



DAILY PROGRAMME

Conflict Management, Emotional Intelligence and Bullying Prevention in Schools

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Which kind of trouble is this?	DAY 2 The smallest move that works	DAY 3 The two-minute conversation	DAY 4 The group: circles, and the cases that need something else	DAY 5 The full repair meeting, and the plan you write
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Day by day

Day 1

Which kind of trouble is this?

- **Icebreaker:** "Sixty seconds, no verdict" — in pairs, each participant describes a recent situation without assigning blame, then the partner says back what they heard
- Introduction to the course and participants
- Presentation of the schools of the participants
- The three kinds of trouble and why the label decides everything that follows: a disagreement between two people of roughly equal standing; a pattern of harm where one side holds more power; a single incident of harm
- The two questions that sort them — is the power roughly equal, is this repeated or likely to be repeated — worked through on ordinary situations, either ones participants have in mind or examples supplied on the day
- **The social discipline window:** doing things to, for, not, or with people; participants place their own school's usual response in one of the four
- **Output:** a sorting card each participant fills in for two or three situations, with the reason written beside each

Day 2

The smallest move that works

- **Warm-up:** quick reconnection round — one word each for how the group is arriving, modelled as an affective statement
- **Why the small moves matter:** informal practice, and how it reduces how often anyone needs a formal process
- **Affective statements:** naming the effect of a behaviour instead of the character of the person — written for the situations on your sorting card, then said out loud in pairs and revised
- **Affective questions:** the question set that asks what happened, who was affected, and what needs to happen now; practised on each other's situations
- **Regulating yourself first:** recognising your own defensiveness before you speak, and what it looks like from the other side
- **Output:** six affective statements and a question card, rehearsed aloud and ready for your first week back

Day 3

The two-minute conversation

- **The small impromptu conversation:** what it is, when it is enough on its own, and where it sits between an affective question and a circle
- Rehearsal in threes — speaker, other party, observer — with the observer working from a fixed checklist
- **What makes it fail:** rushing to a solution, extracting an apology nobody means, holding it in front of an audience, holding it while you are still angry
- **Fair process as the test:** was the other person genuinely engaged, was the reasoning explained, were expectations afterwards clear
- Two conversations taken into the full group and worked on together
- **Output:** one two-minute conversation per participant, rehearsed, critiqued and revised

Day 4

The group: circles, and the cases that need something else

- **Warm-up:** the group sits in circle and runs one, so participants experience the format before they are asked to lead it
- Proactive circles for class cohesion and responsive circles after an incident: setting up, sequencing the questions, using a talking piece, and what to do when a student would rather not speak
- Relational aggression — exclusion, rumour, the silent treatment — why it is the hardest form for a teacher to see from the front of the room, and the bystander roles that keep it running
- **Where the circle is the wrong tool:** returning to the power-imbalance cases from Day 1, and what those need instead — separate conversations, the adult carrying responsibility rather than brokering between two "sides", support for the person being targeted, and the decisions that belong to the school rather than to one teacher
- **Output:** a circle plan for one real class, plus a short response plan for one power-imbalance case — who is told, what support the targeted student gets, and what the school decides

Day 5

The full repair meeting, and the plan you write

- **The formal conference:** who needs to be in the room, how each person is prepared beforehand, the order people speak in, and what a written agreement has to contain to still mean something a month later
- Full simulation in small groups, with one example worked through by the whole group
- Reading your school back through the social discipline window from Monday: has the plan you are taking home moved it towards "with"?
- **The honest split:** sorting everything from the week into what you can do alone, what needs one colleague, and what only school leadership can decide — and drafting the request for that last part, addressed to a named role
- Building the one-page repair plan each participant takes home
- **Course evaluation:** discussing and assessing acquired competencies, feedback and course content
- Issuing Certificates of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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