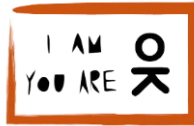




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## **PROGRAM of workshops for teachers**

Erasmus+ project „I am OK, you are OK”

**Project goal:** raise awareness among primary and secondary school teachers, students, and parents about bullying and cyberbullying prevention processes

Website: [I am OK, you are OK](#)

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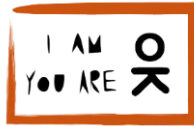
**PROGRAM of workshops for teachers school staff  
(teachers) as part  
of the project "I'm OK, You're OK"**

Duration: 10 h

<p><b>The main objectives of the workshops</b></p>	<ul style="list-style-type: none"> <li>• Raising teachers' awareness of the symptoms, short and long-term consequences of bullying among students, ways to prevent the phenomenon and ways to intervene</li> <li>• Equipping teachers with tools to build a positive atmosphere in the classroom based on mutual respect and trust in accordance with the Positive Discipline method.</li> <li>• Expanding teachers' awareness in the context of ways to strengthen students' social skills, i.e. assertiveness and empathy, non-violent communication, the high level of which minimizes bullying among teens.</li> </ul>
<p><b>Detailed objectives</b></p>	<p>Acquisition of skills:</p> <ul style="list-style-type: none"> <li>• recognizing the temperament of individual students and the behavior that it causes</li> </ul>



	<ul style="list-style-type: none"> <li>• constructive communication with elements of assertiveness, empathic reactions in relations with students</li> <li>• formulating messages in accordance with Non-Violent Communication (NVC)</li> <li>• building relationships with students based on respect, kindness and firmness in accordance with the Positive Discipline method,</li> <li>• raising awareness of the destructive phenomenon of bullying and cyberbullying, taking into account its long-term consequences, which will allow teachers to learn the causes, identify symptoms and effects of such violence against which students use against themselves</li> <li>• Learning adequate ways of reacting to violent behavior among students, which will allow to minimize the phenomenon.</li> </ul>
<b>Methods</b>	Activating role-plays, brainstorming, case study, mini-lecture, moderated discussions, mini-group work, individual work, coaching



	questions, psycho-education, online video projection
<b>Materials</b>	Paper, markers, flipchart, pens, Powerpoint presentation, laptop,
<b>Results</b>	<ul style="list-style-type: none"><li>• Strengthening competences in building a favorable atmosphere in the classroom (as one of the most important factors minimizing the occurrence of bullying among students)</li><li>• The ability to use Positive Discipline tools to build a respectful, accepting and trusting teacher-student relationship</li><li>• Acquisition of competence in non-violent communication (NVC)</li><li>• The ability to identify the phenomenon of bullying among students, adequate response and prevention.</li></ul>



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## **The program - Introduction**

### **1. Introduction of the trainer.**

### **2. What will be worked on during the workshop?**

The trainer briefly tells the participants about the workshop objectives.

The project "I am OK, You are OK" aims to raise awareness of students, teachers and parents about the destructive phenomenon of bullying - violence that students experience at school from their peers, its symptoms, ways of reacting to it, its effects in adult life and now. The study shows that at school, students encounter various forms of violence (physical and psychological), malicious comments, critical evaluation, challenging, exclusion from the group, ridicule. The ability to recognize and respond to violent behavior is an essential skill for teachers which protects mental health (and thus self-esteem, educational achievement) of students now and in the future. If we know the types of such violence and the appropriate ways to react, we will be able to effectively intervene and prevent the phenomenon at the same time.

The teacher asks the teachers to complete an anonymous initial survey examining their level of knowledge in the area of bullying and ways of building relationships with students based on mutual respect, cooperation and trust.

### **3. Group rules**

The trainer distributes stickers and asks participants to write their names on them and stick them in a visible place on their clothes.

The trainer distributes 2 sticky notes to the participants and asks the participants to write down what we have and what we don't have permission to do during the workshop, in order to ensure an open, safe and friendly atmosphere for each other. Examples of rules that may appear in the



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contract: we do not interrupt each other, when one person speaks, the others listen, we speak for ourselves, we do not judge or criticize other people / we talk about behavior, not about the person, we switch off mobile phones, we are active and engaged.

The trainer collects the cards, reads them aloud, asks if everyone agrees to the presented rules. He sticks them in a visible place or asks one of the participants to do so.

#### **4. The teacher: who is she/he?**

#### **Moderated discussion/brainstorming**

The teacher asks the teachers what professions are included in the teaching profession? Who is the teacher?

- *The trainer supplements statements* – An educator, sometimes a therapist, a mediator, a nurse, a policeman, an animator of games and activities, a tour organizer and a guide, a dietitian, an accountant and a secretary.
- The trainer then asks: what is the biggest challenge that you face at work, what motivates you to do this job?

## **INTRODUCTION TO THE POSITIVE DISCIPLINE METHOD**

### **Positive Discipline - Mini lecture**

The analysis of data from effective anti-bullying programs in the world shows that it is important to implement solutions aimed at creating a favorable, student-friendly climate in the classroom, which will affect, among others, on the development of positive features of social coexistence, preventing the formation of excluded groups and provide young people with a sense of security in the classroom.





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A tool supporting teachers and parents in building such a climate in the classroom and at home is the international method of Positive Discipline (according to the results of the UNESCO report from 2019) which strengthens the mutual ties between adults and young people. It also builds a relationship based on trust and mutual respect, which is crucial in preventing bullying thus reducing the occurrence of negative phenomena, including bullying, and encouraging young people to cooperate with adults.

Positive discipline is a classic educational method that has been developed for 40 years in the world, it is based on relationships and mutual respect. Its roots go back to the individual psychology of the Austrian psychotherapist Alfred Adler, who believed that all people have one basic desire: they want to feel that they belong and that they are important. It assumes kindness and firmness in communication with children at the same time, assuming that instead of having no choice (which is typical for traditionally understood discipline), the child has a limited choice, taking into account the boundaries of other people. Positive discipline emphasizes and builds children's vital competences (independence, cooperation responsibility, assertiveness, problem solving). It stands in opposition to the approach according to which, in order for children to start behaving better, they must first feel worse (through punishments, bans, blackmail). It encourages the creation of rules of conduct, agreements together with adults, which can bring the desired effect - children are more likely to follow these rules if they participate in the process of creating them and at the same time find out why it is so important to follow them.

The Positive Discipline Method is a midpoint between the traditional authoritarian (strict) upbringing and the permissive (indulgent) upbringing.



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### **Positive Discipline - Brainstorming session**

The trainer asks the teachers what they associate with strict upbringing and writes down the answers on the flipchart. Then, she asks what kind of adults are brought up using this upbringing method? She then displays a Powerpoint slide on the consequences of this teaching method.

The consequences of permissive teaching are discussed in the same way.

### **Positive Discipline - Exercise**

The trainer asks the teachers to stand in a semi-circle in front of her and imagine that they are children of their students' age. She plays the role of the teacher and tells them a dozen or so different messages from the previously discussed educational methods. She asks them to take a step forward if the given message encourages to cooperate with such a teacher, a step back if the message is discouraging. They stand still if the message is neutral in their perception.

She then asks what those messages have to do with making you take a step forward?

It is important to elicit such responses as: tone of voice, respectful message, choice, question instead of command.

This way, the participants of the workshop will begin to exchange the first tools of Positive Discipline (tone of voice, limited choice, a firm and kind message at the same time, agreements, questions instead of instructions ... etc.), which the trainer will present on the presentation slide.

Then she will present what kind of adults we raise using the Positive Discipline method.



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## **Positive Discipline - Brainstorming**

She then asks teachers what annoys them most about students' behavior? The answers are written down on a flipchart under the heading CHALLENGES.

She then tells them to imagine their students in 30 years, whom they meet on the street and exchange a few sentences with them. After this conversation they have a reflection: "What a great adult has grown out of this student of mine". What qualities and life skills does he have that such a reflection came up?

The trainer writes down the answers on a flipchart under the heading COMPETENCES.

The host summarizes that the PD method allows you to build these competences in children and deal with challenges using the Positive Discipline tools that we will be learned during the workshop.

## **Positive Discipline - Exercise in mini groups**

The flagship tool of Positive Discipline is a firm and kind message. The leader divides the participants into groups of 3 and distributes a dozen or so cards with various messages from adults to children, the task of each group is to choose only kind and firm messages at the same time. Then, in the forum of the group, individual choices are discussed and possibly corrected by the trainer.

## **Positive Discipline - Role-play**

With the help of the following scene, the trainer introduces/allows you to experience the second important PD tool - Questions instead of commands.

The facilitator asks 6 volunteers to act as teachers and 1 volunteer to act as a student. Then, she distributes 2 messages to 6 teachers, one containing a COMMAND, the other a REQUEST IN THE FORM OF A QUESTION. She then asks them to read their instructions one by one to the student (played by



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one of the teachers), who after this round gets questions from the trainer: What did you feel, what did you think, what did you decide after hearing this message?

In the second round, she asks the teachers to read their message in the form of a question to the student, and then again the trainer asks the student questions: What did you feel, what did you think, what did you decide after hearing this message?

It is important to elicit that he felt treated with respect, thought that the teacher respects him, takes his opinion into account and decides to cooperate with him.

Summary of the exercise asking teachers if they see the difference between messages in the form of commands and questions.

### **Positive Discipline - Mini- lecture**

The instructor discusses other PD tools that teachers can use to create a positive atmosphere in their classroom and take care of their relationship with students, i.e. limited choice, concluding contracts, creating plans, special time (quality time).

### **Why do children behave in ways that adults do not approve of?**

The teacher draws an iceberg on the flipchart and explains that the child's behavior is just the tip of the iceberg, the rest (the reasons for this behavior is under the surface of the water and it is invisible to us). It is important not to focus on the behavior, but on what cannot be seen, i.e. the emotional need that is behind the unwanted behavior, i.e. THE NEED FOR BELONGING and MEANING, a basic human need.



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If children do not feel that it is satisfied, they begin to exhibit undesirable behaviors, believing that in this way they will satisfy it. What is needed here is conscious adults who will not only react to what is visible, i.e. undesirable behavior (by applying punishments they additionally worsen the child's emotional deficit) but will only look under the surface of the water and notice the unsatisfied need for belonging and meaning - and respond to it, then the inappropriate behavior is eliminated.

### **Brainstorming**

The trainer asks the teachers a question: How can you meet your students' need of belonging and being significant? She then writes the answers on a flipchart.

It is important for the following answers to appear: giving them limited choice, showing understanding for their feelings and emotions, not using punishment, asking questions instead of giving orders, spending special time with them once a week.

The trainer shows a slide of a Powerpoint presentation, which shows what 4 wrong strategies (behaviors) children fall into to satisfy their need for belonging and importance.

- 1) **Attracting excessive attention** - this is the belief that you are important when you are the center of attention
- 2) **Gaining power** - the belief that only those who are strong deserve recognition
- 3) **Revenge**, the criteria of belonging to a group is to repay the same way for the wrongs suffered, I am hurt so I can hurt others
- 4) **Lack of self-confidence** - it's proving to others that you're not worth much, the child doesn't even try, claiming that he can't and will never learn it



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Then the teacher shows slides of the presentation, on which she explains how a particular wrong strategy manifests itself and how to react to it in an optimal way.

### **Logical Consequences**

- another tool of Positive Discipline

#### **Logical Consequences - Moderated discussion**

Punishments and logical consequences

The trainer asks teachers what children learn through punishment?

She writes the answers on a flipchart.

#### **Logical Consequences - Mini lecture**

She then presents the real effects of punishment according to the method of Positive Discipline, i.e.:

- it show that adults can't be trusted,
- teachers are against me
- I won't get caught next time
- the world is unfair
- nobody understands me
- there's something wrong with me

The use of punishment weakens the adult-child relationship and does not encourage the child to cooperate. On the contrary, it encourages resistance, scheming, or excessive obedience out of fear of punishment, not out of an genuine need to behave in a socially acceptable way.

The trainer then displays using a Powerpoint presentation the first alternative to punishment in accordance with the Positive Discipline method,



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i.e. logical consequences. She also shows the difference between punishment and consequence.

Emphasizing the 4 criteria, the so-called 4Ps of logical consequences are:

- 1) Connection - means that there must be a direct relationship between the child's behavior and its consequences (e.g. the teacher takes away the phone that the child used during the lesson)
- 2) Respectful (not humiliating, guilt-ridden or embarrassing for the child)
- 3) Proportional (reasonable from the adult's and the child's point of view)
- 4) Presented in advance (the child is warned about what the consequence will be if he/she does not change his behavior)

Another alternative to punishment is:

### **Natural consequences**

Natural consequences occur automatically without adult intervention. If you go out in the rain without an umbrella, you'll get wet. If you don't bring your gym clothes, you won't be able to exercise. People learn responsibility best by bearing the natural consequences of their actions, so let children bear it. It is then important to refrain from "I told you so" comments - it is disrespectful to the child. Natural consistency is a very helpful tool and a learning experience. It should be remembered, however, that it is not possible to adjust the natural consequence to every situation (when a child runs out into the street at a red light).

The final alternative to punishment is a tool called *Solution Focus Through Questions full of curiosity*.

However, it must be remembered that if we are looking for solutions together, everyone must first establish a connection with the rational part



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of their brain. This takes place when the first emotions associated with undesirable behavior subside and we do it when the level of emotions of all people involved allows for a rational search solutions. Finding solutions is not about focusing on the problem and wondering why the child did what they did. Questions starting with WHY make the child feel accused, start to justify, often confabulate to explain their behavior at all costs. It is important that the most important thing for adults is to find a solution to difficult situations together, not to investigate why children behaved so badly. When looking for solutions, it is worth getting acquainted with questions full of curiosity.

Example questions: How do you feel about it now? How does it look from your perspective? How do you think your friend is feeling now? (e.g. in a conflict situation) What does this situation teach you? What are the possible solutions to this situation? What could help you feel better now? What do you need to do differently next time?

In this way, children learn to look for solutions on their own in difficult situations, develop empathy by putting themselves in the shoes of another person, draw conclusions, i.e. learn from mistakes and thus it does not happen at the expense of their self-esteem because there is no element of shaming, punishment or humiliation.

### **Natural consequence - Exercise - role play**

The trainer then chooses one teacher from the participants, and asks the other 2 students to play the role of students who had a conflict about who would sit next to the window in the classroom. They both wanted the same thing and one of the students forced the other out of the desk, calling him an idiot and emphasizing that no one likes him in class.

The task of the teacher will be to use the method of concentration on the solution with the help of questions full of curiosity.





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After the role-play, the leader asks the participants who played the role of students what they felt during such a dialogue with the teacher?, what did they think? what important skills did they learn? Did it encourage them to work with such an adult?

### **Encouragement instead of praise**

- another Positive Discipline tool that builds a lasting sense of self-esteem in children.

### **Encouragement - Mini-lecture**

Well-intentioned teachers often discourage children and make them feel helpless. They don't think about the long-term effects of their messages. Teachers do not take into account what children may think about themselves, hearing those messages a hundred times. They may think: "I'm unimportant", "I'm useless", "I can't handle it", "Better let others do it." It is very important to remember that we (as adults) may not feel comfortable with encouraging phrases until we realize their long-term results.

Instead of focusing on:

1. what is wrong,
2. why it happened,
3. what the child should feel about what they did
4. and what they should do to fix it, it is worth encouraging them by asking the question:
  1. what made you react like that?
  2. what did the child think was the cause?
  3. what does the child feel?
  4. what did they learn?



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5. what solutions were offered to him/her? and

6. how the child can use what he has learned in the future?

### **Encouragement -Exercise**

The trainer asks 2 volunteers to play the role of students.

The task of the students is to listen to the messages they receive from the trainer who plays the role of a teacher and to say whether they like these messages and if YES / NO, why.

(Some messages are typical praise, others are encouragement)

**PRAISE** Good job! Bravo!, I'm proud of you! I like your drawing, great! You did exactly as I told you, You are very smart, Awesome!

**ENCOURAGEMENT(GIVING SUPPORT)** You worked hard, you deserve this grade, You can be proud of yourself, How do you like your drawing? I trust you'll make the right decision, I can see you're getting better at these math calculations.

The trainer then shows on the slide the difference between praise and encouragement. By emphasizing that praise develops a child's need to gain the approval of others at all costs, it strengthens perfectionism (which is not good for mental health), competition with others and teaches that only the end result counts, not commitment and contribution.

### **5. What is temperament and what is it responsible for?**

**Exercise:** The trainer asks the teachers which animal turtle, lion, chameleon or eagle they would like to turn into for 24 hours.

Then people who have chosen the same animal form a group and write down all the positive character traits that they associate with this animal and that made them choose it. Then they list the faults of the other 3 unselected animals.



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Then all groups discuss their chosen animals in the forum.

The trainer asks at the end: WHAT DOES THIS EXERCISE PROVE?

It would be good if there were conclusions that we are all different, that what is an advantage for someone is a disadvantage for another, that it is impossible to say who is the best because everyone has pros and cons. If everyone was the same it would be boring. Everyone has different resources and that's the value.

## **Temperament**

### **Temperament - mini lecture**

As the previous exercise showed, we are very different from each other. Some of us are capable of long-term work on something, others get tired quickly, impatiently, discouraged. Some are calm, others easily explode, want to dominate, do not miss the opportunity to retaliate. There are high energy people and there are low energy people. There are those who easily make contact with others, but there are also those who prefer their own company. Some people find it easy to be the center of attention, while for others it is a huge step out of their comfort zone. Temperament is a relatively constant element of our personality, it is not susceptible to change.

Hippocrates back in the 5th century B.C. noticed that people are characterized by different types of personality and his descriptions are still the basis for classifying different types of temperaments.

Therefore, we distinguish: melancholic, choleric, sanguine, and phlegmatic

The trainer presents a description of individual temperaments on the Powerpoint presentation and asks the teachers after each of them if they



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have a student with such a temperament in the class and what his/her behavior results strictly from the temperament.

## **Soft skills that minimize violent behavior (including BULLYING) in children**

### **Temperament – Mini lecture**

The trainer lists 4 skills that reduce the tendency to use violence against peers, i.e. assertiveness, empathy, non-violent communication and the ability to resolve conflicts while emphasizing non-violent communication (NVC)

## **NON VIOLENT COMMUNICATION (NVC)**

The trainer presents NVC (mini-lecture)

The main assumption of NVC is to use language that does not hurt, and thus promotes a better understanding of yourself and the other person.

The creator of this agreement, M. Rosenberg, called it the language of the giraffe, while the evaluative, hurtful way of speaking called it the language of the jackal.

NVC is a life attitude that allows creating situations in which each participant gains something, it is a way of communication that consists in respecting own and others' feelings and needs and striving to respect and satisfy them in a non-aggressive way (without physical violence, but also psychological, without exerting pressure, emotional blackmail, forcing certain behaviors by means of threats and punishments.

NVC is a path of empathy, a path to a life based on good relationship with other people.

Rosenberg described the language of the giraffe as the language of empathy and respect, used from the perspective of "I". The Jackal, on the other hand,

uses language that cuts us off from contact - uses evaluation, judgment and blame, he speaks from the perspective of "YOU". Why a giraffe? The giraffe is a mammal that has the largest heart in relation to its body weight. Thanks to his long neck, he looks at the world from a wide perspective - he has a very wide view of the situation and can cover the whole of what is happening.

In the world of Nonviolent Communication, the giraffe uses the "language of the heart" - feelings and needs. Speaks in the singular, talks about himself, uses the message I. During a conversation, she wants to hear the other person and wants to be heard herself. He wants to reach his own and other people's needs, both satisfied and unsatisfied. He wants to be in touch with his feelings and with the feelings of others - even when it's difficult. The giraffe is above all honest and talks about what is going on in her heart. Says "no" when he means "no" (assertive attitude) Treats everyone with respect and empathy. When a conflict arises, he looks for a solution that will satisfy all parties.

The Jackal, on the other hand, uses the language of assessments, judgment, often blames, speaks from the perspective of "YOU". The jackal will be happy to tell you what's wrong with you, the child, unasked will assess your personality, your abilities - will give a lot of unwanted advice, embarrass and humiliate. The jackal simply knows best and is always right! It is easy to recognize him - he uses labels during the conversation - he tells you how you are (e.g. lazy, irresponsible ...) and he likes to use stereotypes (e.g. boys are childish, lazy, and girls are too hysterical ...). The jackal wants to dominate and be right.

## **NVC - Group exercises**

The trainer displays a PowerPoint presentation on which there are various giraffe and jackal messages and the task of teachers is to identify them.

On following slides there are examples of YOU messages - the language of the jackal and the trainer asks the teachers to try to modify them to sound like the language of the giraffe (NVC)

The trainer summarises the exercise.

It is important to be aware that in our communication there is a choice of the language of this communication with others. What's more, students hearing this language from us adults will most likely model it.

Then the teacher presents a model of 4 steps to formulate a message in accordance with NVC.

### **The 4-step model of NVC:**

1. Expressing your feelings and emotions.

I feel/am (feeling).....

2. Description of the facts which we refer to - observations without evaluation. When I see (description of facts).....

3. Expressing your needs - what unsatisfied need made us feel this way. Because I need.....

4. Communicating your expectations - that is, expecting/requesting specific behavior in the future. I expect in the future.....

## **Pairwork**

The trainer asks teachers in pairs (teacher/student) to try to train communication between themselves according to these 4 steps



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## Empathy

The teacher writes the term EMPATHY on the board and asks what it actually means and why do we need EMPATHY at school? (moderated discussion)

### Empathy – Mini lecture

Empathy - the ability to emotionally empathize with the feelings of others. The ability to see the needs of other people, the ability to take someone else's perspective, point of view, way of thinking or feeling, helps us to communicate better with other people.

Lack of empathy in a social context is a negative phenomenon because it leads to indifference, difficulties in conflict resolution and violence.

Empathy is also mentioned in the context of emotional intelligence.

When we think of empathy, it is worth emphasizing that empathy is a choice in approaching another person. Empathy comes from the desire to build a healthy relationship with another person. The opposite of empathy is self-centeredness. An egocentric person cannot understand the feelings or perspectives of other people, he looks at the world only from his own point of view, he believes that everyone should act according to his will. This makes it difficult for him to build healthy relationships with others. It is easy for him to hurt others, use violence.

### Empathy - Moderated discussion

The trainer asks the teachers a question: *How could students experience empathy from them on a daily basis?* Emphasizing that we build empathy in others when they experience it from us. She writes the answers on the board.



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## Assertiveness

### Assertiveness - Brainstorming session

The trainer asks the teachers: What does the term assertiveness encompass?

She writes the answers on the board.

- having one's own opinion - including the ability to express opposition/disagreement to e.g. the views of other people, their behavior towards us and others
- the ability to say no without intentionally hurting others,
- the ability to respond to criticism and express constructive criticism,
- the ability to express one's emotions and feelings

Assertiveness means defending one's rights and boundaries while respecting the rights of the other person. This attitude is the basis of healthy relationships, including the student-teacher relationship.

The trainer asks another question: Why do students need this skill? Let's list all the possible benefits of assertiveness in children.

Assertive behavior is usually contrasted with submissive behavior and aggressive behavior. Both in the case of submissive and aggressive behavior, we are not dealing with a healthy attitude.

### Assertiveness - Moderated discussion

The teacher asks the teacher a question.

How do you distinguish between assertive and aggressive students?

How can adults/teachers help train students to be assertive?





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## The ability to solve conflicts

The teacher explains that the ability to solve conflicts is one of the important soft skills, the development of which in young people (mainly by modeling it by adults) minimizes the tendency to engage in violent behavior towards peers.

### The ability to solve conflicts - Casestudy (groupwork)

**During a break after a PE lesson, 11-year-old Stan pushes Tom, who falls to the floor and cries.**

*Context*

*(At PE, when the boys were choosing the composition of teams to play football - Tom said to Stan: "I don't want you in the team because you're a loser and we always lose because of you!")*

Then the trainer asks the group a question.

How can the teacher optimally deal with this situation?

The trainer conducts a moderated discussion based on the answers obtained.

Then the trainer displays on the slide the main mistakes made by adults when "accompanying" students during conflicts

- Investigating, who started it? looking for the culprit
- Taking a stand with a child who is crying
- Generalizing - You always, YOU never
- Judging
- Threats



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- Pity
- Giving a ready solution, e.g. "apologise and avoid each other"

Then the teacher shows the optimal way to accompany students in their conflict, emphasizing that the role of an adult is to help them hear each other ... help to find the needs that are behind children's behavior

- *Stan, Tom - I want to talk because I see that something is going on between you, I would like to help you find a solution to this situation because I have the impression that it is difficult for you.*
- *Stan, were you angry with Tom because he said something unpleasant while setting the teams...? Yes? You wanted to be included by the guys?*
- *Tom, I can see that you are also nervous because you would like to talk and not start lighting right away, yes?"*

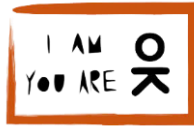
The Trainer discusses and displays the presentation:

**What is worth doing in the case of children's conflict?** The trainer emphasizes once again what Positive Discipline tools are helpful in teaching children to resolve conflicts

- Question: What happened, what made you react like that? – to get to know 2 perspectives, to determine who suffered
- Curiosity questions: How do you feel about it now?, how is your friend doing, do you think? What does this situation teach you?
- Searching for a solution. What ideas do you have for resolving this conflict/repairing the harm??
- A lesson for the future
- What do you need to do next time in a similar situation so that it doesn't happen again?



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### **It's worth remembering about:**

- Impartiality
- Active listening
- Paraphrasing
- Encouraging solutions
- Being a mediator, not a judge!

## **BULLYING**

### **Bullying - Mini lecture** – introduction

Research clearly shows that the problem of peer violence is an emotionally destructive phenomenon common in schools. Over the years from 1993/1994 to 2005/2006, there was no change in Poland in terms of reducing this phenomenon, and the scale of the problem in other countries, e.g. in Italy decreased by 15 percentage points. What has worked in other countries that have lowered these statistics? What strategy has proven successful? How do you know if a student is experiencing bullying? How is it different from ordinary children's conflicts? How to react to effectively stop it? How to talk to the perpetrator of bullying and how to talk to his victim? How to prevent the phenomenon? That's what this part of the workshop will be about.

The prevalence of the phenomenon in schools does not mean that we can ignore it. Violent behavior between students is too often treated in a lenient way, recognized as a natural element of growing up and manifesting one's own "self" by young people. But what if the abuser's actions lead to a nervous breakdown/depression or suicide of the victim? Is it then still



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possible to treat acts of violence as a natural part of the growing up process?

From the teacher's point of view, the need to respond to repeated acts of violence can contribute to emotional exhaustion and, as a result, lead to professional burnout. From the student's perspective, experiencing or witnessing bullying significantly increases the risk of serious mental health problems now and in the future.

Numerous studies also show that many teachers and pedagogues remain helpless in the face of this phenomenon. They openly admit that they do not know the solutions that effectively counteract peer violence, and sometimes their reaction unconsciously even worsens the situation between students.

The analysis of data from effective anti-bullying programs shows that it is important to implement solutions aimed at creating a trust-friendly, student-friendly atmosphere in the classroom, which will affect the development of positive features of social coexistence, preventing the formation of excluded groups. It will also ensure a sense of security and acceptance for young people in the class. A tool supporting teachers and parents in building such a climate is the international method of Positive Discipline in the classroom and at home, we already know that.

When reporting a problem, a victim of violence or a witness expects any form of help from an adult: from listening, through assurance of intervention, to actual actions aimed at dealing with the problem. The lack of reaction from people who should have a protective function towards students is a clear signal for the perpetrator and his followers that such actions are not prohibited in any way and will go unpunished and for the victim that no one is able to help him.

The phenomenon of violence among students is exceptionally destructive both for the victim, the perpetrator, but also on witnesses of violent



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behavior. Being aware of the above, one should realize that peer violence, experienced in various forms, affects about 35% of students in Polish educational institutions. Teenagers who fall victim to peer violence are three times more likely to self-mutilate and seven times more likely to attempt suicide - Włodarczyk J., Wójcik S., Scale and determinants of peer violence. The results of the nationwide diagnosis of child abuse in Poland [in:] Child Abused. Theory, research, practice, 2019. The study was conducted on a representative sample of 1,005 teenagers aged 11-16. The study shows that 59% of teenagers experienced peer violence, 41% of the respondents experienced it in the form of physical violence, and 28% in the form of psychological violence.

Włodarczyk J., Peer violence. Results of the National Diagnosis of the Problem of Violence Against Children,

<https://dzieckokrzywiane.fdds.pl/index.php/DK/article/view/55>

## **Bullying - Brainstorming**

The definition of **Bullying**

The teacher asks teachers when simple, innocent "teasing" a classmate has the traits of peer violence or bullying?

She writes the answers on the board.

She then completes the teachers' answers with presentation slides where the 3 defining characteristics of bullying are described (intentionality, repetition and power imbalance)



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## Features of bullying

In order for the response to abuse to be effective and to reduce the likelihood of similar incidents in the future, it is crucial to distinguish whether the aggressive behavior occurred in the context of conflict or violence. We talk about a conflict when two people or groups of people have conflicting interests and aspirations, e.g. two students argue over one specific place in the desk. Both parties involved in the dispute can be considered as equal partners with similar chances of "winning". Unlike conflict, violence always implies an imbalance of power. The perpetrator uses his advantage to harm the victim. This advantage can be of various nature:

- numerical: when a group of students bullies or excludes one
- physical: when the stronger/taller/elder beats the weaker/shorter/younger
- psychological: when a student with greater intellectual abilities manipulates a student with less potential
- formal: when the abuser has some kind of formal authority over the victim, eg is their parent, teacher or boss.

Reacting to a conflict as if it were violence and vice versa are mistakes often made in upbringing practice, which in turn can contribute to the escalation of aggression.



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## **Types of bullying**

### **Working in mini groups**

The trainer divides teachers into 4 groups and asks them to elaborate (list examples) particular types of peer violence. One group is developing verbal abuse, another is physical, a third is relational, and the fourth cyberbullying.

Then, in front of the whole group, the mini-groups present their picks.

The teacher supplements the above statements with a presentation slide with the types of bullying.

### **Effects of bullying (short and long term)**

The host displays the short and long-term effects of peer violence in the presentation. At the end, she asks the teachers a question?

What surprises you?

What is most troubling?

### **Effects of bullying - Groupwork**

Symptoms indicating that a student is experiencing violence

The trainer divides teachers into 3 groups and asks them to list all the symptoms that may indicate that a student is experiencing bullying in the classroom.

She then asks the representatives of each group to read out their proposals, and then displays a slide listing the most common symptoms of experiencing violence and checking which group was closest.

### **Effects of bullying - Mini lecture**

Symptoms that may indicate bullying happening in the classroom



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Teacher attention should be drawn to the following signs indicating the possibility of violence in the classroom:

- Negative leadership: class leaders behave arrogantly towards other students and teachers, while those outside the "power group" become less active in the classroom.
- Double standards of behavior: students behave differently around the teacher than when they are alone.
- The scapegoat phenomenon: one particular person, regardless of their actions, is repeatedly criticized, ridiculed, and their opinion is not taken into account. Students and often teachers get the impression that this particular student is the only "problem" of the group and is to blame for all the failures.
- Gradual isolation of adults: students avoid conversations with the class teacher and parents about what is happening in the classroom, they start using phrases incomprehensible to adults (seemingly neutral words to which everyone reacts vividly). The group responds with apathy to the teacher's suggestions.

## **Psychological portrait of the victim and perpetrator of bullying.**

### **Working in 2 groups**

The teacher divides the teachers into 2 groups and gives each group a sheet of paper and felt-tip pens and asks them to write down the characteristics of group 1 - the victim and group 2 - the perpetrator of peer violence.

Then, individual groups in the forum present their topic and the leader completes the teachers' statements about the characteristics of a victim of violence (potentially, victims may be physically weaker than their peers, they are afraid of physical injuries and therefore avoid dangerous games,





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some sports disciplines, fights, they have poor motor coordination, are cautious, sensitive, quiet, withdrawn from life, not very active, shy, cry often, are insecure, fearful, unhappy, have low self-esteem, subconsciously indirectly show others that they are of little value, show their helplessness - you can see that they are an easy target) and its perpetrator (they are easily irritated, mock others, deliberately say things that may hurt someone, threaten, make fun of, push others, poke, beat, bully, destroy other people's things, have a need to dominate and bully others, willingly resort to violence and threats, they pursue their will at all costs, they boast about their actual or imagined They are quick-tempered, impulsive, have a low threshold for frustration, have difficulty adapting to the prevailing norms and rules, are generally rebellious, disobedient and aggressive.

## **Witness**

### **Witness - Mini lecture**

However, it should be remembered that the phenomenon of bullying is not only an interaction between the perpetrator(s) and the victim. Equally important are the bystanders who witness the situation and play an important role in the nature and dynamics of the phenomenon. Four roles can be distinguished that bullying witnesses assume:

- 1) the perpetrator's assistants who join the aggressor;
- 2) the perpetrator's reinforcers who reward the perpetrator with their behavior (doping),
- 3) outsiders who do not react, and
- 4) the victim's defenders who take the side of the bullied student.

Bullying is therefore a group phenomenon. It is up to the witnesses to a large extent whether the phenomenon of bullying will develop or not.



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At the same time, one can observe a slow process of "desensitisation" to violence among neutral (witness) children.

Initially, they feel sympathy for the child experiencing bullying, regret, sometimes they feel guilty for the lack of their reaction, but not seeing an effective reaction of adults, they slowly become indifferent to the harm of the other person and even start to believe that children experiencing violence, bullying "are worse and deserve such treatment. The indifference of witnesses to violence and bullying is an additional consent for people who use it. Therefore, it is very important to sensitize the witnesses (class) to the harm of another child in the class by: emphasizing that the fact that we differ in appearance, temperament, strengths is a value, not a reason for discrimination, presenting children with the phenomenon of bullying and its destructive effects, and finally making them aware how crucial is their role as witnesses of the phenomenon in its reduction through a firm NO!

The trainer suggests that in the class, apart from the president and the treasurer, 2 children, a boy and a girl, should be appointed by voting as **ambassadors of empathy**. Their task will be to ensure that the class contract regarding unacceptable behavior towards classmates is respected - by the class and conducting initial conversations with perpetrators of bullying in the classroom, as well as reporting these incidents to the teacher. Any child in the class who experiences bullying will be able to report to the ambassadors violence by colleagues. These activities will make children co-responsible for reducing the phenomenon and make them feel part of the solution.



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## INTERVENTION

### What to do when we notice bullying?

- The main method of dealing with bullying should be INTERVENTION, which means stopping the person using violence from doing it, protecting the victim and helping children to get out of their roles.

### Brainstorming

The trainer asks teachers:

#### **What are the benefits of the intervention? Why is it so important?**

She writes the answers on the board.

#### **Then the trainer completes the teachers' statements about the importance of the intervention.**

The immediate reaction (intervention) to violent behavior is the most visible reaction at school in the event of events witnessed by the teacher. Since these interventions are seen by many people - in the corridor, in the changing room, on the pitch - they are an important element of the school's response system. They are his showcase and at the same time become a model for teachers and other students. That is why it is so important that the intervention is well thought out and has a similar course performed by different people and is based on a few basic principles:

**- Act without aggression!** Not using aggression in response to aggressive behavior is a basic principle of intervention. It is not easy, because students often provoke teachers by behaving disrespectfully towards them.

Why not react aggressively? Because aggression breeds aggression! Pupils, observing teachers' aggression towards them, learn that power and strength authorize them to behave aggressively. Act firmly and decisively, which will indicate your opposition to aggression and inform the student that you



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do not consent to such behavior. In a situation of aggression, the teacher reacts confidently, approaches the students, looks at them seriously, gives firm and short messages: "Enough of this!", "**Stop!**", "**You are breaking the rules!**"

- **Be brief and clear!** When intervening in situations of violence, it is worth avoiding moralizing, explaining and explaining - if only because a student who experiences anger, rage and tension (reptile brain) won't get much out of it then. The time for a longer conversation will come later, when the emotions drop.

The trainer then presents to the teachers:

### **Intervention flowchart**

1. Stop aggressive behavior - say "Stop!" and, if necessary, separate students.
2. Evaluate the situation - refer to the facts, do not judge: "You hit him!", "It hurt him/her!", "She doesn't want it!",
3. Refer to the established rules: "We agreed that...", "You are breaking our class contract!".
4. State firmly: "I do not permit this in our class/school!", "This is not allowed".
5. Announce the consequences and implement them: "I will inform the teacher about it!".
6. Stay in touch until the situation de-escalates - say what you expect or what students should do now: "Please stay here until the end of the break."
7. Prevent further contact between students, if necessary.



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## Common cause method

### Mini-lecture

The teacher presents an effective method of intervention to teachers (conversations with the class, individual students after identifying bullying in the class). She presents the method using a Powerpoint presentation.

This method was developed by Anatol Pikas, a Swedish psychologist. The starting point for the application of the "common cause" method is the statement that the student feels bad at school because he experiences violence there.

The "common case" method focuses on finding a solution to the problem - it does not explain the details of the violence situation, does not investigate or identify the culprit.

### 3 stages of the method

1. Individual "conversations" with each student involved (7 to 10 minutes per child)
2. Conversation with each student in the class (about 2.3 minutes per child)
3. Class meeting (45 mins)

There is a week break between each stage and the interviews should be conducted by the same person.

Sequence of the talks (conversations)

- First we talk to the perpetrator of the bullying, then to the victim of violence



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- This order is not accidental - the bullying person usually returns to class calmly because the conversation is not confrontational. This may positively influence the attitude of other people involved in the use of violence, they will then be more willing to cooperate.
- Conversation with the person experiencing violence, taking place at the very end, avoids - or at least reduces - the risk of being accused by colleagues of reporting or giving untrue details.

### **Time and approach**

- The first conversations should take place in this order and without interruption - preferably during one lesson.

The person conducting the interview should maintain a neutral attitude: not judging, not criticizing and not blaming – regardless of the student's behavior.

### **Conversation with a person who BULLIES**

- Ask the invitee to sit down. Look at her and wait for her to look at you. Start a conversation, for example: I heard/heard that you were rude to X. Tell me about it.
- If he says no, say: Yes, but something unpleasant happened to X.  
Tell me about it. ▷ Listen to what the student says, give him time to think - endure long breaks in silence.
- **Don't accuse, don't blame.** Keep the conversation going, but try to avoid asking questions. Accept, if the student blames others or considers his behavior to be right and justified, emphasize throughout the conversation that something is wrong with X (whoever is to blame).



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- So it seems that X is being hurt at school - say it firmly.  
Move on quickly.
- I'm wondering what you could do to help X in this situation.
- See what solution a student can come up with. Encourage. When something practical and appropriate comes up, say:
- Perfect. Try it for a week, then we'll meet and see how you're doing.  
Goodbye.

### **Conversation with the bullying victim if he/she behaves passively**

The role of the teacher here is primarily supportive.

1. I heard that some unpleasant things happened to you at school.
2. It looks like you've had enough of this.
3. Do you think there is anything that could improve the situation? –the teacher listens, negotiates solutions, determines the action.
4. Ok, let's try it for the next week, then we'll talk and see how things go. See you

### **Conversation with a bullying victim who provokes**

The role of the teacher here is also to help the student realize that his/her behavior should also change in order not to provoke violent behavior towards him/herself.

1. I heard that some unpleasant things happened to you at school.
2. It seems you've had enough of it.
3. Tell me more about it. How did it start?  
-at this point, we try to indicate to the student the relationship between his behavior and what happens to him at school (for example: whenever you go up to them and make fun of them, then they start to harass you).
4. Do you think there is anything that could improve the situation?  
the teacher listens, negotiates solutions, determines the action.

5. Ok, let's try this for the next week, then we'll talk and see how things go.

- The result of all the conversations conducted in the first stage is to determine how each student can, even to a small extent, change his/ her behavior.
- This can significantly rearrange the situation in the group and cause existing informal norms and rules of behavior to start changing

After a week, individual meetings are held again (in the same order as in the first stage) to help determine to what extent the students have achieved the goal set during the first meeting.

If the violent behavior continues, the teacher continues individual work with the students from the first stage to achieve the desired solution.

If it doesn't happen again, the teacher congratulates all students on their efforts and asks them to continue doing so. He also informs them that the next stage will be a group meeting and sets its date.

**Class meeting according to the common cause** method (you can use the content of the outline for students prepared in this project)

**Objective:**

- To make kids more sensitive to the harm of another child
- To emphasize that being different in appearance, temperament and strengths is a value, not a reason for discrimination.
- To introduce children to the phenomenon of bullying and its destructive effects.
- To make them realize the importance of their role as witnesses in the attempt to reduce the phenomenon of bullying.





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## Teachers' concern in interventions

### Exercises in mini groups

The trainer divides the participants of the training into groups of three.

She then hands out sticky notes and felt-tip pens. The task of the participants is to write down on pieces of paper all the fears and concerns that teachers may have when intervening in situations of suspected bullying. It is important that these difficulties are related to both external factors and difficulties in the intervention itself.

The trainer writes down 2 entries on the white board: "internal factors", "external factors".

She then asks the participants to stick cards with specific barriers, fears to one of the two slogans.

### Content that should be developed:

#### 1. Internal factors (connected with intervention itself):

Lack of knowledge of legal and non-legal intervention procedures (consultation with a lawyer – free legal assistance is available throughout Poland, at PCPR, etc., as well as at 800 100 100; familiarization with the procedures in effect at a given facility, consultation with a supervisor, fear of making a mistake, fear of disclosing lack of competence, fear of harming the child/family (awareness of the legal obligation to take action in the event of a threat to the safety of the child), belief that children are best able to solve peer conflicts themselves, (a thorough examination of the situation allows for an accurate assessment of the situation - is there is already violence or an ordinary conflict), fear of retaliation by the parents of a child who uses bullying (awareness that the person initiating the intervention acts on behalf of an institution whose purpose is to protect the child; support from the teaching staff/co-workers/supervisors), fear of legal consequences on the part of parents related to taking inter complaints, e.g. an accusation of a late



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reaction, complaints to the director (currently informing the supervisor about the actions taken; taking action within the applicable procedures), concerns about the child's safety after disclosing abuse, (monitoring the situation, developing a "safety strategy" with the child - what can be done in an emergency, how to avoid the threat, involvement of other teachers/students (witnesses) in protecting the child ), lack of faith in the effectiveness of interventions (analysis/updating of procedures in force in the institution and awareness of the consequences of not taking action), lack of a sense of responsibility for responding to peer violence; a sense that other people in the school are responsible for taking action (realizing that EVERY person working in the facility is responsible for responding to violence)

**2. External factors (connected with the institution):** lack of intervention procedures in the institution (developing procedures within the institution - creating a working group that will develop procedures, appointing a person or group of people responsible for creating and monitoring procedures), lack of support from superiors, (seeking support from colleagues – usually the group has more power and it is easier for it to introduce various changes, e.g. when the supervisor is passive, does not initiate changes), lack of understanding among other professionals (“it is better not to blow things up”), fear of losing the good name of the school/institution , (awareness that the school is an institution that has a legal obligation to react in a situation of a threat to the child's safety and that failure to react to violence leads to "loss of good name"), belief that another institution should intervene. (as above) After discussing the difficulties together, the leader asks the participants to approach the board and mark the fear with a dot – each participant should choose one difficulty, barrier or fear that concerns him in a situation of peer violence diagnosed.

At the end of this exercise, it is important to give teachers space for self-reflection to answer each other's question, "What can I do about my FEARS?" It is important that participants become aware of their own barriers and think about how to overcome them.



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At the end of the workshop, the teacher asks teachers **"How to counteract violence in the classroom?"** and asks each of them to answer this question, taking into account what they remembered most, what made the greatest impression on them during the workshop.

The trainer asks the teachers to complete an anonymous final survey checking their level of knowledge in the area of peer violence (bullying) and ways to build relationships with students based on mutual respect, cooperation and trust after the workshops.

She then thanks them for their commitment and time. She expresses faith in the teachers' new approach to bullying, as they realize their role in building a non-violent classroom climate that is respectful and accepting the diversity of each person.