Module 3. Preventing bullying

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Robotics vs Bullying

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Universidad de Burgos
Consejería de Educación. Junta de Castilla y León
Panevėžys District Education Center

European online training course

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How this session is going to be developed:

1. Emotions
2. Social Skills
3. Cooperative Learning
4. Preventing Bullying in Lithuania
5. Work group: case studies

What is emotion?

An emotion is an affective state.

A subjective reaction to the environment that is accompanied by organic changes (physiological and endocrine) of innate origin, influenced by experience.

Emotions have an adaptive function of our organism to our surroundings.

In humans, the experience of an emotion generally involves a set of cognitions, attitudes and beliefs about the world, which we use to evaluate a particular situation and, therefore, influence the way in which that situation is perceived.

Three Ways to Measure Emotion

1. Physiological – Adaptative

2. Cognitive – Subjective

3. Behavioral – Expressive

Three Ways to Measure Emotion

1. Physiological – Adaptative

– **Body/Physical**

- Blood pressure
- Heart rate
- Adrenaline levels
- Muscle activity when smiling, frowning, etc.
- Neural images
- Posture
- Tears
- Perspiration

Three Ways to Measure Emotion

2. Cognitive – Subjective

- Thoughts (observed indirectly through)

- spoken and written words on rating scales
- answers to open-ended questions on surveys and during interviews
- self-assessments or perceptions regarding the behavior and intentions of others
- other cognitive operations such as rational/logical thinking

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Three Ways to Measure Emotion

3. Behavioral – Expressive

- Behavior

- facial expressions
- activity level
- alertness
- screaming
- laughing
- smiling

- aggression
- approach/ avoidance
- attention/ distraction
- anhedonia

Emotion Theories

Emotional Expressions

Emotions Cognitive Neuroscience David Eagleman Jonathan Downar

Emotion Theories

Plutchik Three-dimensional Circumplex Model
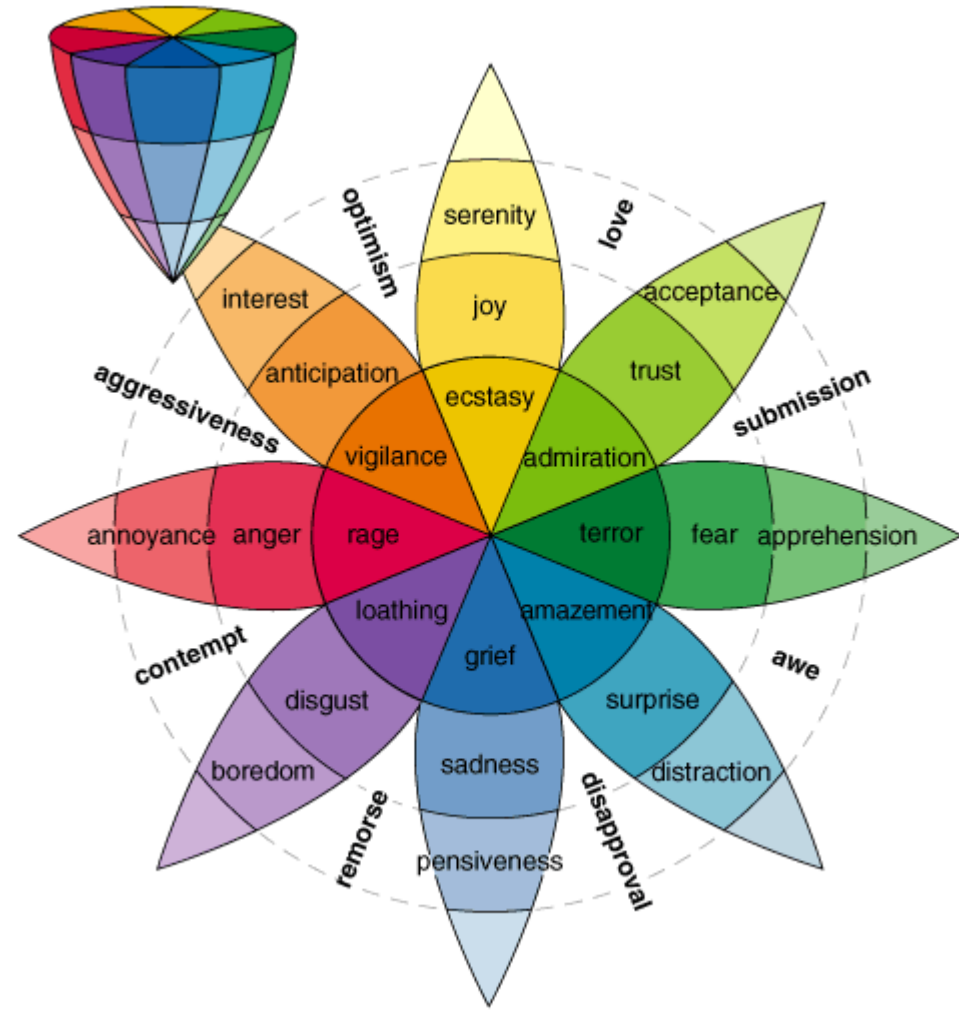
Applying Plutchik's model in the classroom
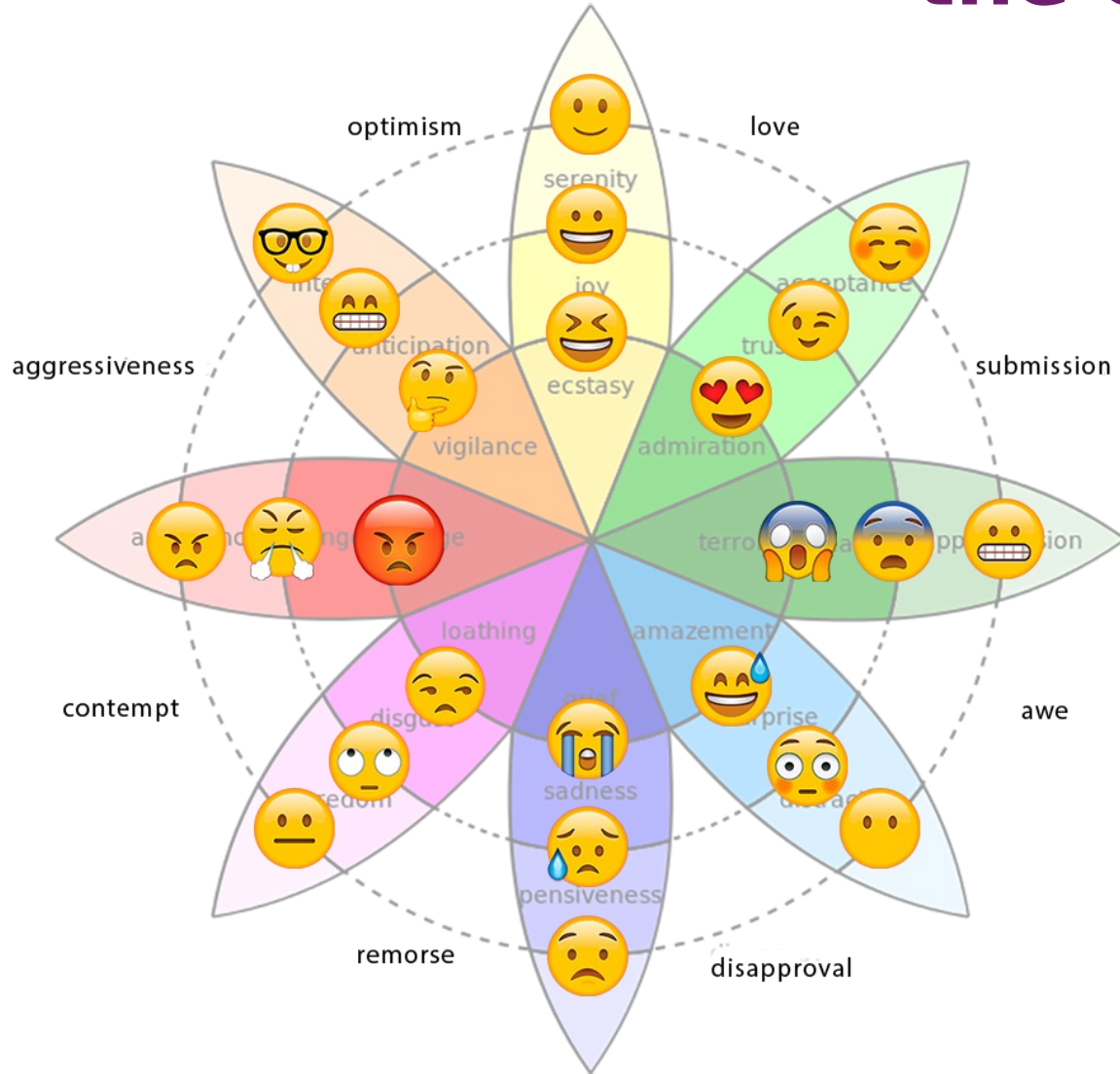
Emotion and Brain
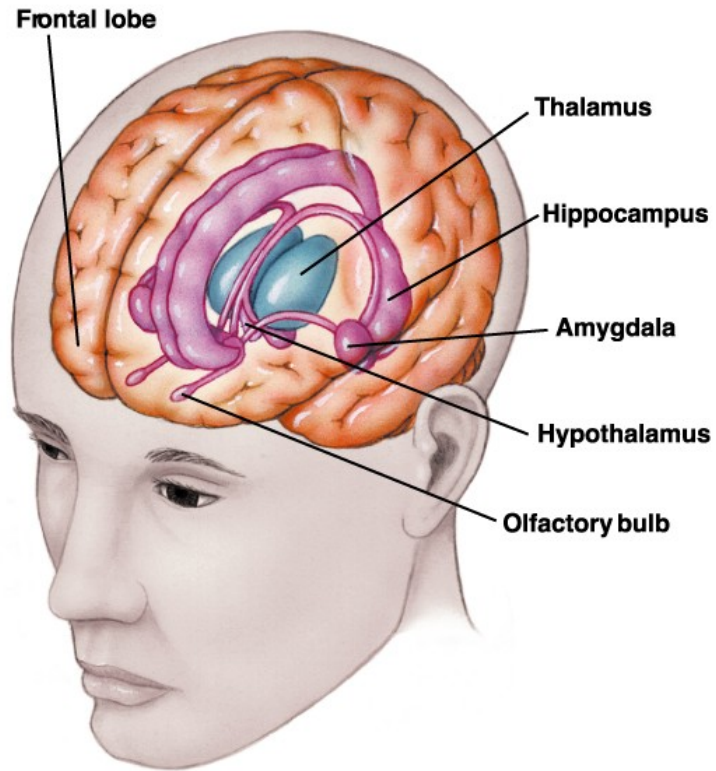
The classroom is an emotional place

The emotional well-being of students should be viewed as an educational goal

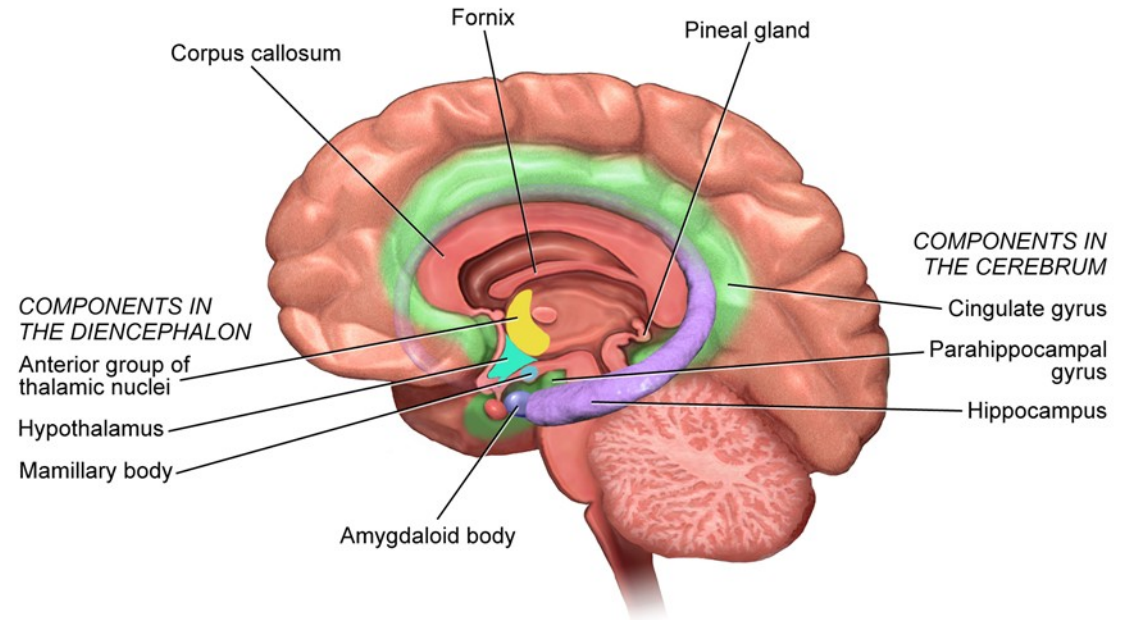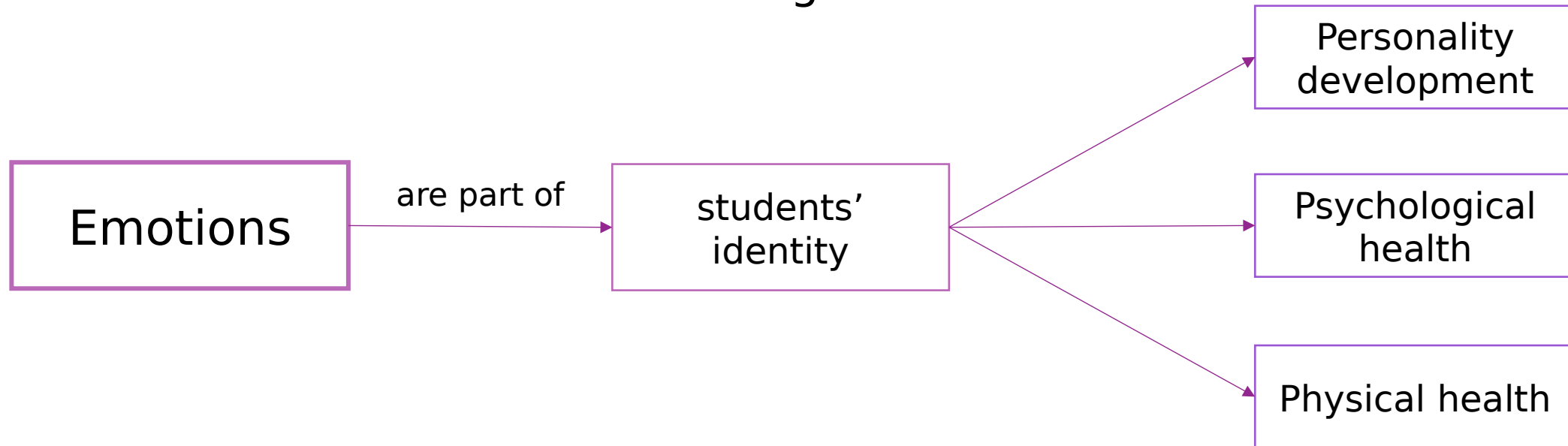Emotions → are part of → students' identity

→ Personality development

→ Psychological health

→ Physical health

Reinhard, P. (2014). *Emotions and learning.* UNESCO

Emotions and Learning

- Emotions influence learning and information processing.

- Students are more likely to attend to, learn from and remember events, images and readings that provoke emotional responses or that relate to their personal interests. However, be cautious in responding to their interests.

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Emotions and Learning

Emotions and thoughts are formed together and cannot be separated. The brain is minimized to emotional, social or cultural threats, restrictions when it perceives alarm or danger responds immediately, the brain sets the priority on that emotion over any other information.

Emotions and Learning

- Teachers must generate positive emotional climates that facilitate learning and student safety.

- Empathy is essential to educate from understanding.

- Make learning a positive and enjoyable experience. We know that negative emotional states such as fear or anxiety hinder the learning process of our students

Negative Emotions and Learning

Negative events activate the amygdala and increase circulating adrenaline and noradrenaline in the brain, followed by the release of glucocorticoids (mainly cortisol).

The action of these hormones triggers a series of physiological changes that prepare the body to respond, known as the stress response.

The increase in cognitive performance linked to stress is related to an increase in general alertness, an increase in selective attention, and the facilitation and consolidation of learning related to the information of interest.

The stress response is an effective mechanism for coping with dangers and threats. However, situations of very intense stress and chronic stress have negative consequences on learning.

Excessively high levels of glucocorticoids at one point in time, and especially high levels over time, damage neurons in the hippocampus, which is an essential structure for the production of learning.

Fear is a bad ally of learning and memory, and it also produces mental blocking, that is, it hinders the activation of divergent neuronal patterns.

Positive Emotions and Learning

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Positive events activate the dopaminergic nuclei, whose neurons release dopamine.

The dopamine diffuses throughout the frontal cortex, leading to increased clarity of thought.

A second pathway connects to the nucleus accumbens (basal ganglia).

There, dopamine triggers the production of neuropeptides, substances with opiate-like effects, called endogenous opioids, which diffuse throughout the cortex and result in a pleasurable feeling of well-being.

understanding   ecstatic   passionate
confident   jubilant   fortunate
intent   accepting   inquisitive
receptive
Positive   courageous   sympathetic
Emotions   grateful   serene
enthusiastic   optimistic
eager   sensitive
energetic

WHY IS IMPORTANT TO DEVELOP SOCIAL SKILLS?


Imagen de [14995841](#) en [Pixabay](#)

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Social Skills are necessary for:

▷ Knowing how to say "NO".

▷ Expressing feelings (positive and negative).

▷ Expressing personal opinions.

▷ Giving or receiving compliments.

▷ Apologising or admitting ignorance.

▷ Handling criticism.

▷ Making requests (material or personal).

▷ Initiating, maintaining and ending a conversation.

▷ Speaking in public.

▷ Resolving conflicts constructively.

▷ (…).

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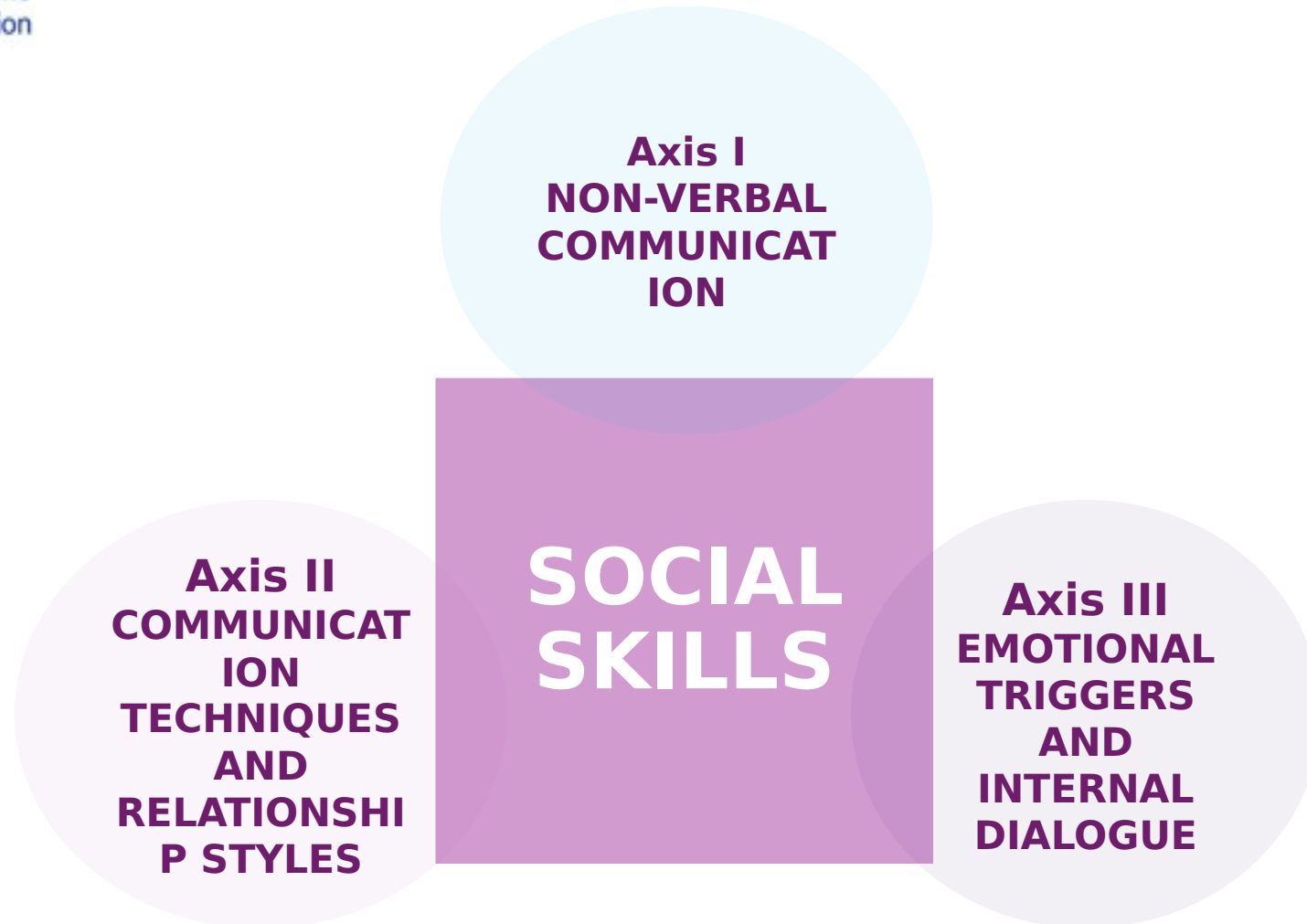
AXIS I
Non-verbal communication

- Contents
  - ▶ **Body language**
    - Eye contact
    - Facial expression: the smile
    - Gestures and head movements
    - Body positions and movements
    - Distances
  - ▶ **Paralinguistic elements**

The importance of non- verbal communication

Imagen: https://braibook.com/sugerencias-para-maestros-que-atienden-alumnos-ciegos-a-nivel-licenciatura/

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AXIS II
Communication techniques

- Contents
  - **Effective communication techniques:**
    - Active listening.
    - Encouraging positive emotions.
    - Use of humour.
  - **Relationship styles:**
    - Assertive – aggressive – passive.

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AXIS III
Emotional triggers and internal dialogue

- Contents
  - ▷ **Detection and control of emotional triggers.**
  - ▷ **Internal dialogue.**
  - ▷ **Coping with common situations.**
    - ▶ Learning to make assertive requests.
    - ▶ Refusing requests.
    - ▶ Making and receiving criticism.
    - ▶ Solving interpersonal problems.

Cooperative and collaborative learning

Teaching and learning strategies where students are grouped together to study/work on a particular assignment or topic to maximize their own and others learning opportunities.
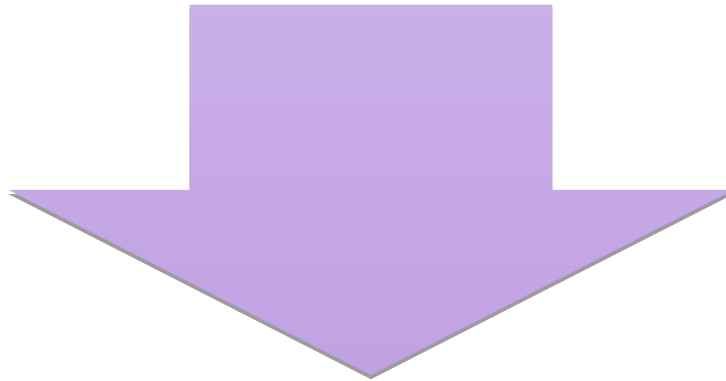
COOPERATIVE LEARNING

More structured

Definite interactions

COLLABORATIVE LEARNING

Less structured

Free interactions

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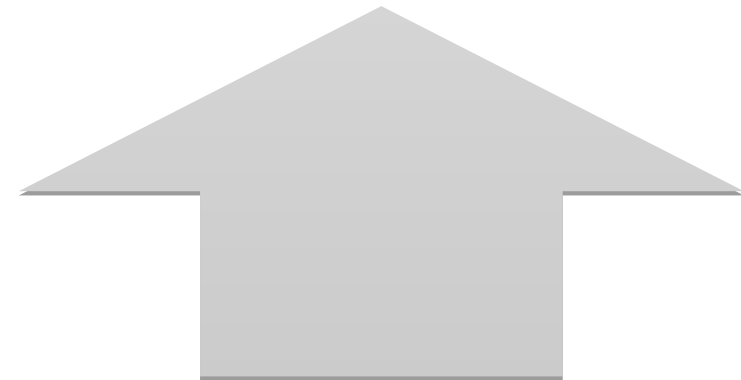
Differences

Activity	Communication	Cooperation	Collaboration
Learning	Information transmission	Knowledge transmission	Knowledge generation
Query	Individual query	Delegation of tasks	Common query
Decision – making	Agree to disagree	Vote (majority rules)	Social negotiations to consensus
Goals/agendas	Multiple goals / multiple agendas	One goal / multiple agendas	One goal / one agenda
Responsibility	Individual responsibility	Individual responsibility	Group responsibility

The Cooperative Methodology

Diversity

Values

Inclusive education

Inclusion

Respect and mutual respect

Difference as a value

Acceptance of individual differences

Development of verbal expression, negotiation, being aware of different points of view

Cooperative learning

Education must be flexible and adaptable

Cooperative learning is presented as one of the tools for implementing and developing the transmission of these essential values for life in society. A diverse society in terms of aptitudes, beliefs and cultures, among others.

The Cooperative learning structure

		COMPETITIVE	COOPERATIVE
Learning structure	Activity substructure	- There is no teamwork. - Mutual help is meaningless.	- **Teamwork** is essential. - **Mutual support** is encouraged.
	Reward substructure	Learner achieves his goal if the others do not achieve their goal. (Interdependence of negative goals)	The learner achieves his goal if, and only if, **the others also achieve** their goal. (**Interdependence of positive** aims)
	...ructure	Management of the curriculum and teaching processes.	Teacher **shares the management** of the curriculum and the **teaching**

3-PI-

A cooperative learning structure is about working together to achieve common goals
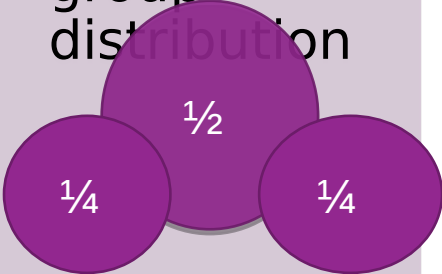
Working teams

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A cooperative team is more than just a "collection" of individuals doing something together.
CHARACTERISTICS:

- Strongly united

- Equal relationships

- Everyone is valued

- Interdependence

- Cooperation and mutual suport

Types of

Base	Sporadic	Expert
• Permanent • Heterogeneous • 4 a 6 pupils • teacher does the group distribution	• Created during a lesson • Variable number of pupils • homogeneous or heterogeneous	• One member of each team will 'specialise' in a knowledge or skill • sessions could be organized in which the students are grouped in teams of experts

½

¼   ¼

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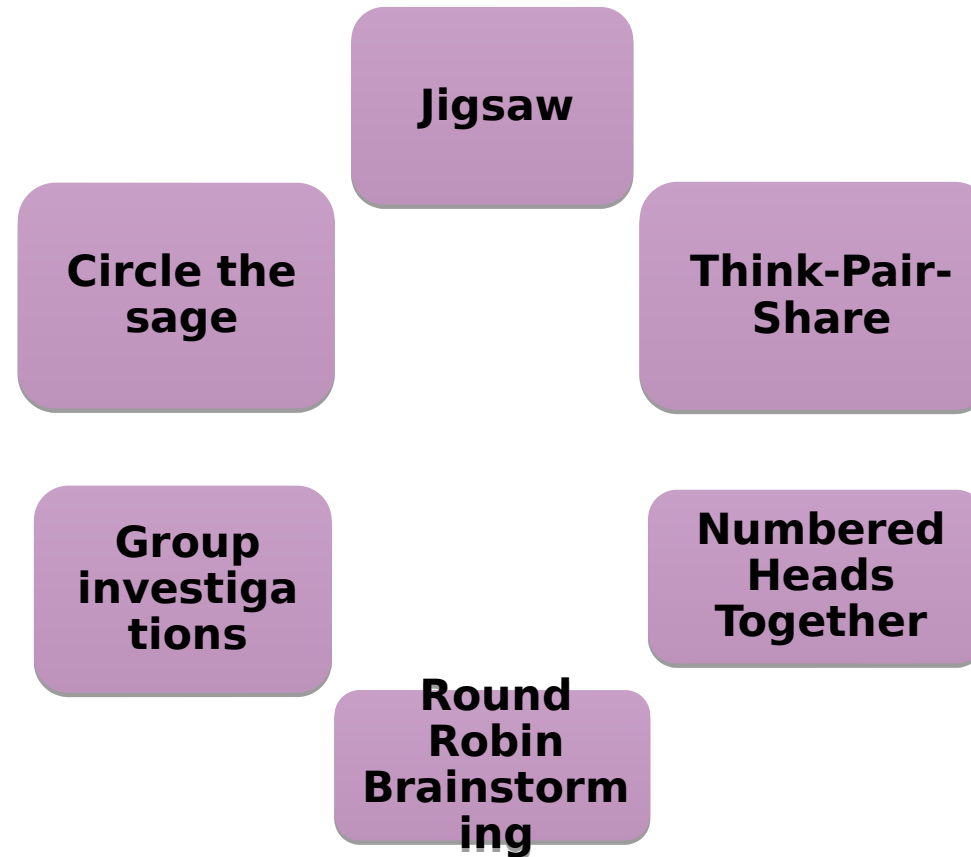Erasmus+ Programme
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Some cooperative work techniques

Examples

Jigsaw

Think-Pair-Share

Numbered Heads Together

Round Robin Brainstorming

Group investigations

Circle the sage

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Cooperative evaluation/ assesment

In a co-operative methodology, we are particularly interested in a continuous evaluation that ensures the collection of information on the **process** of both knowledge construction and the **cooperative dynamic** itself.

In this evaluation, it will be equally important the process, including **self-assessment** and **co-assessment** as techniques in our evaluation process.

PREVENTING BULLYING IN LITHUANIA

Lukas Benevičius
NGO Learning School CEO, education expert and consultant

Shortly about me

- >12 years of experience working as teacher and education consultant, lecturer
- NGO Learning School CEO, trainer. Our team working with more thant 28 000 teachers every year.
- Kindergarten and school "Experience valley" co-founder
- Radio host, educational journal "Education Masters" author

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Bullying situation in Lithuania's education system

- Since 1994 Lithuania has been listed as one of the countries with the highest bullying rates among other European countries in a [report from World Health Organization (WHO)](#).

- That's still the case in 2020 [year's report](#); every third boy and fourth girl is experiencing bullying several times per week.

- Lithuanian experts working with youth agree that the bullying issue in Lithuania is complex. Low salaries don't attract young teachers, psychologists or social pedagogues

Bullying prevention programs 01

- **Olweus Bullying Prevention Program**
  Program lasts 18 months and is implemented at 3 levels, thus forming a clear and strong attitude of the school community towards bullying

- **Second Step**
  "Second Step is a program that develops and strengthens socio-emotional skills.

- **Zippy's Friends**
  Zippy's Friends is a program designed to develop the social skills and the ability to overcome challenges of 5-7 year old children

Bullying prevention programs 02

- **Big Brothers Big Sisters**
  The essence of the program is voluntary individual assistance to children, where a carefully selected and specially trained volunteer communicates individually with the assigned 7-14 year old child and helps him to overcome various life and mild psychological difficulties, and their communication is supervised and counseled by specialists.
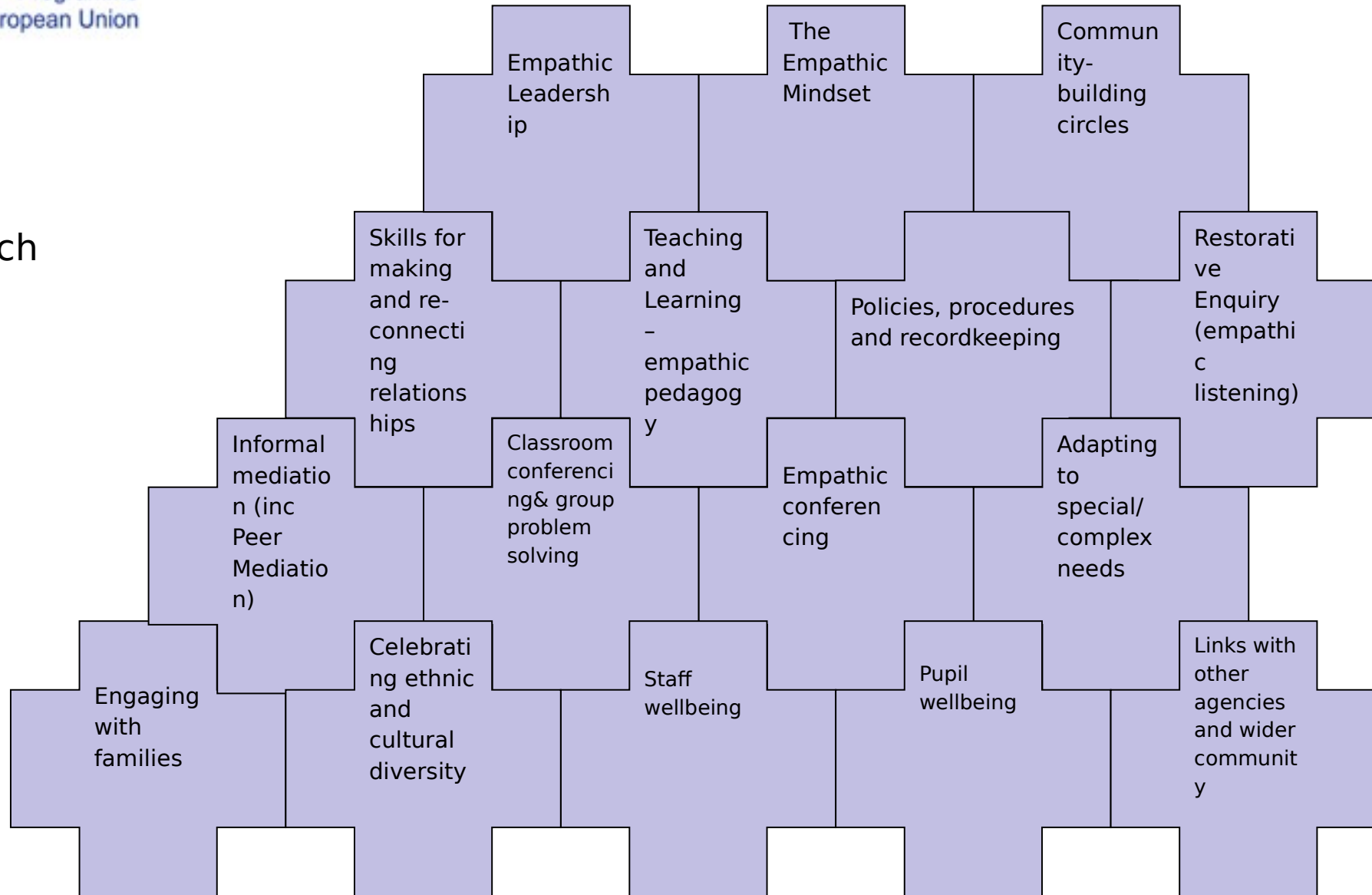
- **FRIENDS**

The Friends prevention program is implemented in stages, based on pre-planned long-term actions for a specific school. The implementation of the program at the school involves all members of the community: the entire staff and administration of the school, as well as students and their parents (guardians, caregivers)

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Whole School Approach

Empathic Leadership

The Empathic Mindset

Community-building circles

Skills for making and re-connecting relationships

Teaching and Learning – empathic pedagogy

Policies, procedures and recordkeeping

Restorative Enquiry (empathic listening)

Informal mediation (inc Peer Mediation)

Classroom conferencing & group problem solving

Empathic conferencing

Adapting to special/ complex needs

Engaging with families

Celebrating ethnic and cultural diversity

Staff wellbeing

Pupil wellbeing

Links with other agencies and wider community

5 Core Beliefs

1. **Everyone has their own unique and equally valued perspective**
   In this classroom everyone matters, and everyone's ideas are valued.

2. **Thoughts influence emotions; emotions influence behaviour**
   Our thoughts and our feelings are invisible to others, beneath the surface. In this classroom we try to 'lower the waterline' by talking about, and listening out for, thoughts and feelings

3. **Empathy and consideration**
   In this classroom we know that what we say or do has ripple effects on everyone else – and because we care about each other we think before we speak or act.

5 Core Beliefs

4. Needs and unmet needs
In this classroom we know what each of us needs to give of our best. We consider everyone else's needs as much as possible as we work together.

5. Collective responsibility for the choices made and their outcomes
We are all connected – it's up to all of us to make this class function well, so we'll plan together, make decisions together, solve problems together, and help each other out if things go wrong.

HOW ADDRESS BULLYING SITUATIONS AT SCHOOL?

HOW ADDRESS BULLYING SITUATIONS AT SCHOOL?

Group work:

- Think individually how you would address the

  situation.

- Share your ideas with your partners.

- Analize together the reaction proposed for the

  situation.

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Situation 1

A child who has just arrived from Senegal without knowledge of the local language tends to isolate himself from the group. He is alone in the playground, and he doesn`t participate in the dynamics of the class.

Posible reaction: 'There is nothing to worry about. He will gradually feel more confident'.

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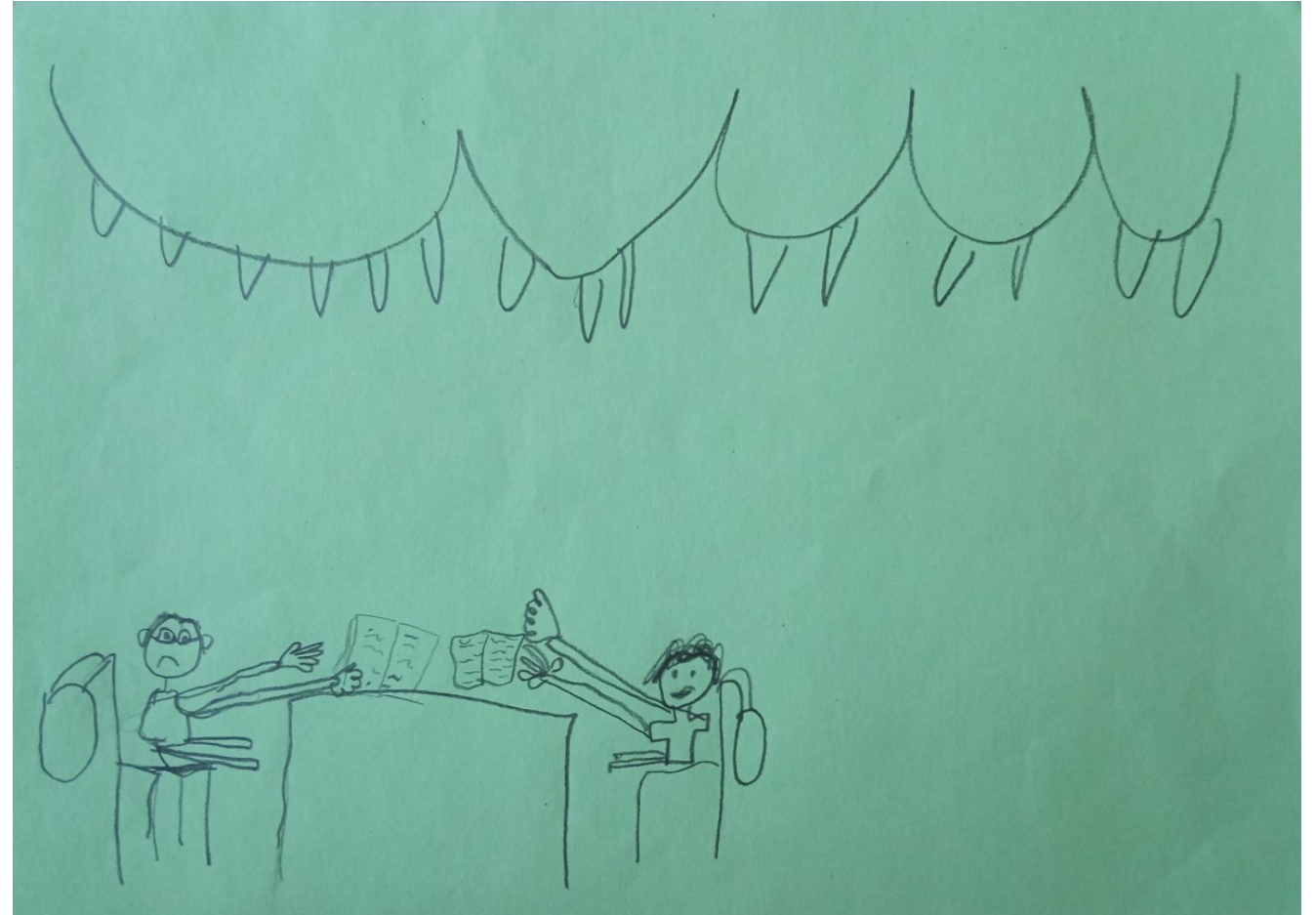
Situation 2

In math classes, a student with good performance in this area usually belittling through jokes or mocking comments the contributions of her partners when they work in cooperative groups, causing laughter in some and a general discomfort in the students that are the target of criticism.
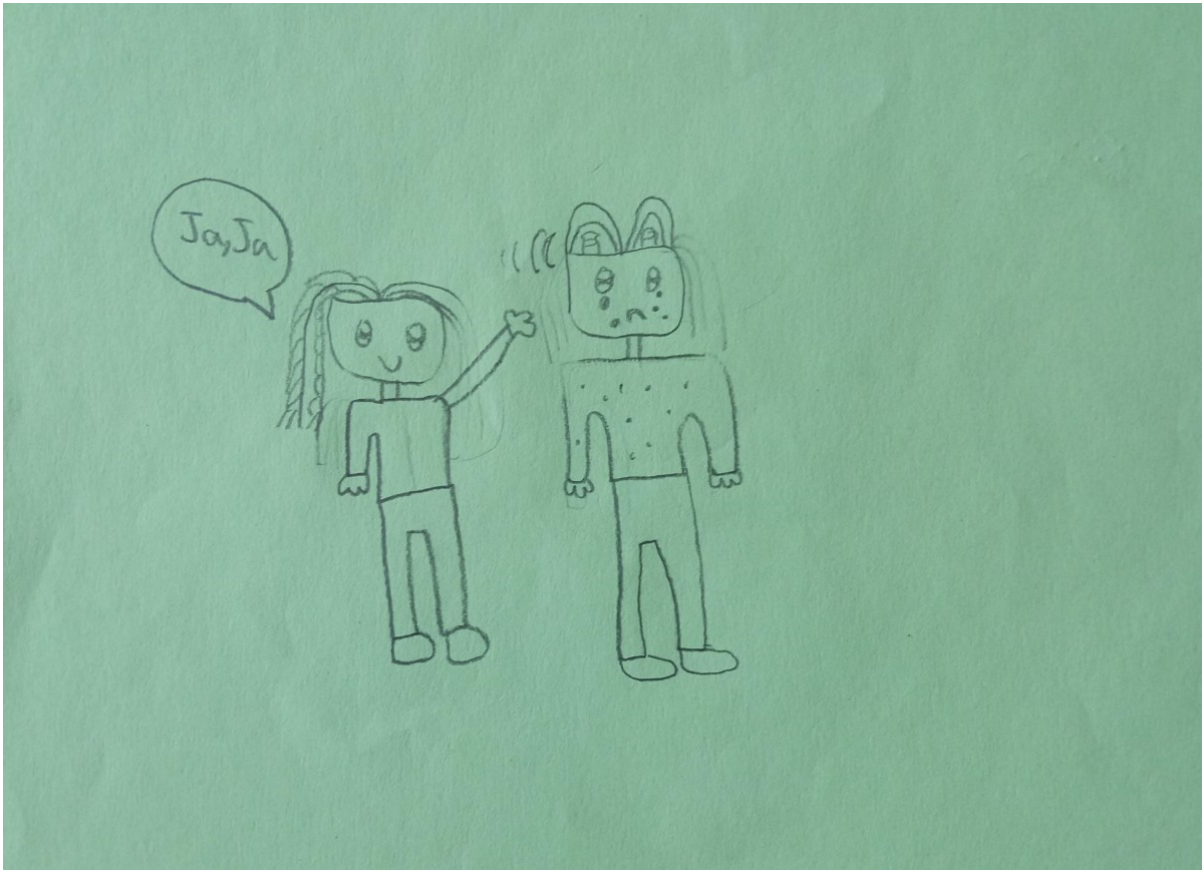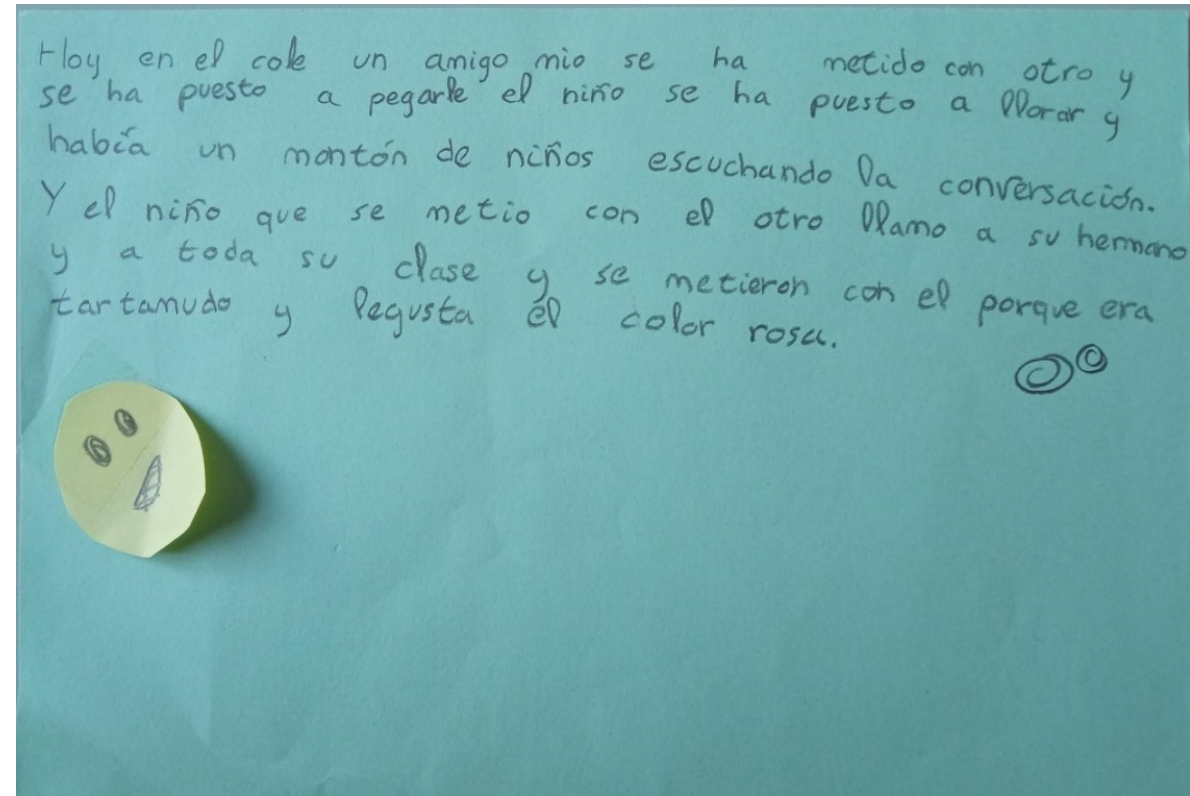
Possible reaction: 'It is children stuff. There is no danger'.

Situation 3

'Today at school, a friend of mine has picked on other child, and he has hit him. The child has started to cry. There were lot of children listening to the conversation. The child who picked on the other one has called his brother and his whole class and all of them picked on him because he stutters and he likes the color pink.'

Hoy en el cole un amigo mio se ha metido con otro y se ha puesto a pegarle el niño se ha puesto a llorar y había un montón de niños escuchando la conversación. Y el niño que se metio con el otro llamo a su hermano y a toda su clase y se metieron con el porque era tartamudo y legusta el color rosa.

Possible reaction: 'It has happened only once'.
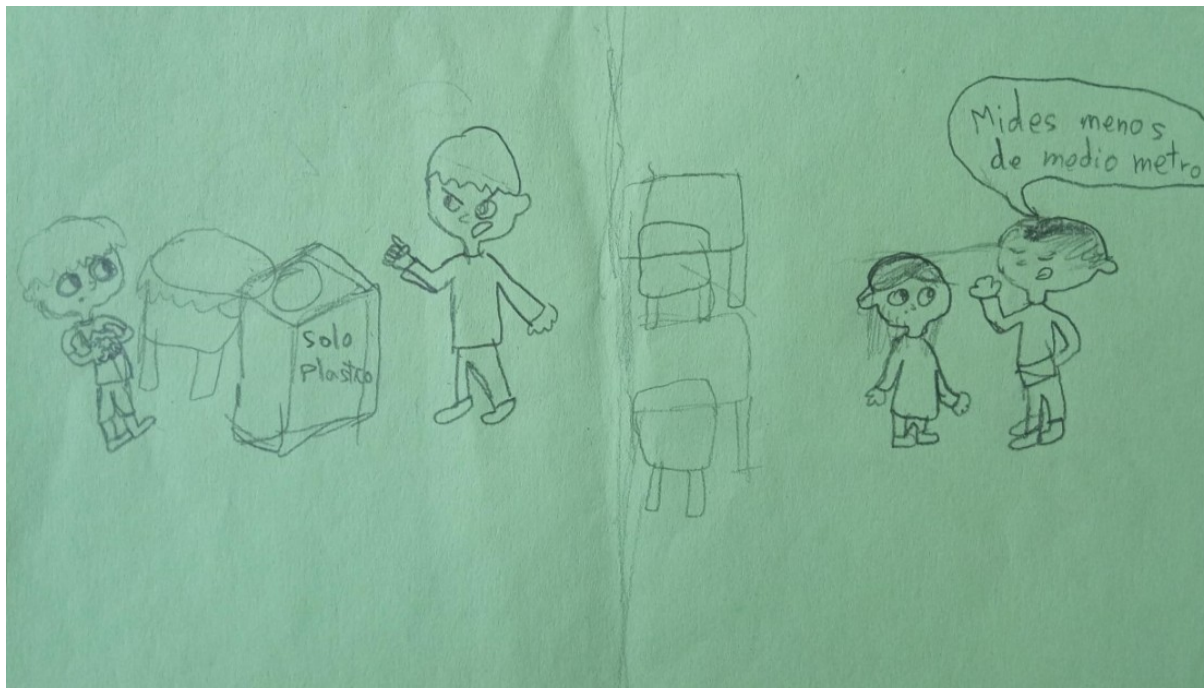
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Situation 4

A girl from another class tells you that during the playtime a group of boys asks a girl with an intellectual disability to take off her shirt and lower her pants. This girl does not understand the impact of the situation and agrees without showing symptoms of discomfort or suffering.

Possible reaction: 'Those students attend other class. I will tell their teacher to solve it. It is not of my bussiness'.

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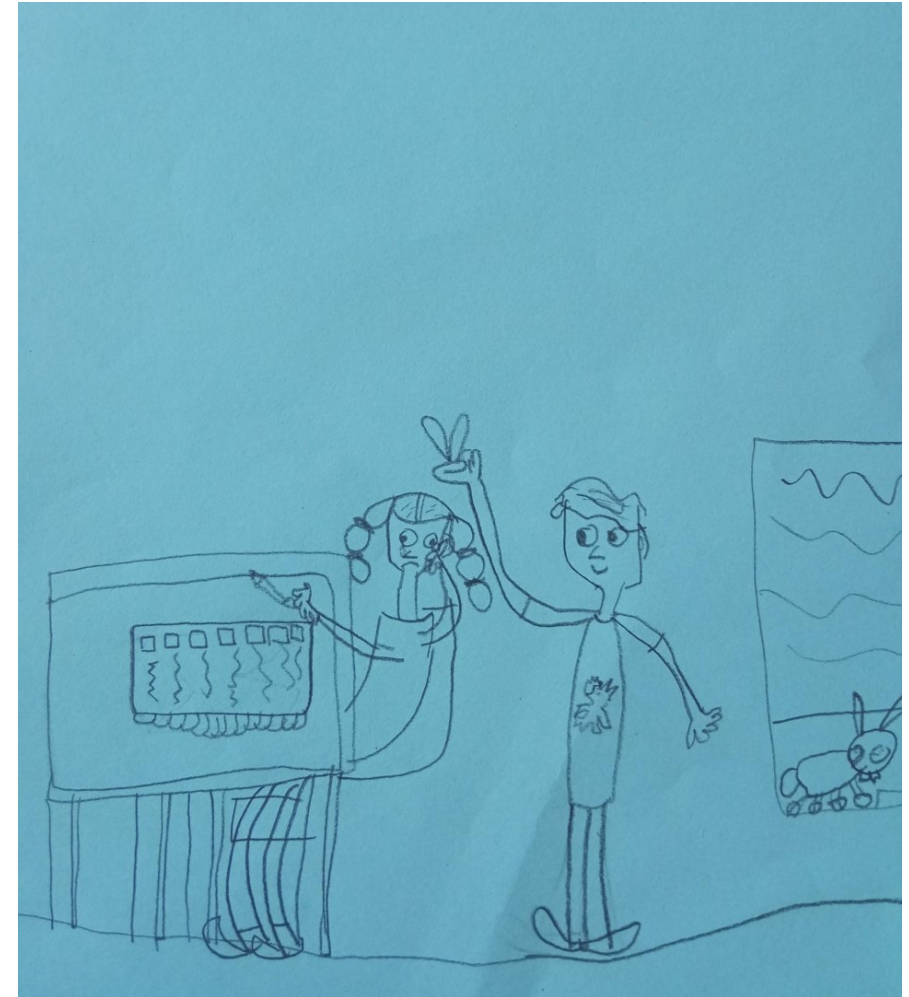
Situation 5

You see a child purposely throw a bag of crisps at a younger child who was eating them. This situation is repeated more than once.
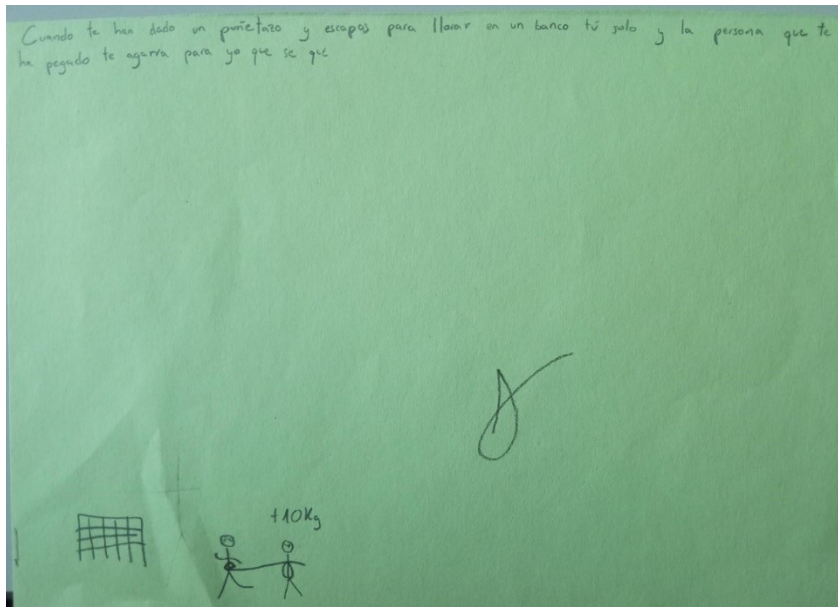

Possible reaction: 'We don't know exactly what has happened'.

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Situation 6

'When you've been punched and you run away to cry on a bench by yourself and the person who hit you grabs you again for I don't know what'.
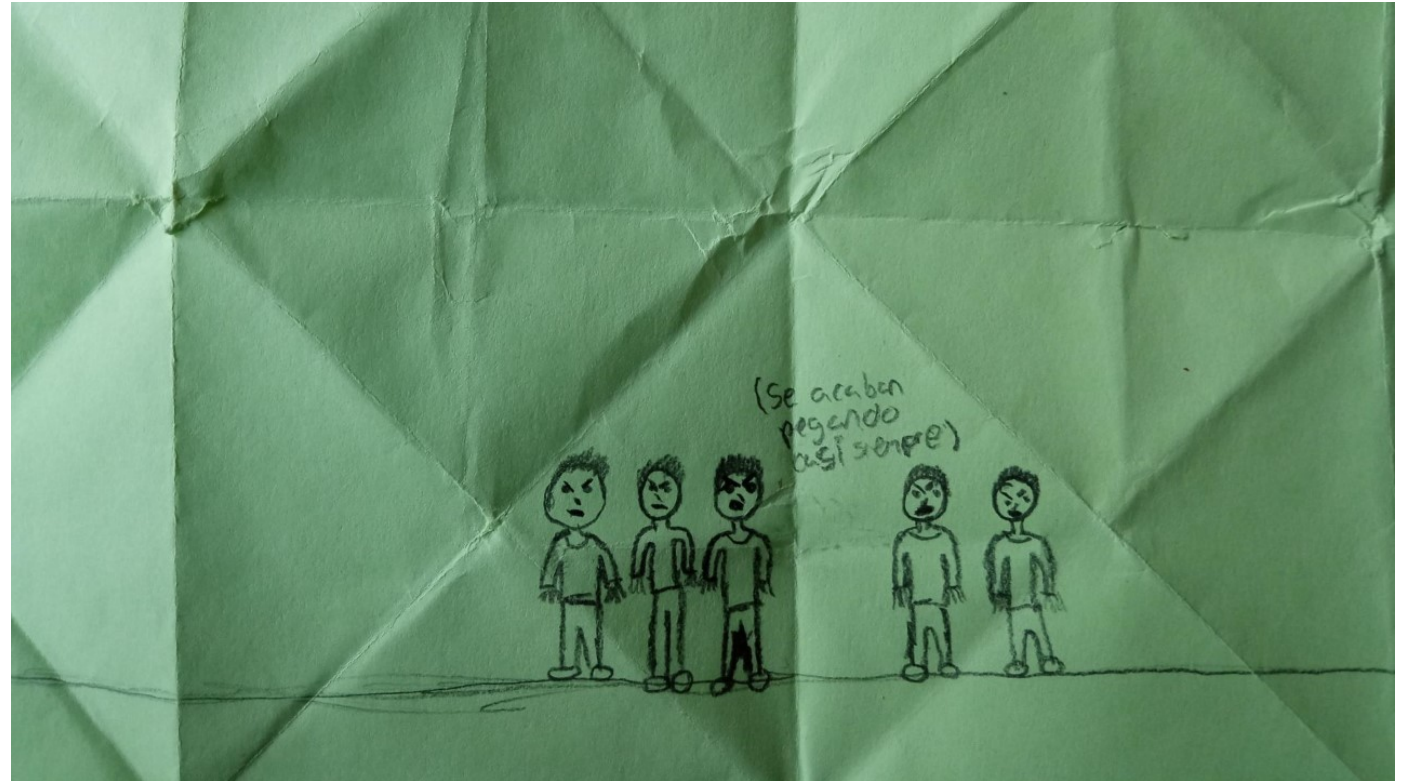

Possible reactions: 'They can solve their problems alone'.

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Situation 7

You notice that there is one student who is never invited to birthdays and is always the last to be chosen for group work.

Possible reaction: 'If she is treated in that way, it is because she has done something to deserve it'.

LEVELS OF PREVENTION

- Primary Level: the strategies or procedures that intend to intervene so that bullying behavior does not appear.

- Secondary Level: strategies or procedures that try to identify risk factors and recognize that there is aggressive behavior to try to limit its duration.

- Terciary Level: strategies and procedures to avoid the recurrence and stabilization of aggressive behaviors as well as eradicate its presence.

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Thank you for your attention

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