reality. The prosocial model may be either a school or a school class. Prosocial models are the important factors enhancing the occurrence of such behavior. As this condition is valid in case of individuals, there is no doubt about its validity in case of groups. Thus, the program focused on the ethics can be applied in a class. During the realisation, a teacher makes use of the program for his own development as well. He/she realizes that it is a crucial change of attitude towards the whole educational process and particularly, towards students. Children's behavior results from the relationship. Other colleagues, who believe in the positive influence of the program, will get more interested and will implement it too. And so the program spreads within the teaching staff and the formation of educational prosocial environment is thus secured.

Practical activities: Something similar happened in the school of Lačnov. When we got to know the program "Respect and be respected", we were convinced about the

potential change in the school climate. Particular steps brought difficulties but we managed to gradually solve them. We got trained in many courses and read reference books. We established Ethics as a subject with the workload of one hour per week in every grade. Afterwards, we started to have daily communities in a gym which resulted in every-day encounters. This activity requires the reorganisation of the whole timetable. The community starts at 7:45 and finishes at 8:15. Classes start at 8:30. The aim was to create a community environment the centre of which is the school. We organize cultural events for the public with children in school every month: Mother's Day, Children's Day, Garden Parties, Flower Celebrations, both opening and farewell celebrations, Nights in School, Day of the Earth. We invite both the inhabitants of Lačnov and the neighbourhood by direct invitations sent via post office and by the advertisements in local newspaper. The events are opened by the majorettes, we perform our plays, and the children show what skills and hobbies they are good at. Children prepare finger food for these events and serve it. There is a group of children with health and social problems in the school. For their parents, there is the Blue advisory centre, within the project "Partnership without prejudices", and Saturday socio-therapeutical workshops with parents. Parents look for support in the Blue advisory centre and discuss their problems either with us or with the invited experts. Once a month, we meet with parents for a longer time; na we organize courses and discussions for them. The sessions take place in cooperation with the Halfway house in Květná, in an old farm. We usually come there in the morning and cook a lunch. After the lunch with clients and employers, it is possible to discuss the life experience and stories. The older children help with the cleaning, while the younger ones can watch the farm animals.

Methods are designed for the teachers who believe in positive energy, the goodness and love. We can pass these values on to children if we use them honestly. Sometimes it is difficult. At the moments when one wants to give up, there is a possibility to gain the lost inspiration on the following pages. The methods should:

- motivate to be as good an example as possible for the children – energy
- assure teachers that from the emotional and social developmental perspective, it is important to personally accept a different group of children and to learn to work inclusively; tolerance of differences is the most effective

natural way to experience oneself and to humbly accept other people – the goodness and love

- instruct how to recognize the experience and to identify with it.

Accept a child – identify with him – be sensible. Carl Rogers



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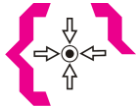
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Study questions:

1. Describe the terms altruism and prosocial behaviour.
2. What role do Ethics have in the Framework Educational Programs?
3. Have a look at the official website of the Primary school and the Kindergarten of Svitavy Lačnov and search for the current information about the project.

Project 3: A colourful globe



Objectives

The aim of this chapter is to introduce a project of social prevention called “A *colourful globe*” which focuses on the prevention of racism. The purpose of this project is to spread knowledge among the children about racism, superiority, prejudice, human differences and the uniqueness of every human being.

The examples and the following project-related work are very valuable for the students, especially the sample method of the project which is focused on specific, often difficultly comprehensible methods.

Information about this project is based on the materials and the communication with the representatives of the partner city, with the Department of Social Pathology and Sociology of the University of Hradec Králové; special thanks goes to PhDr. Erich Stúndl for the provision of the valuable and inspiring information.



Workload

2 hours



Important keywords

- racism prevention
- intolerance
- identity

Project: Preparation and implementation of the weekly project

The weekly project “A colourful globe” is aimed at racism prevention. The idea of this project is to spread knowledge among the children about racism, superiority, prejudice, human differences and the uniqueness of every human being. Crucial aim is to learn how to deal with differences. Every difference confronts our life certainties

and experience but it also may enhance one's knowledge. It is necessary to achieve skills which support the positive attitude towards diversity. We want to support children's own identity and a positive view to their own self in combination with the sensitivity to diversity. We emphasize equal treatment and ability to understand the situations when we get into contact with cultural differences. The project is supposed to help children to be well-informed about the relationships between people and, especially, between each other.

Time planning

The project is five days long. On the first day, we deal with the motivation, lead discussion, facilitate social games which are the beginning of every day. A map of ideas is used. Our prejudices and stereotypes are tested via WATOTO model. We start by talking about other nationalities; we try to practise their habits and cook their traditional food. The second day, we carry out the multicultural education including the thematic lessons related to all basic subjects. The lessons are diversified by the discussion with a member of a different ethnic group. On the third day, after the thematic lessons, a carnival of nations and a chain of friendship take place in the after-school club. On the fourth day, we take a trip to Brno where we take a look at the continents in the Bongo playground. The program continues in the Museum of Romany culture. On the fifth day, the children prepare a traditional wedding according to the habits of a certain country.

Key competencies

Learning competency – an individual chooses and uses suitable means, methods, and strategies for effective learning, plans, organizes and leads learning, searches and classifies information and on the basis of understanding. He/she uses it effectively in the process of studying, creative activities and in practical life, connects the information to related pieces of knowledge, and connects the findings from various educational fields to wider units. He/she observes and makes experiments the outcomes of which he/she compares. He/she thinks critically and deduces conclusions in order to make use of them in the future, finds the meaning and aim in studying, and has a positive attitude towards learning.

Competency for problem-solving – an individual identifies and understands a problem, thinks about discrepancy, ruminates and plans the way of solving problems while making use of judgement and experience. Then he/she searches for the appropriate information helpful for the solution of problem, chooses suitable means of solving, thinks critically, makes sensible decisions, and is able to defend them and evaluate the results of his/her decisions.

Communication competencies – an individual formulates and expresses his/her thoughts and opinions aptly and coherently in written and oral discourse, listens to other people, understands them, adequately reacts, effectively takes part in discussions, defends his/her own point of view, provides adequate arguments; also, he/she understands the different styles of text and recording, visual materials, habitually used gestures, sounds and other information, as well as communication technology and finally, uses information and communication means and technology.

Social and personal competency – an individual effectively cooperates with a group, participates in making rules in a team with pedagogues, positively influences the quality of work on the basis of cognition and acceptance of a new role related to a creative activity, participates on formation of a pleasant atmosphere in a team, contributes to discussion in a small group or in a whole class, understands the need for effective cooperation with other people in order to solve a problem. He/she appreciates the experience shared with other people, respects different opinions and takes a lesson from what other people say, think and do.

Civil competency – an individual respects the beliefs of other people, is able to empathize with other people in different situation, refuses oppression and rough treatment, realizes the obligation to fight against the physical and psychological violence, decides responsibly according to a situation, offers effective help and behaves responsibly in crisis situations.

Working competency – an individual uses materials, tools and equipment securely and effectively, obeys the rules, considers the results of an activity in relation to quality, effectiveness, economy and social meaning, as well as in relation to protection of one's health and health of other people, and the protection of

environment. He/she makes use of the knowledge and experience achieved in particular educational fields in order to achieve his/her own personal development and the preparation for the future.

4. Cross-section topics

Character education

Understanding to oneself and to others, good relationships in a class and outside of it, communication, cooperation, social skills for solving complicated situations, positive attitude towards oneself and others, being conscious of the worth of different people and their opinions, prevention of socially pathological phenomena and harmful behavior.

Education of a democratic citizen

Empathy, ability listen and judge fairly, ruminating about problems in wider connections, support of self-esteem, self-confidence, independence, engagement; formation of such values as justice, freedom, tolerance, responsibility, consideration, willingness to help to the weak and poor, respect to the cultural, ethnic and other differences

Education towards thinking in the European and global context

This field of education refers to the enhancement of knowledge needed for the understanding of social and cultural differences between the nations, the development of skills to compare different manifestations of culture in European and global context, to find common signs and differences, overcoming of stereotypes and prejudice, creating positive attitudes towards differences and cultural diversity.

Multicultural education

Multicultural education provides knowledge on different ethnic and cultural groups, communication and coexistence within a group comprising the members of different sociocultural groups (respect, understanding, tolerance of different interests, opinions and skills, awareness of equality of all ethnic groups, development of a skill to identify the manifestations of racial animosity and xenophobia, knowledge of the following terms: culture, discrimination, xenophobia, racism, nationality, and intolerance.

5. Skills

Cognitive

The students choose at least one task from every work centre (a centre of Math, Language, Reading, Science and Games, see chapter 6.2.7 Thematic education) for every day of the project. After the lecture, the work is evaluated.

Psycho- motoric

All the students take part in decorating the school. Applicants for a carnival make a mask of a nationality. According to the relevant traditions they organize a fake traditional wedding in groups.

Social

The students take part in social games. While working in the centres of Science, Games and Reading, they may cooperate in pairs. They form the groups during the lessons and the after school club. They make a national cuisine snack for visitors; prepare a program and a tour around school. As a symbol of the project, they create a chain of friendship with all the participants.

Affective

The children have the possibility to form a tolerant attitude towards the minorities, although the social trend is rather contrary.

6. Implementation of the project

Every day of the project, we play a motivational social game and have a discussion using the pictures from different parts of the world with various ethnic groups. Afterwards, the children work in the centres of thematic education. A teacher is a partner and an observer. We evaluate together the working part of the day on a record sheet. The children work on a topic in groups in their classes. A carnival takes place in the after-school club. The children and the visitors make a chain of friendship the length of which is recorded. The majorettes of the school lead the chain through the village/town. Discussions with people of different ethnicities take place. During one day of the week, the children organize a fake traditional wedding typical of different ethnic group. We visited the Museum of Romany culture in Brno many

times. Usually, some parents go with us as well. Thanks to the fact that our school is a small one, with only 45 pupils, almost all of activities take place in heterogeneous groups. The children work individually in the centres of Math and Languages, alternatively in cooperation with a teacher. In the centres of Science, Reading and Games, the children can work in pairs.

Opening evocative and organizational part

The first day of the project, we help the children (using the map of ideas) to interconnect their knowledge, opinions and experience related to multicultural topics. The project should be started with a show of the pictures of members of different ethnic groups and nationalities accompanied by a guided discussion (see the topics below).

What is racism?

Racism is a widely expanded behaviour which occurs in every society and which has become a common issue in many countries because when it happens we do not usually realize it. Racism is based on distrust and even on contempt of people who have different physical and cultural attributes than we do. A child is not born a racist. If the parents do not transfer racist ideas and attitudes to the child, there is no reason for him/her to become a racist. If the parents make the child believe that the ones who have white skin are superior to those who have black skin, it may behave like a racist towards the Romani, for example.

What does it mean to feel superior?

It is a belief that for example those who have white skin are naturally smarter than those with a different skin colour, e. g. black or yellow. However, physical characteristics which make us different from the others naturally do not imply any inequality. We should not refuse a neighbour just because he is different.

What is dissimilarity?

Dissimilarity is an opposite to similarity. The first evident difference is a gender. When there is this difference, usually there is also attraction. A person who is said to be different may have a different colour of the skin; also he/she may speak different language(s), have a different cuisine, different habits, different religion, and a different life style; he/she may celebrate holidays differently and so on.

Does a racist feel endangered?

Yes, because a racist is afraid of those who are not similar, he/she is prejudiced. A racist may refuse to rent a flat to a Vietnamese student, even though he/she likes going to Asian restaurants. A racist is a person who thinks that everything that is too different threatens his/her existence. A racist is a person who suffers with a complex of inferiority and superiority.

What are prejudices?

A person is prejudiced when he/she judges other people without getting to know them. He/she thinks he/she knows them already, knows who they are and if they are worthy. He/she is often wrong. This is where his/her fear comes from. But he/she is not openly afraid, by contrast, his/her fear causes aggression, feelings of being endangered and subsequent attacks. A racist is aggressive.

I have the right not to like everybody but how do I recognize when I am being racist?

One cannot like everybody. When he/she has to live with people he/she has not chosen to live with, he/she may live a hell and find mistakes in them, and so he/she begins to have a racist attitude. To defend this attitude, he/she addresses physiological attributes. He/she says: I cannot stand this person because he/she has a Roman nose or oblique eyes and so on. Somewhere deep in the soul a racist believes that it does not depend on knowing the mistakes and qualities of a person. It is enough for a racist that the object of his/her hatred belongs to a certain group to refuse him. It is grounded on physical or mental phenomena to justify refusal, for example when a racist claims that black men are lazy, Chinese small and selfish, Arabs tricky. Or he uses fixed phrases like “speak like a Tartar” and “steal like a Romani”, which are nonsenses that should be eliminated.

What can we do against racism?

First of all, it is to learn to respect. Respect is the most important. Besides that, people do not ask us to love them but to respect them as beings worth dignity. To respect means to keep esteem. It means to listen. Not to have a clear judgement from the beginning. A racist is a person who generalizes on the basis of only one experience. When he is robbed by a Romani, he deduces that all the Romanis are

thieves. To respect someone else means to care about justice. We can make fun of other people but first of all we have to learn how to laugh at ourselves.

Every day of the project, we start with a social game.

A CIRCLE IN A CIRCLE

We make a circle. We hold of hands. We take a hoop into the circle. We try to pass the hoop around the whole circle without tearing it apart. Thus, we strengthen the spirit of the team. We have to help each other and to be thoughtful, patient, otherwise we will not succeed.

ELECTRICITY

We sit in a circle. We hold hands. We close our eyes. Electricity goes from one point (a pressing of a hand). As soon as we feel the pressing, we send it to another member of the group with the other hand. Electricity travels around the circle until it returns to the first sender. At that moment, he/she exclaims "blik". The game develops a sense of collective. When someone does not play, the electricity does not reach its destination.

SIMILARITIES AND DIFFERENCES

We sit in a circle on chairs. One chair is missing. One who has not a chair says aloud the attributes (traits) which characterize groups of people (dark hair, green T-shirts, watches, skirts, blue eyes,...). The group which fits to the description has to change places. The person who does not have a chair exclaims another attribute of other group and tries to sit down. We support the first moments of a group work. If a person wants to sit down, he /she has to find and attribute which he/she does have in common with somebody else in order to belong to the group which changes place.

NICKNAMES

Almost all children have nicknames. Some of them are flattering but others are not. We have a tendency to reveal the weaknesses of other which is reflected in the nicknames like "Fatso", "specky-four-eyes" for the one who wears glasses, and "Mr. Spock" or "Dumbo" the other who has big ears. Although children usually accept such nicknames, they have a negative influence on the development of self-image. Let the students give nicknames based on their strong features. It means a boy talented in

football may be called Pelé or Maradona, a strong boy Bear, a musically talented girl, for example, Whistle. We may use unusual, symbolic and creative names from foreign parts of the world. Here are some examples: for girls' names: Solana, in Spanish "sunshine", Shani, in Swahili language "amazing", Cari, in Turkish "flowing like water", Tara, in Buddhist "a goodness of salvation", Shajna, in Yiddish "beautiful", Shashi, in Japanese "blessing", Cenoa, in the language of north American Indians "a white dove". Names for boys are Ari, in Hebrew "a lion", Erin, in Irish "peace", Kem, in English Romany language "a sun", Manko, in Incan language "a king", Jama, in Amerindic "a tribal chef's son", Dustin, in German "a warrior", or Ragnar, in Swedish "a powerful army".

DOTTING

The participants stand in a circle, close their eyes and a teacher sticks a colourful sign on everybody's forehead. The colours vary so that the players standing next to each other have different colours. The number of each colour is the same. After opening their eyes, the players are supposed to gather into groups according to the signs. They must not speak. They soon recognize they gather according to the colours. The game is supposed to evoke the feeling of need to cooperate with others in order to solve the group task. In an alternative version, we can give to one player (only to a strong and balanced one) a different or no sign. Then it is possible to use the game for the evocation of feeling of isolation from the group.

THE SAME SIDE OF TRACK

The children stand in the centre of the room. There is an imaginary track in the centre. We name various qualities/attributes. One who is a bearer of that quality steps on the right side of the track. One who does not bear the quality steps on the left. After that, the players take a look at where they and their classmates stand.

For example: To the right side goes the one who:

- has a younger brother or sister
- has a pet
- likes his/ her parents a lot
- rides a bike

- likes singing
- is good at football
- lives near the school
- gets angry easily
- wears glasses
- likes ice-cream
- wakes up early
- wears watches
- brushes his/her teeth twice a day

Discussion:

- Were the same people always on the same side?
- What do we have in common and what do we differ in?
- What are the citizens of the republic like?

After the game the children should to be able to identify similarities and differences between people and to limit the use of stereotypes.

SEEKERS AND DIGGERS

Every pupil has two pieces of paper. They divide into two groups and every group is on the different side of the room. One of them is called “Seekers”, and the other group is called “Diggers”. The groups shake hands. They move to the centre of the room and are given the following instructions: Your paper is gold. You want to win as much gold as possible. You can ask every person you look at for a small piece of gold (=paper). If you are asked from someone from your group, you smile and give him/her a piece of paper (if you still have some). If you are asked from someone from

the other group, you frown and say: “No, you bighead... I won't give you a piece of gold!” Five minutes later, the children sit down and discuss.

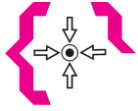
Discussion:

- How did you feel during the requests?
- Did you avoid meeting members of the other group?
- Explanation of the word discrimination.
- Did the game have something in common with discrimination?
- Why is discrimination unfair?
- Have you been discriminated? Do you know anybody who has been discriminated?

Questions for the students:

1. Find out what the key competencies mean, your answers should be grounded on the professional literature.
2. Which terms and topics related to the project do you consider important to learn and why?
3. Which key competencies are developed by the project?

Project 4: Methodology of individualized forms of work with students from socially disadvantaged environment



Aims

The aim of this chapter is to introduce the project of social prevention called *Methodology of individualized forms of work with students from socially disadvantaged environment* which is focused on school duties and their fulfilment by the children from socially disadvantaged environment. The project includes methods of work with these children. The methods keep to the systematic approach.

The examples and the following project are very valuable, mainly as a sample method of the project which is focused on specific, often difficultly comprehensible issues.

Information about this project is based on the materials and the communication with the representatives of the partner city, with the Department of Social Pathology and Sociology of the University of Hradec Králové; special thanks goes to PhDr. Erich Stúndl for the provision of the valuable and inspiring information.



Workload

2 hours



Important keywords

- individualized education
- high-risk behaviour
- systematic prevention
- disadvantaged environment

Socio-culturally disadvantaged students are the students who are disadvantaged socially, ethnically and economically, and endangered with pathological phenomena. They are granted institutional care and protective education. They usually receive a position of a shelter-seeker or a participant of the shelter granting procedure. The following groups of students belong to the group of socio-culturally disadvantaged children: those whose parents do not work, those who are dependent on support, children from the incomplete or numerous families, those who come from a less stimulating environment, children endangered by socially pathological phenomena or living in a socially excluded area, children of a different ethnic group, different nationality or religious minority. These children often live in a bilingual environment where the vocabulary of the Czech language is not developed. Children have neither their own working place, nor peace for studying; also, they lack support from their parents in motivation to prove successful in the labour market in the future. In order to integrate disadvantaged children into the regular education, it is necessary to secure the required special pedagogical and psychological support and counseling services. This target group requires an individual approach according to the real needs of a student. It is necessary to make steps according to the individual educational plans and to create a motivating educational environment. In order to develop the competencies of these students, it is necessary to move them from home education to school, to ensure tutoring and coordination of all activities.

There are activities which are important for a positive atmosphere in the group of children, both "ordinary" and disadvantaged in order not to bring about the unwanted phenomena of bullying or segregation. The target group of children deals with disadvantages every day. Every day during the lessons, they do not have the necessary tools or support, they do not bring or understand the homework, they are absent-minded in lessons, it is difficult for them to concentrate, their work takes long time, and they make mistakes. However, all of them wish to be successful, as smart as the others, to achieve positive self-evaluation. These children are grateful for an individual approach and entertaining forms of teaching. We often discuss the problems with the parents who would appreciate the schools to have a higher responsibility for the education of children, i.e. they realize the problems but they simply do not know the means and possibilities to pursue equal opportunities of children.

The opening meeting with parents

It is important to meet with the parents in order to approach individually according to their real needs, and to take step pursuant to the individual educational plans. It is necessary to explain the need for education to the parents because the children often come from an unstimulating environment where the emphasis is not put on education and the the children are not motivated to study. Often, parents are not able to help with studying so it is necessary to move the home preparation into school where the children can prepare homework, practise and consolidate schoolwork, finish extra work from lessons in order to compensate their handicaps. We suggest equal opportunities for the children and try to enhance a positive attitude towards both studying and educational institutions.

Weekly plan

In order to make the learning process clear to children, teachers and parents, we made a week plan which contains questions related to current schoolwork in every subject, an overview of events and payments, planned activities of the children's school club, and a space for parents, pupils and teachers to expresstheir opinions. It takes some time before everybody gets used to this system. At the beginning, children used to forget the plans, lose it or forget to show it to the parents. Parents also needed to experience the system. Parents were not used to having a regular overview about the school activities. It used to happen that they did not read the plan and did not know about the activities. On the basis of verification of using the weekly plan in practice, it changed its form. After some time and discussions about the plans with teachers, students and parents, we changed them to the final form so that it suits everybody. Students and parents know they receive a new weekly plan on Monday and they fill it in and hand it in on Friday.

A weekly plan is a document which is given to every student at the beginning of a week. It contains the aims or competences for a particular week which a student is supposed to deal with. These aims have the form of questions for every subject – Czech language, Maths, Natural science (Biology and History in higher grades), English, Working activities, Ethics, P.E., Music and Art. A student thus knows what he or she is going to study in the week. During the evaluation at the end of the week, a student ticks a box in the form, according to how he/she did the schoolwork. The

answers are: I cannot/I can only partially, I can – with help, or I can. Also, a weekly plan contains homework from Czech, Maths and, for higher grades, English. Homeworks are set for the whole week.

It is up to a student when he/she wants to do the homework but he/she must not complete all the homework in a single day; students are allowed to complete only two pieces per day. Sometimes it happens that children do all the homework in one day. Parents persuade them to do it because they think that when a child completes his/her homework in one day, he or she will have a week off. That is why we want them to do their homework every day at school when teachers can check their work. Homework is handed in with a filled-in weekly plan at the end of the week.

The weekly plan contains information about events and activities of the school and information for parents, for example parties, excursions, payments and so on. In the fourth and the fifth grade, the weekly plans are supplemented by a list of written exams, 5-minute-tests and dictations. Parents know about the upcoming events and what payments are to be made. They also have the possibility to express their opinions in the box called 'remarks and suggestions' in the plan. Parents can write down information about a child or their suggestions for events in the box.

Evaluation of a weekly plan

A student carries the plan with him, checks the aims and homework daily. At the end of the week, the plan is evaluated by – a child answers the questions in the plan and makes a comment on the last week. A weekly plan can be filled in at home or together with a teacher. A student thinks about every question and his competencies in a given subject, i.e. whether he or she can either do it, do it partially, do it with help, or cannot do it. He or she checks off a suitable box in the plan. Every plan contains a question or more questions which are linked to the past events in school, troubles, joys etc. A student answers the question according to his/her options. The older students are required to pay more attention to the grammar, their expressions and a quantity of phrases. Completed plan is handed in to the teacher. The teacher reads the plan, evaluates it and immediately gives feedback about accomplishing the aims of the plan. According to the result, he/she makes a weekly plan for another week. The teacher writes the statement in the plan – evaluates a child's work, his/her

success, behaviour, writes a recommendation and so on. This activity is very individual and it is up to the teacher what information he picks up from the week. This statement represents a quick feedback for the student who collects it every week and then saves it to the portfolio. Weekly plans together with the student's and teacher's statements are kept in school. They are important for school documents which represent one of the means of oral evaluation of the students. If the parents do not want to follow the weekly progress of their child, they can read the plan in school. The weekly plans for all grades are displayed on the official website of the school where it is possible to find a weekly plan and print it out. It lets parents and children find a plan in case of absence or loss.

School weekly plan

Every child receives a plan with all tasks in main subjects (Czech and Maths) on Monday. A student elaborates tasks according to its actual level. A teacher together with his or her assistant is ready to help anybody with the work, alternatively to explain particular tasks. A child checks the work himself/herself according to the prepared-in-advance answer key. This means he/she does not face the comparison to other children. A child has to learn how to check his/her work. Finally the work is checked by a teacher, or by an assistant. The students who are finished with their work have the possibility to occupy themselves with additional activities according to their possibilities – education programmes on PC, didactic aids (e.g. logico, dipo), interactive student books etc. Having finished an activity, a child decides whether it was easy, he/she understood it, or whether he/she had any problems.

Portfolio

While completing weekly plans, it was necessary to found a folder where the students can put their plans. We chose founding a portfolio because the students will step by step find and collect other documents related to the individual educational plans. A portfolio is a folder containing the work of a student which collects information about the student for a certain period of time. In this case, a portfolio is a paper file where the students put their work, weekly plans, quarterly evaluations, work sheets and notes from other activities, and the pieces of art and writing from the first to the fifth grade. Each of these documents has its own folder in the portfolio which looks like a sleeve. Students learn to classify and divide the documents into relevant folders. For

example, when we need to evaluate the progress according to the weekly plans, we take out the folder and compare the plans.

In the course of time, the portfolio gets bigger, and so it is important to have enough time for its classification. It is necessary to sort the documents out once a month. The students, with the help from teachers or older classmates, choose the documents which they want to keep in the portfolio. The documents which do not have an important value may be thrown away or taken home. There are the following folders in the portfolio: weekly plans, quarterly evaluations, notes from tutoring, working sheets and other notes classified according to other subjects – Czech, Maths, Natural science, Biology, History, and English. A portfolio is one of the means of evaluation of the individual progress of. It also shows the abilities and interests of a student. It works as a long-term feedback for a student, a teacher, and parents. It is a means of verbal evaluation of students.

A portfolio is a document which is kept in school. Finally, in the fifth grade, when the students leave the school, it is taken home. Then it is up to the follow-up school (alternatively on the following grade) whether it will continue in keeping the portfolio or not. Parents can have a look in the portfolio whenever they want. During the quarterly meetings with the parents where we discuss the progress of a pupil, a portfolio is the basic means of presenting his/her results. It is possible to hold a meeting of three – a teacher, parents, a student. When a pupil is absent, parents go through the portfolio themselves. Afterwards, a teacher enters the discussion about the progress. It is important to motivate a pupil to keep the portfolio. It is necessary to explain him/her that we keep not only the well-done work but all the work which is valuable. When a pupil takes a look at his/her older work, he/she can then see the progress or stagnation. He/she can see what was done well and on which tasks he/she should work harder. On the basis of this, he/she can make an easy evaluation.

Regular meetings of teachers concerning particular children needs

In order to make use of an individual approach towards every child effectively, it was necessary to establish regular weekly meetings of all the teachers of the school where the children's needs, educational difficulties, individual progresses, effort to cooperate with teachers, their integration into the collective, other education problems etc., are discussed. In terms of every meeting, we evaluate weekly plans,

i.e. progress of every pupil, and create new plans. The competencies of pupils are different but it is necessary to unify the planned events, information for parents and tasks for students. The length and the topics of meetings are highly individual. A brief summary of every meeting is written down and included in folders to be accessible to all the teachers.

Pupils' quarterly progress evaluation

On the basis of a note in any document, i.e. weekly plans, work sheets, written exams etc., a verbal evaluation is given to the pupils every trimester. Verbal evaluation summarizes progress of a pupil: what he/she achieved individually, what he/she knows only partially, whether he/she needs the help of a teacher, what he/she did not finish, and which topic he/she considers problematic. The evaluation focuses on the main subjects – Czech, Maths, Natural Science, Biology, History and English. The teacher takes the most important notes and also evaluates the pupil's behaviour in school. The teacher also evaluates the activity in lessons, preparation for lessons (presentations, homework), grades in a pupil's record book, exercises in working books, working sheets and requirements on single students which represent a part of the individual education plan (for details, see the chapter about creating an IEP). Having studied all these features, a teacher writes a complete verbal evaluation. The creation of the verbal evaluation is rather time-consuming, and so it is necessary to start elaborating the evaluation in advance. The evaluation is given to the students and parents afterwards. This is the main topic of a meeting with parents where the other features of portfolio are discussed (for details, see the chapter on meetings with the parents).

Pupil's record book

We prepare our own pupil's record book which is based on the needs of the school and students. It contains information about results and behaviour and it is also based on the school rules, requirements of the individual subject curricula for a semester, and quarterly verbal evaluation; the record book also provides a space for self-evaluation. We strictly keep to the rule that we do not compare the students, but focus on their individual progress, possibilities and use of their personal potential.

Regular meetings with pupil's parents

These meetings are an important precondition of the individual approach towards every student. It is difficult to persuade parents not to be afraid of visiting the school. The parents themselves do not have good experience with their own school attendance and are afraid of school as an institution. Working with parents is a long-term process. Parents can learn about a school and its activities at different events and meetings where the environment helps them to stop being afraid. However, it is still difficult to persuade them about the importance of regular meetings. They should know that it is not only the problems at school which are discussed, but also their compensation and prevention. We support this by personal visits at home.

It is also important to meet with all the teachers (assistants etc.) who participate in the educational process of their children. Parents have general knowledge about who is responsible for particular tasks. We keep regular correspondence or the personal, alternatively telephonic, contact at least once a month. We regularly send letters concerning the planned events and information about discovered problems. Parents can inform the school themselves and, if needed, they are contacted by the school. During the consultations with parents, we solve the problems concerning children's preparation for lessons, educational or behavioural problems, accepted educational measures, regular school attendance etc. We make an effort to have a dialogue with parents who know about the difficulties of their children but they do not know how to solve them and where to find help and advice. Parents have a possibility to follow and evaluate the progress of their children viewing the portfolio at the meetings. A regular meeting takes place once in three months – every quarter of a year. Parents have the opportunity to arrange an individual meeting with the teachers, or the teacher invites the parents. A part of this meeting is the verbal evaluation of a pupil's results over a certain time period of time. We offer the meeting in three: a parent- a child- a teacher. During this meeting, the child goes through the portfolio and presents information from every subject. A child of course focuses on success. As it is very difficult for a child, a teacher asks him some questions, e.g.: "What's your success in Maths?", "What do you think you would improve?", "Are you satisfied in your class?" The child tries to answer these questions. A parent can evaluate the preparation at home. Afterwards a teacher evaluates the child on the basis of the portfolio, grades in the pupil's record book, effort in lessons. A teacher gives a verbal evaluation which contains features mentioned above. A teacher and parents talk

about success, abilities, knowledge, qualities and behaviour of the child, his/her difficulties and possibilities of compensation.

If a parent or a child does not agree, the dialogue takes place only in a pair: a parent – a teacher. A parent goes through the portfolio and reads the verbal evaluation. A parent can comment it, and then, a teacher considers the comment. During the meeting, a teacher and a parent can agree on other progress of educational process. These meetings take place four times a year. If needed, other meetings can be arranged.

Demands on pupils

Implementation of education based on the individual educational plans requires the rearrangement of schoolwork for single pupils. According to the educational program, we set requirements for selected students of what they are supposed to manage during one school year. These requirements are divided into the first and the second half of the year and they are one of the criteria for a mid-year and final evaluation. The requirements are accessible in the portfolio and the pupil's record book. The requirements are set for the main subjects. In the first and second grade, they include Czech, Maths and Natural Science. In the third grade, the requirements related to English are added. In the fourth and fifth grade, they comprise Czech, Maths, Natural Science, History and English. Each of the subjects is divided into 3 parts: 1) what a pupil is supposed to know, 2) what a pupil is supposed to understand, and 3) what he is supposed to do. The requirements are adapted to the pupil's competencies (according to the individual educational plan; for the detail, see the chapters above).

At the end of the mid-year, the fulfilment of requirements is evaluated by a pupil, parents, and/or a teacher. The result is expressed in percentages to show how successful a pupil was in doing the schoolwork. At first, a pupil assesses the requirements. It is an easy self-evaluation. He subjectively evaluates every subject according to how he managed. It is quite difficult, especially for young pupils, and so we there is a tool to help the pupils evaluate the subjects: 100% corresponds to the grade 1(A), 75% corresponds to 2(B), 50% corresponds to 3(C), 25% corresponds to 4(D) and 0% corresponds to 5(F). A pupil himself/herself considers for which grade he/she met the requirements and then he/she writes the percentage. In the first and the second grade, pupils need help from teachers or older classmates in order to fill in the requirements sheet.

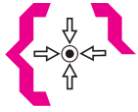
Afterwards, the parents fill in the requirements sheet. They fill it in subjectively, considering how they think their child managed the schoolwork. Finally, a teacher fills in the requirements sheet. It is instrumental towards further students' evaluation and self-evaluation. It takes some time, and so it is necessary to start in time so that the teacher can take everything into consideration (in terms of a mid-year verbal evaluation). We recommend taking at least 1 or 2 weeks to fill in the requirement sheet, especially when we do it for the first time. Pupils, parents and teachers have to get used to this system. After some time, the time required to complete it shortens.



Study questions:

1. Think about the use of this project in various pedagogical domains.
2. Search for and study the information on the efficiency of prevention and describe in which domains the project is effective.
3. Which benefits there are in the project for children, parents, teachers and other participants?

Project 5: The Dalton Friday



Objectives

The aim of this chapter is to introduce the social prevention inspired by the Dalton Education and the Dalton Plan which are a part of alternative school system.

The principles of the Dalton Education are also important for the enhancement of social abilities.

Information about this project is based on the materials and the communication with the representatives of the partner city, with the Department of Social Pathology and Sociology of the University of Hradec Králové; special thanks goes to PhDr. Erich Stúndl for the provision of the valuable and inspiring information.



Workload

2 hours



Important keywords

- the Dalton Education
- project education
- agreement
- free choice
- responsibility

For every Dalton Friday, there is a set of tasks of different difficulty. The level of difficulty is represented by dots, or stars. More dots = higher level. The tasks are on the cards. Students choose a task to solve. They copy down the task into their notebooks (Czech 1., Maths 23.. etc.) and then they solve it. Some tasks are possible to solve directly (in this case, it is helpful to have several copies of a card with the task, so that anybody else can solve it too). After solving it, pupils return the task card

so that anybody else can take it. It is useful to set as a rule how many tasks the pupils should solve in one lesson. At the end, the reflection of the work and the explanation of more difficult tasks take place.

Subjects: Czech, Maths, English, History, Natural Science, Biology

Key competencies:

Learning competency – an individual chooses and uses suitable means, methods, and strategies for effective learning, plans, organizes and leads learning, searches and classifies information and on the basis of understanding. He/she uses it effectively in the process of studying, creative activities and in practical life, connects the information to related pieces of knowledge, and connects the findings from various educational fields to wider units. He/she observes and makes experiments the outcomes of which he/she compares. He/she thinks critically and deduces conclusions in order to make use of them in the future, finds the meaning and aim in studying, and has a positive attitude towards learning.

Competency for problem-solving – an individual identifies and understands a problem, thinks about discrepancy, ruminates and plans the way of solving problems while making use of judgement and experience. Then he/she searches for the appropriate information helpful for the solution of problem, chooses suitable means of solving, thinks critically, makes sensible decisions, and is able to defend them and evaluate the results of his/her decisions.

Communication competencies – an individual formulates and expresses his/her thoughts and opinions aptly and coherently in written and oral discourse, listens to other people, understands them, adequately reacts, effectively takes part in discussions, defends his/her own point of view, provides adequate arguments; also, he/she understands the different styles of text and recording, visual materials, habitually used gestures, sounds and other information, as well as communication technology and finally, uses information and communication means and technology.

Social and personal competencies – an individual effectively cooperates with a group, participates in making rules in a team with pedagogues, positively influences the quality of work on the basis of cognition and acceptance of a new role related to a creative activity, participates on formation of a pleasant atmosphere in a team, contributes to discussion in a small group or in a whole class, understands the need for effective cooperation with other people in order to solve a problem. He/she appreciates the experience shared with other people, respects different opinions and takes a lesson from what other people say, think and do.

Civil competency – an individual respects the beliefs of other people, is able to empathize with other people in different situation, refuses oppression and rough treatment, realizes the obligation to fight against the physical and psychological violence, decides responsibly according to a situation, offers effective help and behaves responsibly in crisis situations.

Working competency – an individual uses materials, tools and equipment securely and effectively, obeys the rules, considers the results of an activity in relation to quality, effectiveness, economy and social meaning, as well as in relation to protection of one's health and health of other people, and the protection of environment. He/she makes use of the knowledge and experience achieved in particular educational fields in order to achieve his/her own personal development and the preparation for the future.

Cross-section topics:

Personal and social education

Personal development

- Development of cognitive abilities – training of perception, attention and concentration, training of memory, solving problems, ability to learn
- Self-knowledge and approach to oneself - "I" as a source of information about oneself, the others as a source of information about me, my learning, my relationship to others, healthy and balanced approach towards oneself
- Psycho-hygiene – a good relationship towards oneself, good arrangement of time, looking for help when having problems

Social development

- Meeting new people – building mutual relationships in a group/class, development of attention towards differences and searching for advantages in them, common mistakes in judging people
- Interpersonal relationships – nourishing good relationships, behaviour supporting relationships, empathy and viewing the world through someone else's eyes, respect, support, help, relationships and our class/group
- Communication – body language, speech (sounds and words), meaning of human deeds, practice of observation and empathetic and active listening, dialogue, communication in various situations, open and positive communication
- Cooperation and competition – development of individual and social abilities for cooperation

Moral development

- Problem-solving and decision-making abilities – abilities to solve a problem and flexibility in taking different perspectives in relation to different types of problems
- Values, attitudes, practical ethics – analysis of one's own and the other's attitudes, responsibility, reliability, justice, respect etc.

Education towards thinking in European and global context

Discover Europe and the world - our country and Europe, Europe and the world

Multicultural education

- Cultural differences – uniqueness of every person and his or her individual attributes, respect for different attributes of other ethnic groups
- Relationships – the right of everybody to live together and partake in cooperation, keep tolerant relationships and cooperate with other people regardless their cultural, social, religious, generational membership or hobbies; prejudices and fixed stereotypes, tolerance, empathy

- Ethnic origin – equality of all ethnic groups and cultures, dissimilarity of people and also their mutual equality

Environmental education

- Ecosystems – forests, fields, water sources, human territory - cities- villages, cultural regions
- The relation between a man and his environment – our town, our life style, environment and health

Examples of activities:

Automatic machine

1. Czech 1 .

An automatic machine is a machine which carries out different operations. Robots and computers are assembled from them.

Circle two words which make the word “automat”.

**auto pat mato aut pato aut auto bus
moto mat auto mat moto aut auto kat**

2. Czech 2 . .

An automatic machine is a machine which carries out different operations. Robots and computers are assembled from them.

Circle two words which are referred to by the word “automat”.

**primrose triangle square dog handler
tulip autocross circle motorcycle**

3. Czech 3 . . .

An automatic machine is a machine which carries out different operations. Robots and computers are assembled from them.

Complete the text with one more sentence.

We know the following types of automatic machines:

.....
.....
.....
.....

8. M3 .

An automatic machine is a machine which carries out different operations. Robots and computers are assembled from them.

Write down the third word of the first sentence. Count the number of letters in this word. Multiply the result by 2.

.....
.....
.....
.....

9. M4 . .

An automatic machine is a machine which carries out different operations. Robots and computers are assembled from them.

Write down the sixth word of the second sentence. Count the number of letters in this word. Multiply the result by 3.

.....
.....
.....
.....

How would you count a half of the result? Describe it in a complete sentence.

.....
.....
.....
.....

Activity: Bambi

1.Czech (extracts from Bambi)

Once, in a morning, there was an unusual noise in the forest. Sunshine tickled the tops of trees. Animals started to wake up from a long winter sleep.

A . . .

What months are referred to by the sentences? (Circle all options)

- 1. October 3. August 5. May 7. February
- 2. November 4. July 6. April 8. January

B . . .

What do we know for sure from the story? (Circle all options)

- 1. There is a noise in the forest. 4. A winter sleep was long.
- 2. Animals are still sleeping. 5. Sunshine is unpleasant.
- 3. Animals woke up in the morning. 6. Animals live on the tops of trees.

C .

In which season of the year does the story take place? (Circle only one option)

- 1. winter 2. summer 3. spring 4. autumn

D . .

What may have happened in the story? (Circle all options)

1. Children made a snowman.
2. Stars shined bright.
3. Spring flowers were blooming.
4. Animals came out of their beds.

In the forest, the sun did not shine every day. “The forest is crying. Look, leaves are falling down like tears,” said Bambi to his mum.

E .

What did the weather look like in the forest?

.....
.....

F . . .

What answer may have Bambi’s mum given to him to help him not to be afraid of the weather which he does not know?

.....
.....
.....
.....

G . .

Replace the word SAID in the story with another word with the same meaning.

.....

Since then, Bambi and Falin have played very often. The whole forest became a wonderful park for them. They were always together until Trap the rabbit was a little bit jealous.

.....
.....
.....

H . .

Why did Trap the rabbit feel bad? (Circle only one option)

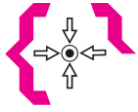
1. He felt sick.
2. He was annoyed by nice weather.
3. He was afraid of Bambi not playing with him anymore.
4. He was afraid of arranging a wedding for Bambi and Falin.



Study questions:

1. What are the benefits of the Dalton Plan and namely the Dalton Fridays in relation to the development of pro-social behaviour and cognitive processes?
2. How would you carry out the final reflection at the end of the Dalton Friday?

Project 6: U(PEER)



Objectives

The aim of this chapter is to introduce the project of social prevention which was realized at the Department of Social Prevention and Social Pathology in the academic year 2013/2014. This program was realized by the students of the subject named Practice of social prevention, supervised by PhDr. Václav Bělík, Ph.D.



Workload

2 hours



Important keywords

- support among the children of the same age
- peer
- competency
- ability
- high-risk behaviour

Organizer: the Department of Social Pathology and Sociology, Pedagogical Faculty, University of Hradec Králové

Date: 21st – 22nd March

Place: Hradec Králové, UHK, A building

Assumed number of participants: 20 pupils of the seventh grade

The main aim: The main aim of the preventive program U(PEER) is to prevent the high-risk behaviour in pupils and students, to reduce negative actions and to reverse the development of the high-risk behaviour through the active involvement of the peers who are trained and prepared in advance.

Structure of the programme: the project is divided into three domains – Drugs, Aggression and Sexual Education. Each of the domains is divided into subsections:

1. Drugs – legal drugs, alcohol, illegal drugs
2. Aggression – bullying, cyber-bullying, autoaggression
3. Sexual education – relationships, sex, safe relationship

For every section, there is a team of students who constantly raise awareness of these issues and who are going to be the lecturers of the given sections. All the teams put together and prepare educational, interactive and playful activities the aim of which is to enhance other students' knowledge and influence their attitudes resulting in effective prevention.

The aims of the programme:

- to prevent students' drug abuse, including alcohol and tobacco
- if the prevention is not possible, the introduction to drugs, including alcohol and tobacco, is postponed until the resistance is higher and the risks lower
- to prevent health damage caused by drugs, including addiction
- to inform the students about the dark side of the internet and to support them in the constructive search for information via the internet
- to prevent negative behaviour appearing in problematic classroom collectives
- to support positive self-acceptance
- to offer the counseling to students and parents (family members) concerning the issues of high-risk behaviour

In the following text we show the activities and orientation of particular blocks:

Programme: "Hush" – Programme on bullying in school classes

(**"Pššt"** – **Problém šikany školních tříd**)

Name of the activity: Cycle of bullying

Workload: cca 2 hours

Form of the programme: physically undemanding, mentally demanding

Time for preparation: 15 min.

Time placement: the first activity

Guarantors: Magda Kunertová, Nikola Khunová, Dominika Líčková, Martina Horníková

Number of participants: max. 4 groups of 4 people for one worksheet

Aim of the programme: To identify bullying from teasing, its signs and manifestations, with the emphasis on how to behave in such situations and who to address.

Description of the activity: After welcoming the children, we start talking about the common myths related to bullying in the form of mutual discussion. Then we show them a video about bullying which should help them to identify the main participants of bullying, portray the feelings of victims and aggressors and also the consequences. Afterwards, the children are divided into groups of four. Every group receives a worksheet with tasks and they are explained the principles of the activity. They fill in every box and then a discussion about the boxes takes place which is based on the theory and the most crucial pieces of information are shown in the presentation.

Tools: overhead projector, stationery (colourful markers), big paper sheets

Place: sitting on the floor – therefore, a room with the carpet

Notes: logo

Attachment, working sheets:

participants in bullying

who to appeal

feelings of the aggressor

BULLYING (the term teasing, kinds, signs, causes, girls' x boys' bullying, ...)

consequences of bullying

feelings of the victim

consequences for the aggressor

Programme: "Hush" – Problem of bullying in school classes

Name of the activity: A model situation

Workload: cca 30 minutes

Form of the programme: physically undemanding, mentally demanding

Time for preparation: 10 min.

Time placement: the first activity

Guarantors: Magda Kunertová, Nikola Khunová, Dominika Líčková, Martina Horníková

Number of participants: max. 4 groups of 4 people for one worksheet

Aim of the programme: To identify bullying from teasing, its signs and manifestations, with the emphasis on how to behave in such situations and who to address.

Description of the activity: After the Cycle of bullying and the discussion about all the sections and within the feedback, the model situations (printed on a paper) are handed out to each group. The groups have some time to discuss the topic and suggest solutions. Afterwards, a discussion about the possible solutions takes place.

Tools: overhead projector, stationery (colourful markers), big paper sheets

Place: sitting on the floor – therefore, a room with the carpet

Notes: logo

Attachment, working sheets:

Programme: U-peers understand sex

Name of the activity: AIDS questionnaire

Workload: 30-60 minutes

Form of the programme: mentally demanding

Time for preparation: -

Time placement: Follows the “lecture” on sex

Guarantors: Zuzana Kubová, Petr Kuráň

Number of participants: all the children

Aim of the programme: to enhance the knowledge of the topic

Description of the activity: Children were informed about the HIV/AIDS during the previous lecture-discussion and, at the end of the test, they are given a questionnaire with the statements some of which are true and some of which are false. They have to decide which of these statements are correct/false. The completion takes 15-30 minutes. Then, we check the questionnaire together, correct the answers and the one who has all the answers right wins a symbolic prize.

Tools: paper sheets with the questionnaire, pencils, something small as a prize

Place: a class with desks where the children can write comfortably

Notes: -

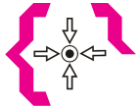
Attachments, working sheets: can be added to the document or can start a new page + theoretical part



Important keywords

1. What are the possible presentations of the project to schools in the region?
2. In which ways is it possible to evaluate the efficiency of the programme?

Project 7: Svitavy – activities of social prevention 2014



Objectives

The aim of this chapter is to portray the specific system of social prevention programmes which was implemented in the partner city of Svitavy in 2014. This system of programmes was implemented and coordinated by PhDr. Erich Stündl.



Workload

2 hours



Important keywords

- social prevention
- early-intervention system
- Team for the Youth

Description of the project and its characteristics in relation to the Criminology prevention programme of the city of Svitavy

The Criminology prevention programme is an interconnected system of social prevention activities which are a part of the Early Intervention System (EIS), i.e. “*Systém včasné intervence (SVI)*” in Czech. Due to the creation of information environment within the EIS, the information rate about pre-delinquent and delinquent children’s behaviour increased. What followed was the creation of a system of preventive activities responding to the tasks given by the “Team for the Youth” initiative and KPPK (the Board of Criminology Prevention of the city of Svitavy (<http://www.svitavy.cz/cs/m-73-prevence-kriminality>)).

The city of Svitavy reacted immediately to the emerging group of pre-delinquents and delinquents after launching EIS, and the crucial project called the **Training of social**

skills for children with signs of pre-delinquent behavior was created. During the initial testing of the project in the first days of the year, the implementers concluded that a similar project might be successful in case that it was followed by activities which would constantly and intentionally occupy the pre-delinquents' families and would contain a wide range of activities related to activation, re-education and re-socialization. Because of this, the city created an open system of activities which are focused on the target group of children (high-risk, pre-delinquent and delinquent) and their parents, that is, **children with signs of pre-delinquent or delinquent behaviour and their families.**

All activities comprise the direct work with children and parents (various forms); and, due to their nature, they are similar to the so-called socially activated service. There is no similar entity which would ensure these activities in terms of the registered social service and monitor the efficiency of its work through the rate of delinquency at the same time. The activities within the project do not have the nature of registered social services. The exceptions are some activities for mothers with children which, we suppose, will be soon registered for the following years. Supported accommodation – flats – are brand-new; at first, we intend to try out the services sufficiently and motivate a potential implementer to register the activities in order to carry them out as socially activated services for the families with children (pursuant to law no. 65, code of law no.108/2006 Statute book, about social services). The above-mentioned activities include the social-pedagogical activities, activities related to social activating services for families with children. The specific part deals with the so called activating trainings of social skills for children with the signs of pre-delinquent behaviour. Compared to 2013, individual activities were **extended and innovated** for the year 2014. For example, the submitted project newly deals with the following activities: **1) so-called Mentor-assistance, 2) Step by step across barriers – work with children, mothers and families in shelters in the area of the city** (shelter for mothers, Infant institution and children's home in Svitavy, the training and re-socialization flat of the city of Svitavy), **3) Training of social skills for children with pre-delinquent behaviour, 4) Civil law in the family environment** (training of pedagogical and social workers), **5) Legal counseling for high-risk families – especially debt counseling,** and **6) Program for evaluation of the activities of social prevention.** These activities comprise the work with inhabitants from excluded areas, especially within the project of **Partnership without prejudices** and through

the **field social work**. These mutually related project activities are provided by the newly created system of professional services which is currently located mainly in the Crisis centre of J.J. Pestalozzi and the Pedagogical-psychological counseling centre. All the activities form a unit which carries out the complex work with the target group. All the activities are qualitatively and quantitatively evaluated and the results are provided to the “Team for the Youth”, the Commission of Social and Legal Protection and the Board of Criminality Prevention of the city of Svitavy. The basic principle of all activities is to **help to self-help**. The intention is to provide help in individual situations so that the clients and their families are able to help themselves in the future without becoming dependent on the services (not only of the social prevention).

Note:

The following structure of the material complies with the structure given by the Department of Crime Prevention of the Ministry of the Interior of the Czech Republic. Every activity is presented separately, even though they are inseparable in order to meet the target.

1. Primary and secondary aims

The main aim of the project is:

- a) evident decrease in delinquent activity of the target groups (children and adults), including protection against their secondary victimization,
- b) effective and coordinated system of crime prevention (in relation to the project at least on the level of social prevention)

Partial aims (complete the main aims, they are linked to particular activities and are defined as):

Activity 1 – Mentor-assistance

- enhances the motivation to education and self-education in pupils with learning and behavioural problems and in socially disadvantaged children (especially from socially excluded areas)

- training of the students interested in humanities (social or pedagogical subjects – Pedagogy, Social Pedagogy, Psychology, Social Work, Sociology etc.) to become mentors
- help for and activation of the “unsuccessful pupils’ ” families and the improvement of their abilities in the process of education and self-education (primarily in socially excluded areas)
- improvement of the specialists’ attitude (workers from the crisis centre and the volunteers from the citizens’ association Bonanza) towards some high-risk families of the city and the region
- support to provide the necessary sanitation for some high-risk or threatened families in the city or the region

Activity 2 – Step by step across barriers

- successful re-education, re-socialization and activation of the inhabitants of the Shelter for mothers with children in the city of Svitavy
- increase in motivation for re-socialization by systematic work in the Infant home and the children’s home in Svitavy; increase in the number of the training flats of the Infant home and re-socializing and training flat of the city of Svitavy

In relation to the project, **re-socialization** means especially the removal of relatively durable tendencies which restrain the integration of mothers with children to the life of local community and society. From the mothers’ point of view, the aim is to gain the basic social abilities again, and also to gain or restore the parental competencies (mainly those related to the basic care of children).

Re-education concerns the skills related to the unsupported upbringing of their children, i.e. without the everyday help from the professional shelter workers.

Activation aims to break the social isolation, which mostly occurs in the incomplete families, by means of strengthening their social relationships with the members of community.

Motivation concerns the creation of new possibilities to obtain one of the city's training flats for the successful clients of the Shelter for mothers who then have a prospect of living first in the sheltered and then standard accommodation (rental).

Activity 3 – Training of social abilities for children with signs of pre-delinquent behaviour

- enhancement of social abilities of children with signs of pre-delinquent (maladaptive¹) behaviour
- improvement in communication with the high-risk, socially excluded, socially disadvantaged or socially nonadaptive families

Activity 4 – Civil law and the family (training of the pedagogical and social workers)

- professional development and mutual cooperation of pedagogical and social workers in the city and the region

Activity 5 – Legal counseling for high-risk families (including financial and debt counseling)

- specific form of legal assistance in the field of financial counseling which aims to minimize the future risks of getting indebted

Activity 6 – Software as a means of efficiency evaluation of the activities of social prevention

- systematic and long-term monitoring of the impact of programmes, projects, activities, and measures in the field of social prevention

¹ maladaptive behavior is socially rejected behavior; within the project, it is used as a synonym of pre-delinquent behaviour, the difference is mainly in the elimination of the negative connotation of the word pre-delinquent (potential stigmatization of children)

2. Determination of the target group

Concerning the target group, the project focuses on **children manifesting the signs of pre-delinquent (maladaptive) or delinquent behaviour and their families**. Particular activities comprise the direct work with children and families (in many

forms). In relation to the activities, the target groups can be divided into the following categories:

Mentor assistance

The primary target group is children (pupils of Svitavy's primary schools) with learning or behavioural problems. The project focuses mainly on children from disadvantaged families, on children from socially excluded areas or on children of foreigners. Concerning other children, it also focuses on increasing aggression and problems causing criminal behaviour. Supposed number of children participants for the school year 2013/2014 is 40–50. Supposed number of mentors is 40 students and social workers, mentors are assisted by cca 10 volunteers and 10 professionals. Mentors are the secondary target group.

Step by step across barriers

The target group is mothers and their children (in many cases it is the extended family); in 2011, 12 mothers and 35 children participated in the project; in 2012, it was 15 mothers and 30 children; and in 2013, it was 26 mothers and 41 children. For the year 2014, we suppose the participation of around 20 mothers and 35 children. Considering fact that the city of Svitavy has six training flats and 2 training flats in the Infant home, it is difficult to estimate the precise amount of clients. The number of mothers depends on the actual number of children in families chosen for the training flats and currently placed in the Infant home, and on their ability to get used to the new environment.

Training of social abilities for children with signs of pre-delinquent behaviour

In this activity, the target group is the children who manifest the signs of pre-delinquent behaviour.

In 2011 and 2012, 33 children participated; in 2013, it was 35 children. The project is supported partially by the Ministry of Labour and Social Affairs, the region of Pardubice and by the city of Svitavy. For 2014, we suggest a training group with 10 or 12 children and the request of a grant from the Department of Crime Prevention of the Ministry of Interior. The reason is, among other things, the ability to keep to the principles of the programme according to the conditions of the Ministry of Interior of

the Czech Republic, and to inspire the professionals at the regional level and the Ministry of Labour and Social Affairs of the Czech Republic.

Civil law in family environment (training for pedagogical and social workers)

The target group consists of the pedagogical and social workers of the Municipality of Svitavy and the city partners from non-profit organizations. We suppose 15 or 20 participants in the educational (training) group.

Legal counseling for the high-risk families - on the issue of getting indebted.

The target group comprises mainly the families of participants in other activities which are mentioned in this text. Legal and financial (debt) counseling is necessary for the stabilization and continuous activation of families.

Software for the activities of social prevention's efficiency evaluation: the target group is the workers who carry out the above-mentioned activities who shall use this software in order to evaluate the activities and design (innovated) activities for the following years (in compliance with the software). The number of participants is up to 20 people from every team.

3. The implementer of the project (the subject of preventive working)

The umbrella institutions which supervise all the activities are the Committee for Crime Prevention (hereinafter referred to as CCP) and the Team for the Youth. The main responsibility lies on the coordinator of crime prevention (PhDr. Erich Stündl) and the Team for the Youth. Individual subjects:

Mentor-assistance – divided into two groups – 1. a group of children of grade 1 to 5 – provided by the citizens' association Bonanza, 2. a group of children of grade 6 to 9 – provided by the Crisis centre of J.J. Pestalozzi. The work with children and families from excluded areas and in re-socializing flats with supported living is provided by the Social Department of the Municipality of Svitavy.

Step by step across barriers is provided by the Mother and family centre "Small Step" (Kruček). Regime and activities' check in training flats are performed by the workers of the Social Department of the Municipality of Svitavy, and activating activities are mediated by the workers of the Mother and Family centre.

Training of social abilities for children with signs of pre-delinquent behaviour is provided by a team from the citizens' association Bonanza. The supervisor of the activities of CA Bonanza is PhDr. Dana Rabiňáková from Czech Partners. Student volunteers – the trainees from the Department of Social Pathology, Faculty of Pedagogy, UHK under the supervision of PhDr. Václav Bělík, PhD, the head of the department – also participate. We suppose the participation of around 10 students in several activities (meetings). Transportation, which is a part of the project, is provided by the Salvia association which, regarding the needs of the city of Svitavy, provides the transport to disabled people and the elderly.

Civil law in family environment (training of pedagogical and social workers): The implementer of activities is the city of Svitavy (the choice of participants depends on the decision of the coordinator of crime prevention from the Committee for Crime Prevention). The training is carried out by the lecturer JUDr. Radka Medková, an accredited mediator and a lecturer of communication, media and facilitative courses. Due to the one-time activity, there is no supervisor.

Legal counseling for high-risk families – on the issue of getting indebted is provided by the external lawyer from the Civic Counseling Centre of J.J. Pestalozzi in Chrudim.

Software for the activities of social prevention's efficiency evaluation is a part of the purchase of software and services from the company named Heureka CZ which is the license owner and a partner in evaluation of the specific educational and social programmes (for more information , see the description of activity in section 4).

4. Selection of means and methods of meeting the targets of the activity/The description of activities

Description of activities and methods

Mentor-assistance:

It is a yearlong work of mentors and guide-mentors with children and families from the primary target group. All the activities are focused on the increase in motivation to education and self-education. The activities apply to both children and students. This way of work is basic mainly for people from socially excluded areas. From **the aspect of methods** it is chiefly about the method of example, pedagogization of environment, accompaniment, and activating techniques and so on. Mentoring takes place every working day from 14 to 17 o'clock. There is one mentor set off for every child (or for a family). A mentor and a child (or a parent or parents) meet together twice a week for at least one hour. The timetable is made at the beginning, the attendance is strictly followed. In given time mentors work in several classrooms superintended by so called guide-mentors (pedagogical or social workers with university education). Mentors meet once in six or eight weeks either with the head of supporting group of mentors (the psychologist Mgr. Eliška Horská), or with the supervisor (the psychologist PhDr. Vladimír Hloušek), or with the coordinator of the project (PhDr. Erich Stündl). There are courses for mentors focused on methods of socially-educational impacts which take place regularly (Mgr. Jiří Hrdinka). One part is also evaluation of activities- via the new software and qualitatively as a part of the dissertation thesis of Mgr. Jan Buchta, the head of lectures from the citizens' association Bonanza. Apart from the evaluation, another one takes place via SPAS questionnaires (detailed in the chapter oriented on the means of activities evaluation).

For 2013/2014 the project is innovated for the children from the second grade where the activities, originally focused on education, are supplemented by the so called relational mentoring started by an acceleration weekend (realized in September of 2013) also supplemented by the system of regular education for children, mentors, volunteers and professionals (realized in cooperation with the Mentor Union of the Czech Republic). A part of the innovation is transferring the mentoring, linked with the activity Step by step across barriers, directly to six re-socializing flats in Svitavy which have the disposition of supported living and they are designated for mothers with children who come from the Asylum for mothers or from the training flats of the Infant home. From the professional point of view it is clear that

the activities fill the aims of the project. Both the partial activities have been instituted from the October 1, 2013.

Step by step across barriers

The activities are divided into activities in the Asylum for mothers, in the Infant home and in the Children home in Svitavy since October of 2013 in six training flats and re-socializing flats of the city of Svitavy. The common denominator is activating and socially-pedagogical activities aiming to the future mothers' (or families') independence. As **working methods** are used specific pedagogical methods of elimination, substitution, sublimation, activation, pedagogization of the environment and of the example, and from the field of social work the methods are a guidance, specific forms of consultancy, a work with a group, a method of training, of practice and activated services and techniques of artetherapy, hippotherapy and ergotherapy. Occasionally there can be methods of regime and checking in the re-socializing flats. The psychologist from the Mother centre on increasing motherly competencies- it is mainly about training methods with mothers within communication abilities, respecting the approach to both children and society, about support, encouraging of children, natural consequences of behaviour instead of the approach of power and disproportionate using of punishment and reward methods. The activities take place in compliance with trainings of effective parenthood. It deals with a specific work with training methods for individuals. Continuation of the innovation in 2014 is the programme about financial literacy with particular pointing at families' budgets (linked to the activity no.5). Another from the innovative methods for 2014 is application of VTI (video-training by interaction). From this point of view the year 2014 represents verification and especially organization and coordination of using this effective method. It is used as an effective support of parental competencies. The main means is a video recording of ordinary situations. The most important work with a client is the conversation about chosen sections of this recording. A worker visits the family and shoots short interaction sequences between family members. He chooses the moments for the family when the communication is done well and he discusses them with the family in a feedback-talk. The aim of this therapy is to show what elements make a good conversation and to teach them how to manage a better conversion with their children in this way. (Beaufortová, 1999) The method is

originally oriented to the family but it is important that it is not focused on a problem. It activates parents and children and tries to provide further development of the family. There are professional family therapies in the Crisis centre Pestalozzi. Particular activities are organized as experience afternoon (activation techniques), "Auntie Anička's consultancy" (pedagogical and socially pedagogical techniques focused on acquisition or renewal of competencies in relation to the care of children and family) and a training of social abilities. In the Infant home harmonization of similar activities takes place with respect to particular mothers' handicaps. The intention is their engagement in extensive activities and projects of the Mother Home "Small step" where the precondition is mainly the influence of example methods by parents who care for the children very well or perfectly. Within the work with families in re-socializing flats regime, checking, and activate activities are discussed. From the point of view of regime and checking it is mainly about consolidation and development of families reached in the asylum or in the training flats of the Infant home. Activation deals with the integration of families to the life of the community.

Training of social abilities for children with pre-delinquent (maladaptive) behaviour

It is a training taking place on 10 Saturdays plus at least one-weekend stay on the farm of the Citizens' Association Bonanza. The children are selected in cooperation with the Department of Social and Legal Protection of Children of the Municipality in Svitavy and with the primary schools in Svitavy in relation to STI. The used methods are experience pedagogy, animation methods, working with a group, hippotherapy and ergotherapy. The activities and methods shade into each other in order to combine initially three basic developing activities which are **studying, work and a game**. The activities in the project are followed by a wide offer of service (activities) for children and families (outreach work (street work), social work in families, participation on the events of the association etc.). The selection of children is preceded by so called case conference with workers from with the Department of Social and Legal Protection of Children of the Municipality in Svitavy and with the coordinator of crime prevention. A case conference is not used only for selecting children for training and for formation of potentially the most effective, co-educated group close by both age and type of the problem, but also for evaluating preceded turn of the training. A detailed screening focused on both family and wider social

environment of pre-delinquents helps for the selection of children. Particularly children's level of social abilities is analysed. In the training primarily the following social abilities are practised: connecting and maintaining of relationships (togetherness), communication, solving conflicts, observance of given rules, empathy, adaptation (on group, environment), help (to others or from the others), purposefulness, studiousness and diligence, cooperation, persistence, respect to authorities, providing of feedback, self-evaluation and self-reflection.

Civil law in family environment (training for pedagogical and social workers). Four-days training is led in limited range of monologic methods but in wide use of methods dialogical, problematic or practical. The choice of lecturer is adapted for the use of effective methods.

Legal counseling for high-risk families – on the issue of getting indebted takes place mainly in form of individual or family counseling. Specifically, it deals with the prevention of getting into debts, counseling for providing the assessment of maintenance, divorce counseling and counseling to professionals and volunteers participating in other activities of the project. In ex-post cases which are about debt deletion, they deal with drawing up detailed financial analysis, legal appraisal of liability relations, or communication with distrainers, processing of footings and applying to the courts etc.

5. Plan processing (progressive steps in solving a problem, tasks and responsibility of particular institutions) including the timetable for the project's realization

Mentor assistance – launched in the second half of September 2013, finishes on June 15, 2014. Single situations are mentioned in terms of time in the chapter number 4 but supporting meetings of groups of mentors are organized once in 6 or 8 weeks (during the preparation for the project- January 2014- three meetings has taken place). In September a day-long educational course took place for all mentors, volunteers and professionals. The event was divided according to particular activities of the project. In October 2013 a two-day educational weekend for mentors and children who are a part of relational mentoring took place organized by the Crisis

centre Pestalozzi in the Flower Garden. Every representative of single subjects is responsible for observance of the timetable- see personal ensuring. The evaluation takes place from September to November in 2014 in the Committee for Crime Prevention.

Step by step across barriers – launched in January 2014, finishes in November 2014. The range of individual activities corresponds to the work contracts with the implementers and is adapted to the possibilities of the shelter and its clients' current situation (mothers, children etc.). Evaluation takes place at the end of 2014.

Civil law in family environment (training for pedagogical and social workers): A four-day long training of around 15 participants takes place from May to June 2014.

Legal counseling for high-risk families – on the issue of getting indebted takes place the whole year, begins in May 2014; supposed end is in October 2014.

Software as a means for evaluating the activities of social prevention is a part of buying the software, probably in May 2014, and of services. From June to September practical courses for clients take place.



Study questions:

1. Describe the process of mentor- assistance.
2. Describe in what ways the social abilities are trained in the project.
3. How (in which way) is the project “Step by step across barriers” put into practice?

Practise of social prevention.

Study material to the course Introduction to Practise of social prevention in the field of study Social pathology and prevention.

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