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Curriculum

**Using online gAME to tackle Early school leaving and reducing
behavioural difficulties among pupils**

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Using online game to tackle Early school leaving and reducing behavioural difficulties among pupils

Curriculum

Intellectual Output: IO1/A2

1 GENERAL

Program Title	USING ONLINE GAME TO TACKLE EARLY SCHOOL LEAVING AND REDUCING BEHAVIOURAL DIFFICULTIES AMONG PUPILS - CURRICULUM
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Aim	<p>Main goal of the game: The main objectives of GAME can be defined as follows:</p> <ol style="list-style-type: none"> 1. Enhance access for teachers to the training in the area of SEBD, developing online game and open educational resources tailored to needs of teachers. 2. Introduce a modern training delivery method, enabling teachers to follow flexible learning pathways as regards the acquisition of skills relevant to the problematic children behavior in an informal context. 3. Enable municipalities, VET providers and associations of vulnerable/disadvantage groups to offer courses to parents or social workers with the aim to improve situation with the problematic children. 4. Ensure sustainability of project results through the active involvement of public VET providers, social organizations and municipalities in the partnership countries. <p>School climate and class largely affects the overall results of school work, motivation, job performance, satisfaction of staff and students (parents indirectly) with the school. It's also affects the way how teacher communicate with her/his pupils, and creates relationships between teachers and pupils. Building a relationship of teacher and pupil is dependent on the ability of teachers taken their immediacy, humor, ability to listen, accept, or acceptance. These skills of teachers are particularly important now that societies see increasing problems with ESL, levels of tension and aggression, which is also transmitted on the behavior of children in schools. Education concept across Europe therefore needs to overcome stereotypical interaction schemes between teachers and students</p>
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	<p>that adversely affect the performance of pupils and development his positive attitude towards learning. These are techniques that many teachers lack, because it was not part of their training. The project aims to address this gap and provide the needed training using extensively interactive learning tools. School climate and class largely affects the overall results of school work, motivation, job performance, satisfaction of staff and students (parents indirectly) with the school. It's also affects the way how teacher communicate with her/his pupils, and creates relationships between teachers and pupils. Building a relationship of teacher and pupil is dependent on the ability of teachers taken their immediacy, humor, ability to listen, accept, or acceptance. These skills of teachers are particularly important now that societies see increasing problems with ESL, levels of tension and aggression, which is also transmitted on the behavior of children in schools. Education concept across Europe therefore needs to overcome stereotypical interaction schemes between teachers and students that adversely affect the performance of pupils and development his positive attitude towards learning. These are techniques that many teachers lack, because it was not part of their training. The project aims to address this gap and provide the needed training using extensively interactive learning tools.</p>
<p>Target Group</p>	<p>TG1: Teachers at the primary and secondary school level (ISCED 2-4). TG2: students/pupils aged 12 - 19 who study at most at lower secondary school. TG3: Entities which are interested in offering courses on Social, Emotional and Behavioral Difficulties (SEBD) among children/pupils.</p>
<p>Goals</p>	<p>The goals of the training program are:</p> <ul style="list-style-type: none"> • providing knowledge to teachers, educators and educators about the manifestations, causes and consequences of disturbed behavior of students and pupils; • developing the coping skills of teachers, educators and educators in difficult relations with pupils and pupils; • raising the level of awareness of teachers, educators and educators regarding problems in the behavior of pupils and pupils; • developing interpersonal and social competences of teachers, educators and educators; • ability to develop interpersonal and social competences among students and pupils;



2 CONTENT

2.1 Specific Topics

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Topic	Duration
Module 0: Game introduction	1,5 hours
Module 1: Problems in relationships with adults	5 hours
Module 2: Problems in peer relationships	5 hours
Module 3: Problems in interaction with the group	5 hours
Module 4: Problems with relationship to oneself	5 hours
Module 5: Problems in task situations	5 hours
Module 6: Risky behaviors	5 hours

2.2 Learning Outcomes

After the training program participant/user will:

- know the manifestations, causes and consequences of disorders in student behavior and pupils;
- know selected ways of dealing with difficult relationships with students and pupils;
- be able to choose appropriate strategies for dealing with difficult situations with students and pupils;
- have appropriate interpersonal and social competence in working with students and pupils with behavioral disorders;
- be able to support their students and pupils in developing their personal and social competences;
- is able to support his students in dealing with problems and solving difficult situations;

2.3 Learning materials and readings

Materials for each module will be available at www.projectgame.eu



2.4 Assessment

Methods of learning outcomes verification

- Involvement in teamwork
- Activity during classes
- A centralized pilot testing with skilled teachers, educators and experts

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3 MODULES

3.1 MODULE 0: INTRODUCTION

3.1.1 General

The topic of the Module	Introduction to the problems of behavior in children and youth
Duration	1,5 hours

3.1.2 Specific Topics

Topic

Symptoms of disorders in the behavior of children and adolescents

Types of disorders in the behavior of children and adolescents

Causes of disorders in students' behavior

Consequences of disorders in student behavior

Ways to deal with difficult situations

Problem solving strategies

3.1.3 Summary

Thanks to the introduction to the issue of disorders in the behavior of children and adolescents, teachers and educators will learn the necessary information about the manifestations, causes and consequences of behavioral disorders. They will also learn about selected ways of dealing with difficult situations. Participation in the proposed workshop using the GAME app will give them the ability to predict the reaction of students with behavioral disorders, and thus will help them to choose the right strategy. Expanding their own interpersonal and social competences will be an important element of their development in the field of teaching and upbringing skills.



3.1.4 Learning Outcomes

After this course participant/user will:

- recognize the manifestations of disorders in the behavior of pupils and pupils;
- identify types of disorders in the behavior of pupils and pupils;
- know the conditions of behavioral disorders of children and adolescents;
- anticipate the consequences of student behavior disorders;
- choose appropriate strategies for dealing with difficult situations;
- react appropriately to student behavior disorders;
- support their students in developing their personal and social competences;

3.1.5 Guiding Concepts

- Disturbances in the behavior of students and pupils are a real cause of the progressing pathologization process.
- Disturbances in the behavior of students and pupils are the main reason for their early leaving of the educational system.
- Lack of skills of teachers, educators and educators in the field of student behavior disorders contributes to the escalation of students' personal and social problems.
- The shortage of interpersonal and social competence of teachers, educators and educators makes it difficult to correct disorders in students' behavior.

3.1.6 Guiding Questions

1. What are the basic manifestations of disorders in the behavior of pupils and pupils?
2. What are the types of behavioral disorders in children and adolescents?
3. What are the conditions of disorders in the behavior of pupils and pupils?
4. What are the consequences of erroneous reactions of teachers, educators and educators to behavior disorders of pupils and foster children?
5. How should teachers and educators deal with problematic behavior of pupils and pupils?
6. How should teachers and educators develop personal and social competences of their pupils and pupils?



3.1.7 Anchor Text(s)

The term behavioral disorder is defined differently in the literature. Some believe that these are all behaviors that do not serve to meet the personal needs of man and solve the tasks set by his environment; while others, narrowing the scope of this concept, take moral and social norms as a reference when assessing specific behaviors.

Most children in specific developmental stages show specific disorders of varying intensity and duration. Many symptoms of disturbed behavior are transient. Therefore, we speak of strict behavior disorders when they are of a chronic nature (over 6 months) and are unequivocally disapproved of the social environment.

Due to the variety and variability of symptoms, behavioral disorders do not create a specific, static picture. As your child grows, some of the symptoms may increase or disappear, and new ones will appear instead. There are four basic features of disturbed behavior: inadequacy, reaction rigidity, harm to the subject and the environment, and the presence of negative emotions.

Problems related to behavioral disorders can affect all areas of the child's functioning. Most often, however, they are manifested in relations with:

- adults
- peers
- peer group
- task situation
- with themselves
- undertaking risky behaviors.

Behavioural disorders are conditioned by numerous biological factors (e.g. brain anatomical abnormalities, disorders of the level of neurotransmitters in the brain) and psychosocial (e.g. lack of proper care, excessively strict upbringing or neglect, experience of sexual abuse or violence, low social status of the family, frequent change of residence or change of school, contact with other people violating social norms).

Systematic and comprehensive educational and therapeutic work conducted on children and adolescents with behavioral disorders is very important because it limits the progressive pathologization process. It was found that adolescents with behavioral disorders in adulthood develop anti-social personality traits, which greatly hinders functioning in society and significantly increases the risk of entering into serious conflicts with the law. The sooner effective educational and



therapeutic interventions begin for students with behavioral disorders, the greater the chances of their proper functioning.

3.1.8 Vocabulary

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behavioral disorders

types of behavioral disorders

manifestations of behavioral disorders

biological determinants of behavioral disorders

psychosocial determinants of behavioral disorders

individual consequences of behavioral disorders

social consequences of behavioral disorders

ways of dealing with difficult situations

problem solving strategies

interpersonal competences

social competence



3.2 MODULE 1: Problems in relationships with adults

3.2.1 General

12

Specific topic	Problems in relationships with adults
Duration	5 hours

3.2.2 Specific Topics

Topic

Disorders of students in relations with adults: manifestations and causes

Disorders of verbal communication (e.g. lack of courtesy, profanity, inability to complain, lies, rebellion, illegality)

Disorders of non-verbal communication (e.g. provocation, favoring some students)

Strategies for effective response in problem situations

Negotiation skills in conflict situations

Skills seeking help and support

Ability to use the help and support of others

The ability to recognize one's own and other people's emotions

Skills to identify the needs and expectations of adults

Skills in recognizing students' needs and problems

Ability to develop proper relations with adults among students

3.2.3 Summary

The main purpose of this module is to provide knowledge about the manifestations and conditions of disorders of pupils and foster children in relations with adults. Lack of interpersonal and social competence of students is usually the main cause of emerging problems. The inability to recognize one's own and other people's emotions deepens the difficulties in relations with adults. The unwillingness to cooperate and use the help offered by teachers generates additional problems.



3.2.4 Learning Outcomes

After this course, attendees will:

- identify the most common manifestations of disturbed relationships of pupils and pupils with adults;
- identify the most common causes of difficulties in relationships with students with behavioral disorders;
- anticipate the consequences of inadequate action in a situation of disturbed student behavior;
- choose appropriate strategies to respond and cope with disturbed relationships with students;
- name your own and student's emotional states;
- identify and name their own needs and expectations regarding the behavior of pupils and pupils;
- help students develop their personal and social competences;

3.2.5 Guiding Concepts

- Students' sense of security is a basic condition for the proper conduct of the teaching and upbringing process.
- Instrumental treatment of students by teachers and educators generates and aggravates behavioral disorders.
- Relationships based on a sense of bond and co-responsibility limit the manifestations of behavioral disorders.
- Creating a class climate conducive to meeting the need of belonging, social acceptance and self-realization limits the manifestations of behavioral disorders.
- Building relationships based on acceptance, authenticity, openness and commitment helps correct student misbehavior.
- Awareness of teachers' own needs, expectations and limitations is a basic condition for proper interpersonal relations with students.
- Skills in the correct verbal and non-verbal communication of teachers and educators are a basic condition for the proper conduct of relations with pupils and pupils.
- The ability to set boundaries, norms, requirements and rules of conduct, as well as their proper enforcement, helps reduce disorders in the behavior of pupils and foster children.



- Formulating vague or contradictory messages disrupts relationships with students and pupils.
- Helping pupils and foster children express their emotional states in an acceptable way increases their personal and social competence.
- Noticing and praising the positive behavior of students and pupils strengthens them.
- Awareness of the most common mistakes in student relationships (eg, "why?" Questions, reproach, ignoring, insults, hostility, blaming, accusing, threatening, punishing, etc.) reduces their likelihood.
- Being able to talk about your problems and applying for help and support in difficult situations reduces disruptions in student behavior.

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3.2.6 Guiding Questions

1. What are the most common symptoms of disorders in relationships with adults?
2. What are the most common communication mistakes (also difficulties or misunderstanding) of teachers and educators made in relations with pupils and pupils?
3. How often do teachers and educators react to inappropriate behavior of pupils and pupils?
4. What is the awareness of teachers and educators in identifying and expressing their own emotional states, needs and expectations?
5. What is the awareness of teachers and educators in identifying and naming emotions of pupils and pupils?
6. How do you talk to a student who needs help and support?
7. How to develop students' personal and social competences?

3.2.7 Anchor Text(s)

The basic condition for the effectiveness of educational and therapeutic work conducted against behavioral disorders is to create appropriate relationships based on mutual understanding, reasonable tolerance towards oneself, a sense of responsibility for one's fate and commitment. Such a social bond gives a sense of being accepted, a sense of security, belonging and community. The correct teacher / educator - pupil / pupil relations are influenced by factors such as acceptance, openness, authenticity, mutual respect, understanding of difficulties and limitations, perceiving efforts and strengths, devoting time and attention to students, the ability to set boundaries, norms, requirements and expectations, enforce requirements, and communicate properly. The ability to recognize one's own emotional states and needs, as well as correctly identify students' emotions and



their needs is the basis for proper school relationships. Systematic self-reflection on own personal and social competences serves their development, while limiting disturbances in relations with pupils and pupils. Perception of students' problems, ability to conduct conversations, conflict resolution and assurance.

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Appropriate forms of assistance and support in difficult situations are the conditions for the effectiveness of educational work.

3.2.8 Vocabulary

Verbal communication

Nonverbal communication

Personal and social competences

Educational mistakes

Meeting students

Coping strategies in difficult situations

Emotions: types, manifestations

Needs and expectations

Setting tasks, fulfillment and expectations

Social bond



3.3 MODULE 2: Problems in peer relationships

3.3.1 General

16

Specific topic	Problems in peer relationships
Duration	5 hours

3.3.2 Specific Topics

Topic

Disorders in peer relations: manifestations and causes

Disorders of verbal communication (e.g. quarrels, profanity, lies) in relationships with peers

Disorders of non-verbal communication (e.g. provocation) in relationships with peers

Ability to solve personal and social problems

Skills in seeking help and support among peers

The ability to use the help and support of peers

Skills to identify peers' needs and expectations

The ability to recognize and name your emotions and your peers

Cultural conditioning of disorders in youthful behavior

3.3.3 Summary

The main goal of the module is to provide knowledge about the manifestations and conditions of disorders of pupils and foster children in relations with peers. The lack of sufficient competence in the area of interpersonal communication and social resources of students is considered to be the main cause of peer problems. Developmental deficits and insufficient socialization strengthen and generate educational problems of children and youth. What's more, the inability to recognize one's own and other people's emotional states and moods intensifies difficulties in relations with peers. Cultural barriers can strengthen and deepen behavioral disorders and conflicts between students.



3.3.4 Learning Outcomes

After this course, attendees will:

- identify the most common manifestations of disturbed student relationships with each other;
- identify the most common causes of students' difficulties in peer relationships;
- anticipate the consequences of inadequate action in a situation of disturbed student behavior;
- choose appropriate strategies for responding and dealing with difficult situations of peers;
- help students recognize and name their moods and emotional states;
- help students identify and name their own needs and expectations about their peers;
- develop awareness among students of cultural differences in relationships with peers and its impact on the possibility of communication disorders;

3.3.5 Guiding Concepts

- Students' sense of security is a basic condition for the proper development and conduct of the teaching and upbringing process.
- Relationships based on a sense of bond and co-responsibility strengthen the positive mutual references of students and limit the manifestations of behavioral disorders.
- Supporting a positive class climate is conducive to meeting the needs of order, belonging, social acceptance and self-realization, which further reduces the manifestation of behavioral disorders.
- Supporting pupils and pupils in expressing their own emotional states in an acceptable way strengthens their personal and social competences.
- Positive identification of positive behavior of students and pupils strengthens and consolidates them.
- Building relationships based on acceptance, authenticity, openness, and commitment helps correct student misconduct towards peers.
- Skills in proper verbal and non-verbal communication are a basic condition for the proper conduct of relationships between students.
- The ability to set boundaries, norms, requirements and rules of conduct, as well as their proper enforcement, helps reduce disorders in the behavior of pupils and foster children.
- Formulating unclear or contradictory messages disrupts the relationship between students and pupils.



- Being able to talk about your problems and applying for help and support in difficult situations reduces disturbances in the behavior of students and foster children.
- Teaching attitudes of responsibility for one's own behavior in peer relationships reduces behavioral disorders.

3.3.6 Guiding Questions

- What are the most common manifestations of disorder in peer relationships?
- What are the most common communication errors (verbal and non-verbal) between students?
- How often do students respond to inappropriate behavior by their peers?
- What is the awareness of students / pupils in identifying, naming and expressing their own emotional states, needs and expectations?
- How do you talk to peers who need help and support?
- How to recognize aggressive thoughts and behaviors and how to control them?
- How to shape attitudes of responsibility for one's own behavior in peer relationships?

3.3.7 Anchor Text(s)

Building relationships based on mutual understanding, tolerance for the differences of others, as well as a sense of responsibility for their behavior is an important factor for the effectiveness of educational work with children and young people. All protective and therapeutic influences on students should take into account their psychological and emotional needs. Behavioral disorders usually result from various personality and temperamental deficits of juveniles. Family and social factors also have a huge impact on the occurrence of disorders in children and adolescents. Therefore, all educational interactions should focus on strengthening the resources of juveniles in the mental, emotional and relational dimension. A social bond, which is an important element that strengthens proper development, gives pupils a sense of being accepted, and a sense of security and belonging strengthens positive behavior. Factors supporting proper peer relationships are: acceptance, openness, authenticity, mutual respect, understanding of difficulties and limitations, perception of efforts and strengths, positively spent time in a peer group, as well as the correct ability to set boundaries, norms, requirements and expectations. The ability to communicate, listen to each other, interact and be open to peer needs is important. The ability to identify your own emotional states is the basis for proper peer relationships in the school environment. Knowledge of one's own needs, and the ability to recognize and respond to the needs of peers are other important skills of children and youth. Finally, understanding complex emotions (often negative), constructive reduction of tension, control and change of aggressive behavior, conflict management and shaping responsibility,



kindness, openness and peer cooperation are important areas in designing all educational, preventive and therapeutic interactions.

3.3.8 Vocabulary

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Peer group

Responsibility

Aggression control

Verbal communication

Nonverbal communication

Simple and complex emotions

Needs and expectations

Self-presentation

Social bond



3.4 MODULE 3: Problems in interaction with the group

3.4.1 General

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Specific topic	Problems in interaction with the group
Duration	5 hours

3.4.2 Specific Topics

Topic

Disorders in group functioning: manifestations and causes

The ability to build a class team

Knowledge of group roles and resulting behaviors

Ability to work in a group

Ability to set group rules and norms

Ability to enforce group rules and norms

Knowledge of techniques to handle conflict situations

Developing students' skills of self-presentation and speaking before the group

3.4.3 Summary

The main purpose of this module is to provide knowledge about the determinants of disorders in the relationship of students with the group. Lack of knowledge about building a class team becomes the first step to the formation of disorders between the group and the individual. Errors in diagnosing and creating an educational situation, a lack of ability to recognize the roles of individual members of the group, ignorance of alternative ways of resolving conflict situations, consent to stigmatization and the lack of group rules and norms, while disregarding the importance of the consequences of such behavior, are actions that deepen the disorder of the individual in relation with a group.



3.4.4 Learning Outcomes

After this course, attendees will:

- build the right climate in the classroom;
- define the rights and obligations of students and themselves;
- name and communicate the needs and expectations of students and towards students;
- apply strategies to deal with difficult emotions in the group;
- identify conflict situations in the group and use appropriate methods to resolve them, avoiding possible mistakes;
- teach group collaboration;
- know the specifics of group creation and functioning;
- prevent exclusion and stigmatization of students;
- support students in the process of self-presentation;

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3.4.5 Guiding Concepts

- The right school and class atmosphere is conducive to shaping proper peer relationships.
- Knowledge of one's own rights and obligations is an important element of team work.
- The ability to express one's needs and expectations has a positive effect on mutual relations in the group.
- Knowledge of group processes and grouping phases helps to understand crises and difficulties that may arise.
- Knowledge about basic strategies for dealing with difficult emotions (anger, rage, anger, fear) eliminates behaviors that disrupt proper relationships
- Knowledge of alternative ways of resolving conflicts minimizes the risk of contentious situations.
- Awareness of teachers about the possibilities of their mistakes in the situation of resolving conflicts between students (assessing, generalizing, downplaying, "conducting an investigation") contributes to their elimination
- Teaching effective forms of cooperation in a group and with a group regulates mutual relations in the classroom.
- Teaching students self-presentation reduces their stress and increases self-esteem.



3.4.6 Guiding Questions

- What are the disorders of students' functioning in the group?
- What group roles appear in the team? What are their characteristics?
- What is the scope of competences of teachers, educators and educators in identifying disorders in group relations?
- What is the teachers' knowledge about group conflict and its mechanisms?
- What methods of resolving conflict situations do educators know?
- What competencies are necessary in the work of a teacher or educator to maintain correct relations in the group?
- How to properly build bonds in the group?
- What strategies should educators use in approaching people with different group roles?
- How to teach group cooperation?
- How to enforce consequences for anti-group behavior?
- How to counteract the experience of rejection and exclusion of a student from the group?
- How to help the student adapt to the group?
- How to develop self-presentation skills among students?

3.4.7 Anchor Text(s)

Working with other people involves taking responsibility for their development and safety. In the planned and purposeful educational work, a pupil / student appears with a certain amount of experience, with some knowledge of the world and a certain attitude towards others, which often makes the process of building a class team an extremely difficult task. When undertaking his activities, the pedagogue is obliged to reflect on the effects of the steps taken, also taking into account any barriers and impediments in this action. By crossing the school threshold, the child becomes a student and a member of the class community, his social functioning largely depends on the relationship with other students and teachers of the class. For a young person, a school class is a kind of mirror in which to look around, building a picture of themselves and others. Relationships between students are influenced by group processes, but they affect every student. All the more important is the fact that a student manifesting already disturbed behavior is not aware of the process taking place in it and is unable to control it. Disturbed behavior is a form of repetition of the original trauma, in which the child plays a role and in various roles also casts people from his immediate environment (teachers,



students), manifesting difficult feelings towards them and entering into conflict with them. Such a child is perceived negatively by a group that is trying to deal with it somehow. The consequence of such behavior is an attempt to punish or exclude a child from the group, which is a clear signal to question his belonging to the group, i.e. the environment with which he may sometimes have the only significant ties. Knowledge of group processes and constructive interference of the educator / teacher / pedagogue in the processes occurring in the group in which the disturbed students are located prevents the appearance and growth of dysfunctional behaviors (assuming negative roles in the team, stigmatization, breaking norms and group rules, etc.)

3.4.8 Vocabulary

Group roles

Relations

Interpersonal communication

Emotions and feelings

Conflicts

Difficult situations

Consequences of behavior

Group rules and norms

Self-presentation



3.5 MODULE 4: Problems in relationship with oneself

3.5.1 General

Specific topic	Problems in relationship with oneself
Duration	5 hours

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3.5.2 Specific Topics

Topic

The ability to recognize the symptoms and effects of disorders in self perception

Awareness of the child's real needs in the messages expressed by him

Proper development of social skills

The ability to compare an adequate assessment of yourself

Knowledge of the needs of needs and feelings

Work with "wrong" beliefs/convictions

Ability to work with a student with disorders in people's perception

3.5.3 Summary

This module includes knowledge about recognizing the basic symptoms of improper self-perception. Issues related to the teacher's ability to see and name emotions of his or her own mentees are discussed here, which determines how to react appropriately in difficult situations. Attention was paid to the issue of beliefs as an important factor shaping the approach to problems. Knowledge and skills in the field of symptoms and mechanisms of creating a vicious circle in the child's perception of himself makes the educator a more conscious person and protects him from entering roles that he does not want to play.

3.5.4 Learning Outcomes

After this course, attendees will:

- read your pupil's messages
- initiate a conversation with a student with impaired self-perception
- diagnose the student's level of self-acceptance



- strengthen the student's self-esteem
- propose substitute / alternative behavior to the student
- support the student in building their own image of themselves
- identify and name your own and student emotions
- deal with one's own and students' emotions
- work with student's "misconceptions"

3.5.5 Guiding Concepts

- Children's behavior is purposeful, e.g. they aim to achieve a specific goal, which may be to draw attention to themselves.
- Bad behavior is a symptom of a deeper cause, e.g. lack of social skills, self-control, self-calming.
- Child behavior is a way of communicating with the world (I am nervous, I need help, I am afraid, etc.).
- Behaviors occur in patterns (e.g. destructive role play).
- Disturbed behaviors can be replaced by substitute behaviors that must be available as part of the student's skills.
- Adult support adequate to the child's needs helps him / her understand their own needs, feelings and problems.
- Forms of behavior are determined by the social context, e.g. they depend on how the child perceives himself and his relationships with others.
- The cause of disturbed actions are destructive (often irrational) beliefs about yourself and others.
- Beliefs are the result of learning, so you can change them.
- Knowledge of one's own needs and emotions allows for more informed work with the student.

3.5.6 Guiding Questions

- How do you recognize student messages?
- How should a teacher initiate interaction with a difficult student and react to his behavior?
- How can teachers recognize student self-acceptance?
- Can teachers adjust activity during the lesson to the specific emotional state in which the student is?



- How to teach students how to handle difficult situations?
- What knowledge do teachers have about using substitute behavior?
- How to strengthen self-esteem and build a value system?
- What do teachers know about destructive forms of coping in difficult situations?
- How to teach responsibility for your behavior?
- Can teachers work with students' misconceptions about themselves?
- How do teachers deal with their own emotions?

3.5.7 Anchor Text(s)

This type of disorder is difficult to diagnose because it manifests itself in relationships with peers, adults, or tasks. It requires very careful observation of the child to see what is not always noticeable at first glance. Mastering self-regulation, the skill needed for proper behavior, in the case of a student manifesting inappropriate behavior requires additional support, facilities, instructions, because a child who better understands his and others' behavior can predict the effects of their own actions. Students with disturbed behavior have a problem with taking responsibility for their behavior and with its proper assessment. In the moment of stress or difficult emotions, they experience cognitive disruptions (memory, learning, attention) and their educational chances automatically decrease. This raises many difficult situations that can become a source of injury for both students and teachers themselves. Strong stress that occurs in such moments can further strengthen the undesirable behavior of students. That is why it is very important to be aware of your feelings and ways of responding.

3.5.8 Vocabulary

Self-assessment

Self depreciation

Self-injury

Blaming yourself

Self-esteem

Convictions



3.6 MODULE 5: Problems in task situations

3.6.1 General

27

Specific topic	Problems in task situations
Duration	5 hours

3.6.2 Specific Topics

Topic

Symptoms of disorders in undertaking and implementing tasks

Factors disturbing the implementation of entrusted tasks

Organizational competences

Ability to manage time and tasks

Ability to delegate tasks

Positive motivating and strengthening

Social, negotiating and communicative competences

Identification of successes and failures

Overcoming difficulties and failures

Learning from mistakes

3.6.3 Summary

Supporting students in achieving their plans and goals is an important factor in upbringing into adulthood. Disorders in task situations may appear both during their implementation and before they are undertaken. They can take various forms: from discouragement to refusing to perform a task. Overcoming the lack or insufficient motivation, rapid discouragement in carrying out the task and building social, negotiating and communication competences are challenges for education. An important factor in the disruption in the implementation of tasks is the unused potential and capabilities of students, which translates into lack or insufficient achievements and results. Failure to act is destructive to future action.



3.6.4 Learning Outcomes

After the course, attendees will:

- recognize problems in undertaking and implementing tasks
- delegate tasks
- motivate students to carry out their tasks effectively
- teach you how to overcome difficulties in carrying out tasks
- teach time and task management
- communicate and negotiate in problem situations
- recognize your and your students' successes and failures
- teach yourself and others by analyzing mistakes

3.6.5 Guiding Concepts

- Internal motivation significantly affects the implementation of the task.
- Lack of support in undertaking tasks destructively overcomes the difficulties.
- Low level of communication and negotiation skills make it difficult to accomplish and undertake tasks.
- not being able to assess effects at individual stages of implementation interferes with their implementation.
- not being able to identify the causes of possible failures increases the likelihood of further failures.
- not being able to manage time and tasks generates failures and failures.
- not being able to learn from mistakes causes duplication of problems and failures.

3.6.6 Guiding Questions

- What are the manifestations of disorder in undertaking tasks?
- How to develop motivation for undertaking effective task implementation?
- How to entrust the implementation of tasks?
- How to develop students' communication, negotiation and social skills?



- How to teach students to manage time and tasks?
- How to recognize students' successes and failures?
- How to recognize your own successes and failures?
- How to strengthen students at the next stages of the task?
- How to teach students on their mistakes?

3.6.7 Anchor Text(s)

Identifying problems in task situations and preventing such disorders is particularly important in the implementation of the socialization process of young people. The task method consists in entrusting students with specific tasks, the performance of which leads back to constructive changes in their behavior and enriching knowledge and experience in a specific field of activity. Thanks to this method, self-confidence, ability to plan activities, solve problems, creative and analytical thinking, responsibility, cooperation, and perseverance are developed in pupils.

When using this educational method, remember to teach students how to identify the causes of their own failures and how to overcome them. It is also important for young people to learn basic organizational competences. Effective time management, i.e. having the ability to analyze and use time, set goals, rational planning, decision making, implementation and organization of activities as well as systematic control are factors that increase the likelihood of success.

3.6.8 Vocabulary

Implementation of tasks

Stages of task implementation

Factors disturbing the implementation of tasks

Motivation

Task delegation

Time and task management

Success

Failure

Mistakes



3.7 MODULE 6: Risky behaviours

3.7.1 General

Specific topic	Risky behaviours
Duration	5 hours

30

3.7.2 Specific Topics

Topic

Risk behaviors of children and adolescents

Factors affecting the undertaking of risky behavior by students

Factors protecting against undertaking risky behaviors

Consequences of risky behavior

Social prevention

Assertiveness

3.7.3 Summary

By taking up this subject, teachers and educators will learn about the types and causes of risky behavior. They will also learn about risk factors and factors protecting young people from undertaking risky behaviors. Expanding competences in the field of designing preventive interventions is an important element in the process of education.

3.7.4 Learning Outcomes

After this course, attendees will:

- recognize the manifestations of risky behavior;
- teach how to identify risky behaviors among peers;
- know risky and protective factors;
- anticipate the consequences of situations and risky behavior;
- respond appropriately to the risky behavior of students;
- negotiate a change of behavior;



- design preventive actions against risky behaviors;

3.7.5 Guiding Concepts

- Disturbed peer relationships are a real reason for taking risky behavior.
- Lack of support and reaction from teachers and educators is the reason why young people take risky behavior.
- The development of new technologies and their inefficient use may increase risk behavior.
- Lack of interest in students' problems and a lack of competence of teachers and educators hampers the process of counteracting risky behavior.
- Being assertive protects you from risky behavior.
- Awareness of the consequences of risky behavior can protect against initiation.

3.7.6 Guiding Questions

- What are the basic recommendations regarding risky behavior of children and young people?
- What behaviors will we classify as risky?
- What causal relationships determine risky behavior?
- What are the consequences of risky behavior?
- What are the important protection against risk behavior?
- How to deny others effectively and necessary?
- How to handle your own behavior, e.g. using the Internet?

3.7.7 Anchor Text(s)

Risky behavior undertaken by young people is not a new phenomenon. It is a multi-faceted and complex problem whose determinants can be seen in social (e.g. family structure, relationships with parents, peers and teachers) and psychological (e.g. the need to look for strong impressions, a sense of alienation, a lack of sense of life). The term risky behavior is most often defined as an action taken voluntarily, the effects of which remain uncertain, with the possibility of a definite negative impact on life and health. The most frequently mentioned risk behaviors of young people are: smoking, improper eating, alcohol consumption, drug use, self-destructive behavior, crime, gambling, early sexual initiation, prostitution of minors, escaping from home, truancy and leaving school. This is not



a closed catalog, of course, because along with the development of civilization new threats appear, e.g. addiction to the Internet or computer games.

Risky behaviors usually perform the following functions:

- are instrumental activities directed at the realization of some unmet need,
- are a form of opposition to authority figures in the form of adults,
- reduce anxiety, frustration and fears related to parents' expectations and school failures,
- they are a way to show solidarity with peers, give the opportunity to participate in a group or identify with it
- allow you to demonstrate important attributes of your identity to yourself and the environment
- allow for a seemingly higher stage of development.

Risky behaviors undoubtedly disturb the functioning and development of a child in all its aspects. Therefore, undertaking appropriate preventive and educational measures is a necessary condition to protect students from risky behavior.

3.7.8 Vocabulary

Risky Behaviors

Types of risky behavior

Risk factors

Protective factors

Social prevention

Assertiveness