- What do we want for our children/students?
- What is necessary for their development?
- Which adults do we want them to become?

A. The ProDAS today at the Varèse school

Two groups of teachers followed the training and refresher courses, and a ProDAS team was created to continue the implementation of the method. Catia Zanarella (Italian section) is in charge of coordinating the team made up of Nathalie Leviel (for the French section), Barbara Loshscheller (for the German section), Nowaczyk Maria (for the English section) and Axelle Van Huffel (Dutch section).

B. When and how this method was born

This approach, originally called *the Human Development Program,* was developed in the United States (California) in the 1960s by clinical psychologist Harold Bessell, school psychologist Uvaldo Palomares and teacher trainer Geraldine Ball.

This method was born from the observation of the shortcomings observed in some adults and the attitudes and problems of violence found in some disadvantaged or even more affluent environments.
The authors therefore imagined an approach aimed at prevention and decided to experiment with it starting from the last class
maternal. Seeing the success of this approach, they decided to continue
their work in primary and secondary schools and also at universities.
Practicing this method quickly shows **children's improved ability to express their needs and feelings, instead of using more aggressive behaviors.**

Very quickly, **the violence decreased** and was replaced by a better consideration of others. The **shyest** children express themselves and blossom more easily in the group: in fact, the term "magic circle" was born from the children's exclamation during a session in which a child who never spoke expressed himself!

When this program is used regularly, **more harmonious relationships are observed;** young people are more capable of finding solutions to problems that arise and **motivation to learn increases**
and it can even become a source of pleasure.

The ProDAS tool brings awareness to the fore .
This method works on **communication and therefore on social interactions.**

This method leads people (young and old) to reason better, to think better, to communicate openly and to understand each other. In this way it is a good tool for preventing conflicts, because it facilitates the resolution of those that occur.

C. Difference between ProDAS and KIVA

Kiva is centered on bullying, and although it can be a prevention method it remains more focused on concrete actions to take, and how to deal with a situation with bullying.

D. Objectives of ProDAS

The primary objective is to pursue the fundamental mission of education, which is to lead the young person to become a thoughtful and responsible adult, so that he or she can contribute to the progress and stability of society.

The ace favored by ProDAS is prevention. It is focused on Being aware, Listening to oneself and others and Acting responsibly with and for others.

This technique addresses several variables: achievement (learning - self-confidence); personal identity (present and future - consciousness); effort; and explore feelings.

ProDAS aims to encourage young people to engage themselves, to make the necessary efforts both to reach their full potential and to live in the community.

These activities aim to show people (especially young people) that their ability to think is a power to be used constructively.

ProDAS aims to make people aware of what they can achieve and how this can impact others and the environment.

E. ProDAS Requirements

This program is based on three fundamental needs to become an adult:

    ÿ The need and need to be loved

ÿ The need and need to be accepted

ÿ The need and necessity to achieve

Fundamental values and postulates of this approach

- Everyone has an intrinsic value within themselves

- Every individual has the right to autonomy

- Everyone needs and has the right to feel accepted and loved.

ProDAS seeks to create a caring and welcoming atmosphere to allow each participant to acquire some emotional and social skills on their own. These will be acquired by experimenting with them, and (re)living them in person.

ProDAS seeks to develop mutual trust. This arises from the established climate of acceptance: the participants then feel at ease to communicate their ideas and feelings. This demonstrates the importance given to the work of the consciousness factor.

F. Indicators of success:

The first indicators of the success of the implementation of these animations in a school and their positive effects are
- A serene atmosphere of tolerance and care.

- Greater attention and consideration for others is quickly observed, which leads to better cohesion and solidarity in the group.
- Mutual trust is gradually established: participants feel comfortable enough to communicate their ideas and feelings without fear of being judged or laughed at.

- Emotional and social skills are naturally and easily acquired by children: they can experiment and live them directly, in a warm and attentive atmosphere.

Regular and respectful practice of the approach allows for better knowledge of one's group and better interpersonal relationships.
It promotes a benevolent attitude and non-violent communication.
It allows for harmonious personal development.
Another positive effect regularly observed at the team level of educators and teachers trained in this technique is that it can lead to better team cohesion and more sincere relationships.

G. ProDAS: prospects for tomorrow

In the first phase, the aim is to accustom children to this way of expressing themselves and interacting from the first grade or even from M2. Then in a second phase, do more scattered sessions according to questions and/ or needs.

Using this project as prevention, the best time to start these sessions is the beginning of the school year.

For teachers:

Participation in the training must be voluntary, as participants will be asked to accept personal involvement.

They can call the prodas team when they have a problem but also and above all when they want to create a welcoming environment especially when there are new students.

Then they can continue to maintain the rules also in managing their class and their courses