

# The Scenario-Based Approach (S.B.A) as a New Approach to Prevent School Violence: Theories vs. Real World Contextualized Situations

Kassim Boudjelal Safir

## ABSTRACT

In a world where kids kill kids every word about violence is welcome. School violence is the new pandemic that threatens all stakeholders all over the planet. Despite the incalculable documents written about violence in all its forms and the impressive list of approaches that tried to prevent violence by “doing something”, none of them really succeeded. The complexity of the phenomenon seems to challenge all the brilliant minds around the world. Nonetheless, the multitudes of academic contributions about the issue have paved the way toward identifying the hidden facets of violence and the vast array of forms and variants it can take like micro-violence. The following study is an attempt to analyse the different approaches used to prevent school violence, by identifying their strengths and weaknesses. A new approach, “The Scenario-Based Approach” (S.B.A), is then proposed to complete the arsenal of methods already used in schools. Unfortunately, the following words will hurt. There is no perfect panacea to stop violence in academic settings and workplaces. Preventing violent behaviours with the use of an integrative model including all the stakeholders and strategies is one of the smartest strategies one opts for.

**Keywords:** Gamification, Micro-Violence, Nonverbal Behaviours, Preventive Approaches, Proactiveness.

**Published Online:** September 23, 2022

**ISSN:** 2736-4534

**DOI :** 10.24018/ejedu.2022.3.5.438

**K. B. Safir \***

Mustapha Stambouli University, Mascara,  
Algeria.

(safireading@yahoo.com)

*\*Corresponding Author*

## I. INTRODUCTION

Learning lessons from history and diverse experiences is highly productive (Gehani, 1998). Formal and informal sources are a hidden treasure for researchers around the world. Past lessons learnt from the others experiences contribute to the whole community present well-being (Atkinson, 2010). In the following study we try to show the effectiveness of police reports, school administrations reports, news stories in daily newspapers, and informal stories told by students, teachers, retired schools headmasters, and non teaching staff in their real-world unique contexts. The stories of school violence might be similar, but they are actually different in terms of contexts.

The present paper is based on scenarios production as an adaptation and generalization of classic methods used by military intelligence (Joshi & Joshi, 2016). Those scenarios are precious data for researchers who want to understand the dynamics of school violence through this corpus from different perspectives- psychological, social, communicational, judicial, verbal, physical, nonverbal-, and the list is not exhaustive. In schools contexts even bad scenarios are valuable (Ruijter, 2014). Reports are usually written down for pure administrative and bureaucratic reasons. Official reports have never been shown to the public. Researchers for instance cannot easily access this literature

for its secrecy and sensitiveness. This is an ethical issue to discuss (Strike *et al.*, 2005)

Those reports are considered as private documents belonging to the state schools, administrations and they are usually kept jealously in locked metallic cupboards. The sensitiveness of these kinds of documents is controversial (Gupta & Sharman, 2008). Researchers have to struggle to obtain copies, otherwise they have got to find and use connections to obtain just some of them as if they are highly confidential documents. One can easily decode the unpublicness of these reports which is in itself a nonverbal violence. One of the probabilities is that the antagonists of incidents are identified and named. Names of teachers, students, officials, and parents cannot be divulged for ethical and legal reasons. The identities of the antagonists are protected by the law (Beane, 2009).

The second reason is the crucial need to hide compromising sensitive information about school staff for a legitimate quest to protect the “sacred” reputation of the schools. The third reason is probably related to protecting the teachers and the school personnel from the consequences of unlawful actions like the use of dangerous devices like belts, chairs, rods, or /and highly offensive language subject to ban. It is high time to break that silence, remarked Blase and Blase (2003).

Distorting the facts is another issue. We are quite sure that researchers or investigators cannot obtain the whole picture through reading reports unless the incident happens in a public space like the classroom. In that case, stories are probably reported, then told by all the witnesses - the students themselves- which is very beneficial for news reporters or researchers investigating the facts and beyond. In this case, there is no chance to distort or manipulate or erase the unpleasant truth. It is a fact. Students like and need to be heard (Hudson, 2011).

News stories are simply a collection of sensational stories gathered from witnesses or victims and often accompanied by unrelated, magnified, biased pictures. Large headlines are frequently used to provoke the awe of readers or broadcast news on TV (Eaklor, 2006). For news -pseudo- professionals, a story about a student who received the highest grades in the town is a “non-event”. However, if the same student received a blow on the face this will be THE best story ever with headlines on the front page of newspapers. Bias, is an eternal problematic in news reporting (Davenport, 2010; Bennett, 1995). Over-sensationalizing the nonsensational sells!

Besides, reporters are supposed to inform the public and not play with their emotions or try to convince them to condemn or syndicate with a protagonist. Sometimes it is very difficult to know who the victim is and who the victimiser is in a reported story for we have always that biased version of the reporter (Sullivan et al., 2003). His or her inclination betrays his/her sympathy with a given side against the other side- say adults vs. adolescents, men vs. Women- or vice versa. For this reason, we thought judicious to analyse news papers stories with more scrutiny and attention in order to reach unbiased conclusions based on objectivity and reliability.

The following section of the chapter is going to be organised this way: The title of the scenario, the scenario summary, the whole scenario, the analysis, and finally the implication. We try to emphasize the ‘What if, then...!’ structure recommended by Wulf *et al.* (2010). We must insist on the fact that such a methodical analysis based on violent incidents as an approach has never been conducted before by any other university. The uniqueness of the approach will certainly open perspectives towards further and more complex multidisciplinary data collection and analysis.

The usefulness and the interest of the following section lie on -again- its unprecedentedness flexibility, theory-basedness and practicality. The following scenarios are going to be the experiences that teachers, theorists, practitioners, school officials parents and some managers have -fortunately- not gone through and would probably, and unfortunately, face someday with the same details or in similar contexts. We often hear that schools are the safest places. However, teachers and nonteaching staff should, unfortunately, get prepared for the craziest scenarios ever. Schools are not always those safe heavens that used to be (Preble *et al.*, 2011).

## II. THEORETICAL FRAMEWORK

### A. Research Based Methods

The following study focus will be on ten prevention approaches used to reduce the unpredictable and

unprecedented number of violent incident in, outside, and in the way to schools. Adopted from a World Health Organisation publication issued in 2009, the following strategies will be analysed as far as their strengths and weaknesses. They will be then confronted with real context possibilities and scenarios that would occur in real-life in schools. Then the strengths and weaknesses of the ten approaches will finally be re-examined as concluding notes. Teachers, parents, non-teaching staff can accordingly choose the approaches that suit their schools, and classrooms or merge them in an eclectic way.

#### 1) Approach 1

*Preventing violence through the development of safe, stable and nurturing relationships between children and their parents and caregivers* (Organization, 2009).

Children, parents, and caregivers’ relations might sometimes be conflictual. Dramatic disruptions and toxic relations can dramatically impact the child’s academic performance (Sandstrom & Huerta, 2013). School violence often begins at home. When a father “explains” to his five-year-old child that “the French language is the enemy’s language”, one can easily predict the devastating impacts of such a statement on the poor child victim of his father’s ignorance. A toxic home environment -like a misunderstanding or a parental conflict- can also poison and destabilize the harmonious unity inside homes and thus the academic performance and even the social behavioral life inside classrooms. It is now proved that a stable, nurturing relationship between children, parents/caregivers guarantees a calm working atmosphere and serene prosperous intellectual and academic life (Stones & Glazzard, 2020). A stable family or an *in loco parentis* system is the first thing a child would need to prosper. Any form of violence in a family will distract and disturb children minds and thus affect their intellectual performance noticed the psycho-neurologists. The Chan Zuckerberg Initiative (CZI) is clear, “The child emotional state has direct impact on the learning centers of the brain and the ability to engage in the process of learning” (What, 2022).

TABLE I: STRENGTHS AND WEAKNESSES OF APPROACH 1

Strengths	Weaknesses
Stable home environment	Requires educated parents
Parents/caregivers as positive models	Requires a real parental engagement
Stable psycho-social life	Requires a stable socio-economic level
Growing child performance	<i>In loco parentis</i> style cannot always replace real parents

#### 2) Approach 2

*Preventing violence by developing life skills in children and adolescents* (Organization, 2009)

Theoretically, preventing school violence by developing life skills in children and adolescents seems a good approach to instill the culture of cohabitation within the community of adolescents. Those skills are dramatically important to deal with the challenges of life especially in the context of Covid 19. However, and from a practical perspective, this approach bears more promises of reliability than other approaches. As far as feasibility is concerned, developing life skills requires

a carefully studied program with a restructured learning schedule. This approach is over-demanding in terms of the involvement of highly trained teaching staff in psycho-sociology. Career coaching programs are proposed in many states in the US for teens to support school engagement besides the traditional life skills proposed in the 60s. The World Health Organization focused on essential life skills to teach in each school like decision making, critical thinking, resilience, and coping with emotions and stress. These kinds of skills cannot be taught without giving voice to the voiceless in schools.

TABLE II: STRENGTHS AND WEAKNESSES OF APPROACH 2

Strengths	Weaknesses
Life skills mean relevance of school programs	Requires teachers expertise
It boosts the students' self-esteem	Requires a bigger school budget
It is students career oriented	Difficult to implement in social/human sciences

### 3) Approach 3

*Preventing violence by reducing the availability and harmful use of toxic substances* (Organization, 2009)

Drug use can have dramatic health effects on students, their friends and on the whole community. We may prevent the availability and harmful use of toxic substances like alcohol or drugs, but we cannot prevent children from approaching those substances in the street to consume them at home or before coming to school. How can schools reduce the availability of dangerous substances outside schools? A drugs free society seems to be a “Donchechotian” enterprise. Police investigations and a judicial system based on punishment and imprisonment is the only responses governments give to the issue of drugs and alcohol. Studies have proved that imprisoning drug users does not solve the problem but make the problem worst.

TABLE III: STRENGTHS AND WEAKNESSES OF APPROACH 3

Strengths	Weaknesses
Reduces violence in schools	Cannot reduce violence outside school
Prevent the students health issue in schools	Cannot prevent health issues outside schools
Weakens gangs power over students	Demands a powerful police/judicial system

### 4) Approach 4

*Reducing access to lethal means* (Organization, 2009)

The presence of lethal means inside a school is undoubtedly highly threatening for the student carrying it, the other students, teachers and non-teaching staff.

TABLE IV: STRENGTHS AND WEAKNESSES OF APPROACH 4

Strengths	Weaknesses
Enforcing regulations about fatal weapon bearing/use	Creates a false impression of security
Reduces youth criminality/misdemeanor	It does not affect criminality at its root (intentions).
May prevent shooting and detectable metallic	Reactive (non-proactive) strategy
white weapons	Furniture and glass can become a lethal weapon

A strict surveillance at school entrances with a zero tolerance policy, accompanied with trained security personnel can solve that problem. In countries outside the US like Algeria, carrying a lethal weapon is a very weak probability.

Still, that probability exists. Knives, for examples can easily be transported in school bags, or thrown behind school walls to be used when needed. Metallic bars, sometimes sharp devices left by workers can easily be found in schools. However, inside classrooms you do not need a knife to injure someone. A simple pen, or worse, a chair, or table can be transformed into dangerous weapons too. Before thinking of reducing lethal means, behavioral disorders should be detected and dealt with in a preventive psycho-social approach. This leads us to talk about the necessity to train teachers and security staff to deal with disruptive behaviors like ODD, CD, and ADHD and anger management.

### 5) Approach 5

*Promoting gender equality to prevent violence against women* (Organization, 2009)

Poverty, parenting, sexism, and racism are the four known forms of institutional violence (Cooke & Grix, 2000). Women are often the victim of a combination of more than one forms of that violence. In most of the patriarchal societies, women are considered under-citizens, inferior human beings, and a potential source of scandals. In one word, a woman is a potential threat to the father and the family reputation in some traditional societies. The “who would the others say about us attitude” is still persisting in some Algerian families’ mindsets. Changing attitudes is in fact the responsibility of institutions like schools. Sexist headmasters and teachers can maintain institutional violence by choosing not to promote gender equality. How can decision-makers in ministries eschew that tricky situation? The answer probably lies on educating the educators, which is not always welcome. Resistant and reluctant behaviors are much more dangerous than the absence of curricula promoting gender equality.

TABLE V: STRENGTHS AND WEAKNESSES OF APPROACH 5

Strengths	Weaknesses
Works in democratic countries	Solves a part of the problem and thus ignores men issues (anger management etc).
Reduces gender based violence	Cannot change reluctant /sexist attitudes (staff mainly)
Boost women self-esteem with an impact on their academic performances	

### 6) Approach 6

*Changing cultural and social norms that support violence* (Organization, 2009)

Children are often torn between parental education and teachers recommendations in terms of cultural and social norms. Parenting styles and teaching styles create that confusion and reinforce it implicitly and on some cases explicitly. Some fathers -and even mothers- order their children to react violently if hit or humiliated. There are records of fathers who “ordered” their five-year-old sons not to cry, because “men do not cry”. Feeling pain and crying about that is simply a proof of weakness and cowardice, parents explain to their sons. In societies where violence

prevails, (re)teaching positive social norms at school is seldom productive. It is probably too late to change norms. However, teaching critical thinking skills and sensical reasoning at a very early stage can make parents parallel teaching obsolete. Children are required to (un)learn some of their parents misconceptions, and this is the core function of schooling citizens. Even when children receive contradictory recommendations, their minds should be trained to ask for arguments, proofs, and references. Schools' role is to free the children mind and instill the culture of *convivencia*, peace and mutual respect. And only critical thinking can do that.

TABLE VI: STRENGTHS AND WEAKNESSES OF APPROACH 6

Strengths	Weaknesses
An educational approach can change norms	Changing cultural and social norms cannot occur outside schools
Instills the culture of <i>convivencia</i> .	Variability of cultural norms (school vs. home) is an issue
Permits a review of the whole curriculum	Changing staff cultural/social norms is difficult

### 7) Approach 7

*Reducing violence through victim identification, care and support programs* (Organization, 2009)

Reducing violence through victim identification might be a good idea. However, if there is a victim, there is bully -who will maybe hurt again- and there was an undetected violence. Helplessness to detect victims is in itself violence. Victims identification is more about reacting than proacting. In that stage, the harm is already done and the physical/psychological scars already apparent. There is no doubt, victims need care and support school programs after an episode of violence. One can probably identify victims, but how can we identify victims of hidden violenceS like micro violenceS, the hidden curriculum, institutional abuse, ageism, intellectualism, structural violence (Galtung, 1969), economic violence, audio-visual content based violence (Nam *et al.*, 1998), object- based violence (OBV) and the list is not exhaustive. Proactive approaches and strategies are by far much better than reactive ones.

The sociology of bullying has already given the profiles of potential victims in schools or a classroom. They are simply "different" students who belong to extremes. They are either too fat or too slim. Too smart, or too "slow". Too studious or too lazy. Too attractive or too unattractive. Too rich or too poor. In one word, they are unpopular usually identified as geeks, weird, teachers' pets or belonging to a different ethnicity, religion, culture, region etc. They are "abnormal", "imperfect".

TABLE VII: STRENGTHS AND WEAKNESSES OF APPROACH 1

Strengths	Weaknesses
Permits to "punish" the bullies based on evidence	Do not detect hidden violence
Provide a feeling of relief for the victims and their families	That relief is momentary and thus misleading
Would probably deter would-be bullies	Requires cameras/presence of staff in unmonitored zones

### 8) Approach 8

*Comprehensive government-led initiatives* (Organization, 2009)

Government- led initiatives were always seen as a form of authoritative adult driven approach. Through training the different stakeholders, school administrators, teachers, and staff are required to follow a series of guidance to prevent youth violence in schools. Paradoxically, teaching and non-teaching staff have never been pointed out explicitly as the other source of institutional violence. Adolescents are usually condemned as being potential delinquent who suffer from an impressive number of disorders like CD, ODD, ADD and ADHD to mention only these. Government based preventive procedures focused on the roles of school administrators, teachers and staff believing that adults are wiser and more knowledgeable than students. This traditional approach that belongs to the 70's is still the predominant policy to rule schools and classroom in authoritative -sometimes authoritarian- ways. Teachers and non-teaching staff mental state has never been discussed or questioned. When appointing a teacher the only information required is their fitness and general health, never their mental health. "Experts say that teachers stress impacts their students' performances (McCarthy *et al.*, 2014). Staff mental health is still tabooed. Governmental reports are annually updated to prevent, assess and manage crises and decide about role enforcement and emergency response. The role of school counselors, psychologists, parents, and the whole community is pivotal as well. Every stakeholder has a role to play to maintain a preventive approach. However, excluding youth from the equation can be extremely detrimental. It can even be interpreted by students as an institutional violence and a refusal to share power with them or hear their voices.

TABLE VIII: STRENGTHS AND WEAKNESSES OF APPROACH 8

Strengths	Weaknesses
Government- led initiatives are experts led	Those experts may not be able to solve the different issues for occurring in different contexts
Based on training teaching/administration staff	Adult driven only and thus requires the whole community involvement including students themselves
Can benefit from governments financings	Money cannot solve all the issues related to violence

### 9) Approach 9

*Youth driven, youth led programs* (Larson *et al.*, 2005).

Adults justify their intrusion in youth sensitive decisions as a form of effective supportive mentoring. Youth see that adult's model is a burden by presenting strong arguments that show its ineffectiveness. Youth tried to prove that adult's model has proved its limit. They have also tried to prove that youth led program deserve to be implemented as a natural evolutionary development. According to Freire (1970), adults' intrusion can undermine youth creativity, sense of ownership, and quest towards originality and thus learning autonomy (Freire *et al.*, 2020). Youth advocating their approach insist on the fact that they are not the future of a nation but their leaders. The mutually exclusive approaches made the progress towards a democratized "adult's free zone" a hard fulfillment. However, decision making has always been perceived as the "*chasse gardée*" of authority figures, teachers and non-teaching staff during decades. Adult- driven approach is a serious competitor to youth led programs when



deciding about “their” education and career. Adults who advocate their approach see it as synonymous to authoritative parenting (Muraco *et al.*, 2020). Rejecting youth from the decision-making process is often seen as an institutional form of violence. On the other hand, rejecting adults from that same process is often seen as ageism, which is in itself another form of discrimination based on age. Both approaches are strongly defended by ideological arguments that champion the legitimate rejection of the other. The ideal solution would be a cooperative approach based on power sharing and collaboration rather than an ineffective rejection of the other.

TABLE IX: STRENGTHS AND WEAKNESSES OF APPROACH 9

Strengths	Weaknesses
Youth know more about their own issues	Lack adults/expert expertise
Contextual	Not welcome in every country/school
Provides a feeling of power and ownership	Lacks financing

### 10) Approach 10

#### Coalition and collaborations

For the advocates of this approach the blame game can never be the solution to stop or reduce school violence. Deflecting responsibility and pointing fingers is simply counterproductive. You have probably heard of the following proverb: *If The Young Only Knew & The Old Only Could*. It is all about listening to the unheard voices of others including the students themselves in the process. There are strategies schools can use to foster a sense of belonging, and change the students from mere victims/bullies/bystanders to active game changers. Involving the students in school regulations will send a strong message to the students. The school belongs to them. They must be a part of that family we call school. Schools, administration, research directed approaches have proved their sterility. “Students play an active and equal role in planning, learning, and leading their classroom instruction as well as contributing to the development of school practices and policies. This significant philosophical shift requires all stakeholders to embrace the belief that there is something to learn from every individual regardless of age, culture, socioeconomic status, or other qualifying factors”. (Student, nd). This strategy is based on sharing and caring. Caring about the students lives beyond classroom instructional outmoded mode and engaging them to be ready to share power with the rest of the stakeholders. Students are not minds to fill in with useless/useful content only; they are bodies and souls to feed too. They must feel 100% secure in schools and beyond. Parents should not be afraid to leave their children and think “Oh God, what if this day is the day”. Students whatever their ages, race, or background should be given a part of that power to make decision. Listening and sharing reinforce the sense of belonging and build relationships (Tracey & Baaki, 2022). The Need to use Community Collaboration to Prevent School is also advocated by researchers like Emslie (2012) and Ward *et al.* (2012). Sharing responsibility as a unified community is the claim of many studies among them (Khoury-Kassabri *et al.*,

2004). Research led continues to fall short because the rest of the community has been rejected. It “short-lived in practice concluded Wilson *et al.* (2003). Research led approaches could not detect and consider the vulnerable youth and this is the responsibility of school psychologists. Therefore, multidisciplinary is more than necessary. It is urgent today to be proactive instead of being reactive. Reactiveness is simply a proof of the whole community helplessness not to say incompetency. It is true, school violence needs ‘whole community’ interventions (Swingler, 2022), and sometimes concessions, a lot of concessions.

TABLE X: STRENGTHS AND WEAKNESSES OF APPROACH 10

Strengths	Weaknesses
A whole community approach might be productive	Violence occurred after the implementation of that approach which shows its limits
Multidisciplinary	Requires concessions from all the stakeholders (even if grudgingly)
Governments can contribute without a feeling of hegemony or guilt	Difficult to implement in certain schools since persistent attitudes often prevail

### III. THE SCENARIO BASED APPROACH (S.B.A)

The half century experience of violence in Algerian schools is a loud deafening message for all the stakeholders to learn from the past sour lessons we have gone through. Copying the others good and bad expertise could not save children who are the real victims of our -let’s face it- obsolete educational system. “Scenario planning is a method for developing and thinking through possible future states on the basis of different scenarios” (Schoemaker, 1995, as cited in Wulf *et al.*, 2010). It is based on proactiveness rather than reactivity and amateurism and the vague “do your job”. The scenario-based approach can build on the strategic planning innovated in the 60s. The 90s witnessed the appearance of strategic thinking. Both of the strategies could not be implemented in real world differing contexts. Still, the theoretical implications were apparently appealing for many school managers at different levels of responsibility. Whenever a strategy failed, the blame game was a solution. Scenario planning was first introduced in the 70s. “The main goal of scenario planning is to develop different possible views of the future and to think through their consequences for companies. Thus, scenario planning helps managers to challenge their assumptions and to be better prepared for possible future developments” (Wulf *et al.*, 2010). The discussion of consequences based on probabilistic scenarios was the core of scenario planning for it was creative. Flexibility was also one of the most important characteristics of scenario planning. That flexibility gives the possibility to answers quasi “what if issues” that would face managers. However, the complexity of the approach in terms of contextuality, standardization and transferability can be discussed. Benefits and pitfalls can be found in almost every approach. Therefore, thinking that an approach like the SBA can ever last is misleading. Contexts and cultures are ever changing and so do the possible -often- endless scenarios. Still, trying to combine all the approaches can give some hope to school managers, teaching and non teaching staff including parents. That feeling of having a certain power to predict can

have a contagious effect on students too who would feel those changes day after day.

TABLE XI :STRENGTHS AND WEAKNESSES OF THE S.B.A

Strengths	Weaknesses
Contextuality	
Based on proactiveness	Training might be required in staged classrooms situations with students acting different roles
Whole community based	
Needs no financial support	
Based on fiction that can be real	Needs a thorough audit before implementation
Predictability	
Theory based	
Applicability	Needs a theoretical /training based on the most updated
Ameliorable	classroom management theories
Endlessness of possibilities (scenarios)	

#### IV. AN EXAMPLE OF A SCENARIO BASED ON A REAL INCIDENT

##### A. Title

Teacher vs. VIP's daughter

##### B. Summary

*A student caught cheating tried to intimidate an invigilator by exhibiting the identity of her father.*

##### C. Whole Story

It was a typical exam day. A female teacher is invigilating students she has never taught before. They are all unknown to her. One of the students - a girl- was reading a small piece of paper probably a magnified text related to the exam's content prepared at home using the computer zooming option. Without any hesitation, and after being sure of the misdemeanour, the invigilator decided to publicly intervene - with a loud voice - asking the girl to give her the piece of paper used for cheating without going through any explicit or implicit warning. The student hid the small piece of paper and denied the fact. Having noticed the invigilator unperturbedly reporting verbally the illegal action on the invigilating report, the incriminated student reacted saying: *"Write you report! It is useless! You are just wasting your time! Do you know who my father is? Do you know that he is a highly ranked police officer?!"* In a threatening tone she continued, *"You will have trouble, think of your career. It's my advice to you..!"* Confidently, the invigilator finished the report, and tried to take the girl's exam sheet violently. In a hopeless attempt, the girl tried to disobey by keeping the copy behind her back and stayed until the end of the exam thinking that the invigilator is going to be dissuaded and withdraw the report. End of the exam time. The students gave back their copies. The girl was forced to finally give hers back. In the corridor - after the exam- the girl addressed the invigilator with a loud angry voice, *"You bully!! You bully!! You bully!!"*. Many students and colleagues witnessed that corridor incident. Having felt intimidated, threatened, accused and bullied, the invigilator decided to bring the case before the disciplinary committee to punish the incriminated girl.

Informed, the girl's father intervened and tried in his turn to intimidate the Head of the Department by emphasising his VIP status thinking mistakenly that it gives him and his daughter super rights. In vain. The report has been filled in, signed and given to the authorities. The Head of the

Department refused to intervene. It is now between the teacher and the girl. The Disciplinary Committee decided finally to punish the incriminated girl. End of the story? Probably.

##### D. Analysis

- Interpersonal violence
- Verbal, and nonverbal violence
- Paralinguistic features are apparent (tone, loudness)
- Unrelated persons involved
- Exceptional context (exam period that implies stressed antagonists)
- Both of the antagonists are female
- Loss of face
- Public confrontation
- Escalation

##### E. The Teacher's Mistakes

Showing a Zero Tolerance Policy cannot work in every situation.

The immediacy of the teacher uncalculated reaction is perceived as a mistake.

Disproportionality of the reaction

Not having warned the student that she is entering – in the second phase of the conflict- a dangerous territory. In other words, we could warn somebody that if he does not stop immediately misbehaviour he will aggravate his situation.

Use of illegitimate force (violence) to take an exam sheet.

##### F. The Student's Mistakes

Not doing her *mia culpa*

Use of her father's status to intimidate

Threatening the invigilator by insinuating that nobody can be more powerful than her father

Cheekiness (Addressing an adult authority with despire and disrespect)

Accusing the invigilator of being a bully

Stalking, and yelling at an authority figure publicly inside an educational institutional

##### G. The Father's Mistakes

Tried to intimidate the headmaster by exhibiting his status

Reinforced the feeling of victimisation in the invigilator perception

Escalated the situation by affirming the innocence of his daughter instead of her guiltiness.

##### H. Implications

1. Expect to face and manage unpredictable dangerous situations before they occur. Example of the dangerous situations you may face are:
2. Stares /staring, yelling, intimidations, threats, harassments, stalking, losing face. These might cause losing self esteem, feeling of victimisation, feeling of amateurism, and in extreme situations burnout syndrome.
3. Safety zone is the ideal policy. Too tough or too soft are both dangerous extremes.
4. Adjust the "dose" of your reaction according to the seriousness of the behaviour. In a more literary style, "don't kill a fly on your face with a hammer". It would be a non sense to enter a game chosen and

initiated by an adolescent. React proportionally if you have to do so. However, bear in mind that proactiveness is better than reactiveness.

5. Never confront a student publicly. It would be better to initiate a face to face - or better- a *mouth to ear* communication. Make it private, never publicise your messages. The other persons are not concerned with it. They should not be. They need to be concentrated in their exam subject. Don't get the whole class /amphitheatre (which is worse) out of track for something that you can treat secretly.
6. Exams are high stake moments. Do not overload the already overloaded, stressed, and anxious student with your over-reactiveness and authoritarianism. A smile, accompanied with few words whispered into the ear of that girl would have solved the problem. i.e., nip it in the bud. E.g. Eye contact, warning using the index on an eye or frowning with waving the index right and left - signifying "*don't do that, I am watching you, think twice before doing it*" -, would have dissuaded with dignity anyone to misbehave and - again- solved and saved the faces of everybody (student and teacher).

#### I. Dos for Classroom/Exam Management

1. Be proactive not reactive
2. Be alert from bell to bell
3. Use eye contact
4. Use body language instead of yelling. Yelling is counterproductive.
5. Dissuade instead of catching suspicious students cheating this will prevent escalation, verbal and /or nonverbal violence.
6. Smile, this will rehumanise the profession that has been dehumanised by myths about classroom management like the Zero Tolerance Policy or the "*Don't smile until Christmas*" educational fossilised mistake. Besides, smiling is highly infectious. Furthermore, when you smile during a high stake situation like exams, this will defuse the dangerousness and intensity of the situation. Smiles can also force the students to give you back respect instead of perceiving you as a police officer who wants to enail them for misbehaving. Zero Tolerance Policy has proved its limits in many situations, and in different schools around the world. No one could prove that that policy alone is the panacea.
7. The incident could be avoided if the nature of the exam question (content based) was discussed before. Cheating resulted from incapacity to "rote learn" content. The use of an essay or -better- a series of essays with a possibility to chose one -as a question- or an open book exam could be a smart option.

#### V. DISCUSSION

1. The use of the S.B.A is conditioned by a series of requirements. Teachers have to get a thorough knowledge about these:

- a. Classroom management strategies and techniques
- b. Nonverbal communication (N.V.C)
- c. and above all a thorough subject knowledge/expertise that could transform the classroom into a calm learning environment that would enhance the teachers self esteem and give the students feeling of progress, achievement and a linguistic security. Minds work better when mouths are smiling.
2. Wisdom and common sense should be the two extra scholastic qualities of teachers today.
3. Providing enjoyable classroom atmosphere is the responsibility of teachers. It requires an expertise in using humour that includes the gamification of the learnt content. (See article "Short Forms for Big Minds: Teaching Post- millennials Phonetics Using Youtube Music Clips"
4. Short form content (audio-visuals) rather than lecturing and long form content
5. To be better prepared to for possible future developments can be learnt
6. "The value of scenario planning does not lie that much in the creation of the scenarios but in the discussion of the consequences" (Bishop, *et al.*, 2007). The discussion is a way to confront the different theories that includes techniques, strategies and approaches.
7. Scenario planning provides the flexibility and openness of strategic thinking which Mintzberg (1994a) postulated (Wulf *et al.*, 2010). Strategic thing implies anticipating every possible move with some fixed patterns that could be understood through classroom observation and -or better- learning from the others mistakes which is smarter.
8. The quality of lessons/lectures if based on modern pedagogical principles that include relevance, fairness, fun, team work, progress-based approach etc can reduce and even prevent disruptive behaviours.
9. Inertia and copying the other teachers -including your former teachers- could be the worst thing you would do for the contexts are never the same. "A cognitive Inertia" (Hodgkinson, 1997) in a turbulent school is simply an intellectual nonsense.
10. There is no harm or shame to advocate an "integrative strategy framework" (Anton, 2015). Learning from diverse stakeholders -including your students- can be implemented to challenge your probably deficient existing assumptions and adopt a humbler approach. Involving students -and why not parents- can increase the feeling of ownership and belongingness. Learning from the "multiple stakeholders' perspectives and viewpoints" (Kuenkel *et al.*, 2011) is productive.
11. Adaptability to different conditions is a plus for changing environment feed the feeling of insecurity and unpredictability. How many of us could not help thinking of the long day at school before passing the threshold of the school doorway and said: Oh God, give me the power to finish this day in peace? Peace is all "we" need to progress. "We" include you, your



students, their parents, the non teaching staff and the whole community.

12. Scenario building is based on consistent and plausible stories. Those stories could be real, adapted, or fictional. Fiction as a lie can teach us the truth.
13. The most dangerous day in a teacher's career is probably his/her first day. That day every single student is observing you. Your students are reading you like an open book. They are expecting a lot from you. You only have few minutes to mirror the real professional "you". You have to observe them observing you, too. Therefore, you need NVC knowledge and expertise to do so. They do not need that. They have that as a second nature. That is their force. Use it. Shoemaker and Day (2009) book are an excellent reference that explains "How to Make Sense of Weak Signals". Those signals/micro signals can be read in the faces of your students or elsewhere. They are weak signals that might "kill" you -professionally speaking-if unobserved and ignored for one reason or another. Your mistakes in a classroom are usually paid cash.

## VI. CONCLUSION

Words can kill. Violence begets violence. School violence often stems from confusion and misunderstanding. It would be needless to say that settling rules at schools and classrooms create a better and safer learning environment. School and classroom rules can warrant an efficient management, limit disruptive behavior and help teachers to work in a predictable atmosphere. Settling norms creates a context of responsibility awareness which is a kind of initiation to enter adult world. Still, publicizing and explaining explicitly classroom/school rules as norms of conduct is not always sufficient. Teachers should consider the imperativeness of negotiating these norms, because just explaining norms will not be sufficient if we don't go beyond that explanation. A "because it is so" response is nonsense for the adolescent learners.

Before teaching, students' needs should be analyzed first. Needs analysis is one of the most efficient ways towards power sharing in schools and even inside classrooms. Again, ownership is the chief concept. Students want to learn things that are made inside their classrooms and not "made for them" inside laboratories. Involving students in the learning process is a proof of the validity of a whole pedagogy. It is a reflection of the learner-centered pedagogy. Students are THE real clients of the educational system. Students will be become active and responsible participants of THEIR own learning. Learners can be the first decision makers that would influence the whole process in a "customized" and contextualized approach rather than a "one-size-fits-all" approach. Students would accept more easily knowledge as a product and would adopt it when they own it as producers and consumers.

Three types of violence(s) in schools may occur in the same day, same school, same classroom, and even at the same time. Physical violence is simply the tip of the iceberg of school violence. Verbal and nonverbal violence through their apparent and mainly hidden manifestations maybe the first phases of violence. So, three different successive violence(s)

may occur in the same incident. Usually violence dynamics in school is typically psycho-social and by extent communicational (persons communicating with themselves/ or with other person(s). The teacher's nonverbal violence (throwing a property at the ground) triggered verbal violence -the two women insults-, that in turn caused physical violence. It is true, the explanation of such events might seem simplistic, but can also show variances and complexity that take a form of nine different unpredictable combinations. The scenarios that we can imagine can unfortunately be incredibly endless. So, be ready to face the craziest scenarios ever with wisdom knowledge and professionalism.

## REFERENCES

- Anton, R. (2015, December 1). *An integrated strategy framework (ISF) for combining Porter's 5-forces, Diamond, Pestel, and SWOT analysis*. Munich Personal RePEc Archive. Retrieved August 6, 2022, from <https://mpra.ub.uni-muenchen.de/72507/>
- Atkinson, W. W. (2010). *Fourteen lessons in Yogi Philosophy and Oriental occultism*. Nabu Press.
- Beane, A. L. (2009). *Bullying prevention for schools: A step-by-step guide to implementing a successful anti-bullying program*. John Wiley & Sons.
- Bennett, W. L. (2016). *News: The politics of illusion*. The University of Chicago press.
- Blase, J., & Blase, J. (2003). *Breaking the silence: Overcoming the problem of principal mistreatment of teachers*. Corwin Press.
- Bradfield, R., Wright, G., Burt, G., Cairns, G., & Heijden, K. V. D. (2005, May 24). *The origins and evolution of scenario techniques in Long Range Business Planning*. Futures. Retrieved August 5, 2022, from <https://www.sciencedirect.com/science/article/pii/S0016328705000042>
- Bvorel. (2022, May 26). *What is the "Whole Child" Approach to Learning?-SOU*. Southern Oregon University. [Internet] Retrieved from <https://online.sou.edu/degrees/education/msed/leadership-in-higher-education/whole-child-approach-learning/>
- Cooke, P., & Grix, J. (2000). *East Germany: Continuity and change*. Rodopi.
- Davenport, C. (2010). *Media bias perspective, and state repression: The Black Panther Party*. Cambridge University Press.
- Eaklor, E. B. (2006, April 19). *Upon an alien shore (April 19, 2006 edition)*. Open Library. Retrieved August 5, 2022, from [https://openlibrary.org/books/OL11710647M/Upon\\_An\\_Alien\\_Shore](https://openlibrary.org/books/OL11710647M/Upon_An_Alien_Shore)
- Emslie, A. (2010). *An analysis of collaborative efforts towards Violence Prevention in Urban Secondary Schools*.
- Freire, P., Ramos, M. B., Macedo, D. P., & Shor, I. (2020). *Pedagogy of the oppressed*. Bloomsbury Academic.
- Galtung, J. (1969, September). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167–191. <https://doi.org/10.1177/002234336900600301>
- Gehani, R. R. (1998). *Management of Technology and Operations*. J. Wiley.
- Gupta, M., Gupta, M., & Sharman, R. (2009). *Handbook of Research on social and organizational liabilities in information security*. Information Science Reference.
- Hodgkinson, G. P. (1997). Cognitive inertia in a turbulent market: The case of UK residential estate agents. *Journal of Management Studies*, 34(6), 921–945. <https://doi.org/10.1111/1467-6486.00078>
- Hudson, D. L. (2011). *Let the students speak!: A history of the fight for free expression in american schools*. Beacon.
- Joshi, S., & Joshi, R. (2016). *Designing and implementing Global Supply Chain Management*. IGI Global.
- Khoury-Kassabri, M., Zeira, A., Astor, R. A., & Benbenishty, R. (2004). *The contributions of community, family, and school variables to student victimization*. American journal of community psychology. Retrieved August 5, 2022, from <https://pubmed.ncbi.nlm.nih.gov/15663206/>
- Kuenkel, P., Gerlach, S., & Frieg, V. (2011). *Working with stakeholder dialogues key concepts and competencies for achieving common goals - A practical guide for change agents from public sector, private sector and civil society*. Books on Demand.
- Larson, R., Walker, K., & Pearce, N. (2004). A comparison of youth-driven and adult-driven youth programs: Balancing inputs from youth and adults. *Journal of Community Psychology*, 33(1), 57–74. <https://doi.org/10.1002/jcop.20035>
- Nam, J., Alghoniemy, M.B., & Tewfik, A.H. (1998). Audio-visual content-based violent scene characterization. *Proceedings 1998 International*



- Conference on Image Processing. ICIP98 (Cat. No.98CB36269), 1, 353-357 vol.1.
- McCarthy, C. J., Lambert, R. G., & Ullrich, A. (2014). *International Perspectives on teacher stress*. IAP - Information Age Publishing, Inc.
- Muraco, J. A., Ruiz, W., Laff, R., Thompson, R., & Lang, D. (2020, May 18). *Baumrind's parenting styles*. Parenting and Family Diversity Issues. Retrieved August 5, 2022, from <https://iastate.pressbooks.pub/parentingfamilydiversity/chapter/chapter-1-2/>
- Preble, W., & Gordon, R. (2011). *Transforming school climate and learning: Beyond bullying and compliance*. Corwin Press.
- Ruijter, P. de. (2016). *Scenario based strategy: Navigate the future*. Routledge.
- Sandstrom, H., & Huerta, S. (2013). *The negative effects of instability on child development: A research synthesis*. Urban Institute. [Internet] Retrieved from <https://www.urban.org/research/publication/negative-effects-instability-child-development-research-synthesis>.
- Schoemaker, P.J.H. and day, G.S. - FTMS. (2009). Retrieved August 6, 2022, from [https://www.ftms.edu.my/images/Document/MOD001074%20-%20Strategic%20Management%20Analysis/WK4\\_SR\\_MOD001074\\_Schoemaker\\_Day\\_2009.pdf](https://www.ftms.edu.my/images/Document/MOD001074%20-%20Strategic%20Management%20Analysis/WK4_SR_MOD001074_Schoemaker_Day_2009.pdf).
- Schwartz, P. (1991). *The art of the long view planning for the future in an uncertain world*. Currency Doubleday.
- Stones, S., & Glazzard, J. (2020). *The new teacher's guide to ofsted: The 2019 education inspection framework*. Learning Matters.
- Strike, K. A., Haller, E. J., & Soltis, J. F. (2005). *The Ethics of School Administration*. Teachers College Press.
- St. John, K., & Briel, L. (April 2017). *Student Voice: A growing movement within education that benefits students and teachers*. VCU Center on Transition Innovations. [Internet] Retrieved from <https://centerontransition.org/publications/download.cfm?id=61#:~:text=BENEFITS%20OF%20INCREASING%20STUDENT%20VOICE,Voice%20and%20Aspirations%2C%202016>.
- Sullivan, K., Cleary, M., & Sullivan, G. (2003, October 21). *Bullying in Secondary Schools: What It Looks Like and How To Manage It (PCP Professional S)* (First). SAGE Publications Ltd.
- Swingler, H. (2022). *School violence needs 'whole community' interventions*. UCT News. Retrieved August 6, 2022, from <https://www.news.uct.ac.za/article/-2022-06-06-school-violence-needs-whole-community-interventions>
- Tracey, M. W., & Baaki, J. (2022). *Cultivating professional identity in design: Empathy, creativity, collaboration, and seven... more cross-disciplinary skills*. Routledge.
- Ward, C. L., der, M. A. van, & Dawes, A. (2012). *Youth violence: Sources and solutions in South Africa*. UCT Press.
- World Health Organization. (n.d.). *Preventing violence through the development of safe, stable and nurturing relationships between children and their parents and caregivers*. World Health Organization. Retrieved August 5, 2022, from <https://www.who.int/publications-detail-redirect/preventing-violence-through-the-development-of-safe-stable-and-nurturing-relationships-between-children-and-their-parents-and-caregivers>.
- Wilson, S. J., Lipsey, M. W., & Derzon, J. H. (2003). The Effects of School-Based Intervention Programs on Aggressive Behavior: A Meta-Analysis. *Journal of Consulting and Clinical Psychology*, 71, 136. <https://doi.org/10.1037/0022-006X.71.1.136>.
- Wulf, T., Meißner, P., & Stubner, S. (2010, July). A Scenario-based Approach to Strategic Planning – Integrating Planning and Process Perspective of Strategy. *HHL-Leipzig Graduate School of Management*, 98. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.2614&rep=rep1&type=pdf>.