



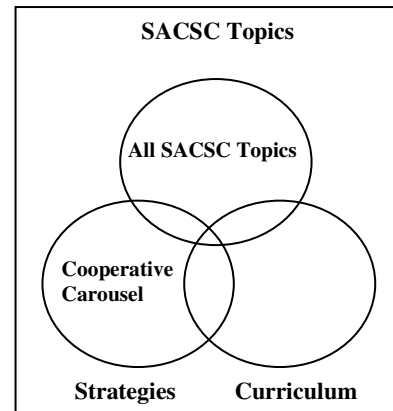
Micro-Workshop 3

The Four A's of Safe and Caring School

The micro-workshop provides an opportunity for School staffs to understand the importance of Promoting the Four A's: attachment, achievement, Autonomy and altruism in building a safe and caring school environment. Participants will analyze their own school's context to determine the extent to which these attributes presently exist. This activity also gives participants an opportunity To consider what they might do to further promote the Four A's in the secondary school setting

Cooperative Carousel Activity

The workshop uses the Cooperative Carousel Teaching strategy to stimulate thinking and promote interaction. The activity is a good way to brainstorm ideals that answer questions or contribute ideas.



Materials

- flip chart paper (Create four stations by posting a flip chart page on each wall in the room. Each page will have on of the following four questions written at the top: “How can (attachment, Achievement, Autonomy or Altruism) be fostered in a secondary school setting?”)
- felt pen and masking tape
- a copy of the article by Larry Brendtro and Nickolas Long titled “Breaking the Cycle of Conflict.” *Educational Leadership* 52, (February 95): 52-56

Instructions

Step 1 Background

Use overhead (see end of workshop) to explain the meanings of Brendtro and Long's four A's (Attachment, Achievement, Autonomy and Altruism). See coy of the article by Larry Brendtro and Nickolas Long “Breaking the Cycle of Conflict.” *Education Leadership* 52, (Feb 905): 52-56 for more information. Use these notes to explain the overhead.

Attachment—positive bonding in the school environment occurs when students sense that Adults care about them and provide guidance and support for academic as well as social needs.

Achievement—requires that conditions for internal and external motivation are present. There is recognition that academic achievement is enhanced when students develop social, interpersonal and cultural competencies and learn the skills of planning, decision making and conflict resolution.

Autonomy—is enhanced when students develop positive identity, including personal power, self-esteem, sense of purpose and a positive view of personal future. This also includes encouraging positive values such as integrating, honesty, responsibility and restraint.

Altruism—occurs when students internalize positive values, including caring, empathy, equality and social justice.

Step 2 Carousel Activity

Divide the whole group into four smaller groups of 4 to 5 (if the whole group is large, consider setting up two different sets of independent stations). Provide each group with several felt pens. Station a group at each of the four question pages posted on each wall.

The task for each group is to brainstorm responses to the questions written on the top of the poster at their station. Write the group members' ideals on the chart. Allow one minutes at each station then, on signal, ask all groups to move to the next station (counter-clockwise). Continue to add group members' ideas to the list already begun. Ask participants to add only new ideas to each list. After each group has contributed new ideas to each of the four charts, move through the four stations a second time. On the second round, ask participants to select two suggestions made by other groups that they think are most valuable. Highlight these selections. Their selections provide openings for debriefing the activity.

Step 3 Debrief

You may decide to solicit responses from the whole group regarding their thoughts and impressions of the activity. Try to reinforce valuable ideas as well as the links between the theory and practice that are important in creating safe and caring schools.

Also discuss the carousel activity as a potential learning activity to use with students. Point out the elements of the strategy that foster safe and caring behaviour in students. The carousel activity

- requires work in groups, share ideas (having several pens per group gives less assertive people “permission” to contribute) and take turns;
- gives a chance to move and talk while learning new ideas or concepts, especially important for kinesthetic learners;
- allows students to collectively draw on the knowledge of the group to accomplish a task—build a team feeling; and
- interjects variety into classroom experiences.

Step 4 Application

How can teachers use the Carousel to teach regular course content?

- review for a test
- use to ascertain the level of knowledge before beginning a formal lesson
- generate new ideas for a discussion or task
- build on concepts that are being learned

other? _____

Discuss the following ideas within your small group

1. How have you used a strategy like this in the past?
2. How could you use this strategy in the future?
3. Identify an opportunity to use this strategy within the next week in teaching in your subject area.

Support Resources

- > Supporting a Safe and Caring School: Common Attributes
- > Volunteer Mentorship Programs: K to 12
- > Class Meetings for Safe and Caring Schools
- > Principal's Best
- > Expecting Respect – Peer Education Project: A school-based learning model
- > variety of booklets on bullying for students, teachers and parents

Order these resources by contacting Alberta Learning; resources Centre (LRC) for a list of all resources and an order form (<http://lrc.learning.gov.ab.ca>) or contact the LRCC by e-mail (www.lrc.edc.gov.ab.ca) or telephone (437-5775 in Edmonton, or 310-0000 and ask for the LRC elsewhere in Alberta) or fax (780) 422-9750

The Four A's of Safe and Caring Schools

Attachment: The creation of positive social bonds
Helps encourage pro-social behaviour.

Achievement: Students should be encouraged to fulfill their academic potential and realize that learning occurs both through success and failure.

Autonomy: Teaching responsibility instead of demanding obedience helps students create and put into action their own ethical code.

Altruism: Young people gain a sense of self-worth from helping others.

Adapted from the work of Larry Brendtro and Nickolas Long
And the Search Institute's *40 Developmental Internal Assets*