

# Jak nie być samotnym w szkole?



**Pakiet inspiracji**  
dla dyrektorów,  
nauczycieli,  
uczniów i rodziców  
dotyczący edukacji  
stacjonarnej,  
zdalnej  
i hybrydowej.

Czerwiec 2023

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## Contents

WHAT IS THE INSPIRATION PACK?.....	4
PROJECT „SCHOOL OF OUR DEEAMS – HOW NOT TO BE LONELY AT SCHOOL?“ .....	5
RELATIONSHIP-BASED EDUCATION.....	6
HOW TO USE DESIGN THINKING IN SCHOOL INNOVATION.....	10
INNOVATION IN SCHOOLS? .....	10
- THE STORY OF OUR DESIGN PROCESS .....	10
DEVELOPED SOLUTIONS.....	30
How do we improve relationships between students at school?.....	31
How to create a space that lowers students' stress? .....	35
How do we help students to strengthen their .....	39
self-esteem? .....	39
How to help teachers implement new interactive .....	43
and engaging working methods? .....	43
Jak jaśniej i przejrzyciej komunikować uczniom wymagania edukacyjne? .....	48
IDENTIFIED PRACTICAL METHODS AND WAYS OF WORKING.....	53
IMPROVING RELATIONSHIPS .....	53
How to conduct the learning process in an interesting and inclusive way for students? .....	54
.....	54
How to organise learning spaces that foster .....	64
building relationships and enhancing student learning? .....	64
How to deal with conflict situations between pupils? .....	65
.....	65
How to give feedback to improve results .....	75
.....	75
student learning? .....	75
.....	75
How to create psychological and emotional safety .....	79
.....	79
at school? .....	79
.....	79
JHow to deal with the developmental challenges and difficulties of a child displaying, among other things, challenging behaviour, undesirable behaviour?.....	95
SCHOOL OF OUR DREAMS .....	105

AUTHORS THE INSPIRATION PACK WAS DEVELOPED BY:..... 107



SZKOŁA  
NASZYCH  
MARZEŃ

***Every third teenager  
has in Konin schools  
feeling of danger.***

Frequent taking of tests contributes to this and tests, giving grades, bad relationships with peers and teachers, experiencing violent behavior from peers, such as gossiping, name-calling, insulting, discrimination and ridicule - but also from teachers.

***Every second teenager  
in Konin schools  
feel lonely.***

This is caused by being misunderstood and not being listened to, problems being ignored by the other side, their opinion not being taken into account, lack of support and help - from peers and teachers.

***One in seven  
indicate  
suicidal thoughts.***



\* From the report of the survey on feelings of safety and loneliness in Konin schools, November 2022.

# What is the Inspiration Pack?

The Inspiration Pack is a publication that is one of the results of the pro-project called "**School of our dreams - How not to be lonely at school?**".

It is intended to answer the question: **How to help school principals, teachers, students and parents to implement a sustainable change in teaching and working methods aimed at improving school relationships in residential, remote and hybrid education settings using Design Thinking?**

It contains scenarios for educational activities focusing on relationships that have:

- ④ Facilitate learning about each other's needs, build relationships, improve relationships between all members of the school community
- ④ Reduce feelings of loneliness, insecurity and stress experienced in the learning process.



The scenarios for educational activities were developed on the basis of materials collected and developed during the project:

- ④ The SWOT analysis of remote education, which identified the problems resulting from remote education, especially in terms of building and maintaining relationships.
- ④ Diagnosis of the feeling of safety and loneliness in Konin schools, which indicated the level of safety and loneliness by students, teachers and parents and factors influencing them.
- ④ The team's work with the design thinking method: identifying pro-project challenges, conducting qualitative research with a group of recipients to understand the problem, analysing the collected information and discovering insights, generating possible solutions, designing and testing prototype solutions.
- ④ Identification of concrete practical methods and ways of working with learners during training team meetings with trainers in specific competence areas.

The planned long-term effect of the project called "The School of Our Dreams - How not to be lonely at school?" is the implementation of new forms and methods of cooperation, programmes of work and projects facilitating the learning about the needs and building relations in Konin schools and projects facilitating the understanding of needs and relationship building in schools in Konin.

# Project

## „School of Our Deeams – How not to be lonely at school?”

The aim of the project "School of Our Dreams - How not to be lonely at school?" was to develop, using the design thinking method, **innovative solutions** (me-methods, tools, forms of work, processes, work programmes or projects) to implement **education based on relationships** and empathy, in one of the schools in Konin - the K. K. Baczyński Secondary School No. 2 in Konin

The project was implemented as part of a broader initiative called 'School of Our Dreams', which was initiated at the level of the entire city of Konin in 2019 by the Youth Cultural Centre in Konin in partnership with the Konin City Council, education innovators, teachers, parents, students, educational and cultural institutions and non-governmental organisations. More about the initiative here: [School of Our Dreams](#).

The project 'How not to be lonely at school' was implemented by the City of Konin, the Teacher Training Centre in Konin, the Konin Association of SPEKTRUM Social Cooperatives and Newschool AS in Oslo - an educational agency specialising in designing educational processes - between April 2022 and December 2023.

It involved relationships between members of the entire school community: teachers, parents and students. The decision to participate in the project was

made jointly by the entire school community of the Secondary School: headmasters, teaching staff, school employees, students and parents, answer in questions in the recruitment form.

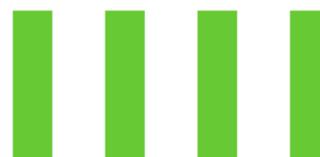
A group of 25 people worked on the innovative solutions, consisting of pupils, parents, teachers, school management staff, employees of the leading authority - the Town Hall in Konin, experts of the Teacher Education Centre in Konin and experts of the Konin Social Cooperative Spektrum.

The team worked with the Design Thinking method, which in a structured process to generate and implement creative solutions.

The project "School of Our Dreams - How not to be lonely at school?" was funded by the EOG Financial Mechanism 2014-2021 and the from the state budget. The EOG Funds represent the contribution of Iceland, Liechtenstein and Norway to creating a green, competitive and inclusive Europe.

Activities implemented in the project are:

- 🌀 surveys on feelings of safety and loneliness at school among students, parents and teachers in Konin schools (June - September 2022)
- 🌀 a training trip to Norway led by project partner Newschool AS (September 2022)
- 🌀 project-education workshop in Konin (November 2022 - May 2023)
- 🌀 testing the developed methods at school (as mentioned above)
- 🌀 two-day workshop to disseminate the developed results among the school community of Secondary School (June 2023)
- 🌀 Educational Congress (October 2023)



## Relationship-based education

At School of Our Dream, we start from the premise that **education is about relations**. Relationships involve the whole school community. Pupil-teacher, pupil-student, teacher-teacher, teacher-parent. It is about getting to know each other, each other's needs and emotions, shortening distances, partnerships, respecting rules on the basis of mutual respect, empathy, subjectivity and tolerance, non-violent communication.

Relationships established with a positive adult, which in this case is the teacher, allow pupils to grow in an atmosphere of safety and acceptance. A sense of security in the relationship is essential for the formation of self-esteem and the ability to build relationships later in life.

Relationship-based education means a sense of security in the relationship, the psychological, physical and social well-being of the whole school community, which further translates positively into didactic and educational and social outcomes. It is a better understanding of all the participants in the relationship and therefore the ability to offer each other more support.

It's more openness to finding solutions in difficult or problematic situations, because there is no fear. A greater openness to share ideas regardless of differences in experience, age or position or role. Higher self-esteem among pupils, greater cognitive curiosity and internal motivation for self-improvement, as well as a better understanding of the learning process and thus achieving better results in learning.



Destroy the relationship	Build a relationship
unwillingness to understand the needs and the emotions of the students, the causes of the problems, focusing only on covering the material	empathy, getting to know each other, each other's needs and emotions, focusing on supporting students in their individual development
one-sided demands for respect, ignoring the boundaries and needs of the other person	mutual respect, respect for each other's boundaries, respect for each other's rights and needs
lack of trust	trust
failure to respect the rules	respect for the rules
negative attitudes towards other people because of their characteristics, values, choices, weaknesses or strengths, lack of acceptance of individuality, otherness, exclusion	acceptance of other people, their qualities, values, beliefs, life choices as well as their strengths and weaknesses, acceptance of individuality, diversity, inclusion of
pressure of inadequate demands, demanding the best performance from everyone in everything	mobilisation on the basis of appropriate requirements, proportionate to the individual's abilities, needs, adopting a positive approach to the diversity of results
creating a sense of shame, constant tension and fear of making a mistake and being punished, a constant feeling of insecurity	allowing mistakes to be made and learning from them, giving a sense of support and influence by being able to correct mistakes, a sense of security
language of criticism that violates the dignity of the pupil and creates pressure, reporting the result in an	A language of support, respect and appreciation that creates a sense of security, the use of elements of forma-

uncritical, unreflective, coarse, instrumental manner, disempowering treatment of the person being evaluated	tive assessment with the active participation of the learner enabling him/her to acquire self-developmental competences by reflecting on his/her performance
pointing out mistakes and overlooking what is good, resulting in a feeling of still being inadequate	pointing out what is good, building the pupil's sense of self-worth
comparing a pupil's performance with that of other pupils or a more or less defined benchmark or standard, promoting competition between pupils, valuing pupils as human beings on the basis of assessments	comparing the learner's achievements to their own past achievements, informing them of their progress and pointing the way to further learning
building authority on the use of power and control, intimidation by means of orders, prohibitions and frequent control, punishment by assessment	building the teacher's authority on partnership and support for the student, shortening the distance
limiting students in their actions and directing everything from above, not involving students in decision-making	giving pupils a real space for independent creation, action, co-determination in different areas
imposing one's own way of thinking and acting, rigid schemes and norms, unambiguous interpretations and solutions, lack of appreciation for original ideas and approaches	enabling creative freedom, discovering the world, creating and implementing one's own educational projects, valuing non-schematic interpretations, solutions, supporting diversity



## Effect

a sense of emotional vulnerability	emotional security
feeling of loneliness	sense of belonging
lack of self-confidence and confidence in life	confidence in yourself and in life





# How to use design thinking in school innovation

## innovation in schools?

### - the story of our design process

The project team, which went through the entire design process, consisted of 25 people, including pupils, parents, teachers, the managerial staff of II Liceum Ogólnokształcące im. Kamil Baczyńskiego in Konin, employees of the leading authority - the Town Hall in Konin, experts of the Teacher Training Centre in Konin and experts of Konin's Spektrum Social Cooperative.

*The design process was led in Oslo by educational experience design trainers and consultants Mitch Whitehead and Nikki Michelle Soo from Newschool AS and in Konin by Agnieszka Gołębiowska Co-ordinator of Youth and Creative Projects from Konin City Council.*



The Design Thinking working method - a method of design thinking - which, in a structured process, allows creative solutions to be generated and implemented. The basic principles of the design thinking method are:

- ③ User focus (understanding the user's realised and often unrealised needs),
- ③ Interdisciplinary team (looking at the problem from multiple perspectives)
- ③ Experimentation and frequent hypothesis testing (building prototypes and gathering feedback from potential users).

The design process started during a workshop in Oslo. We spent a whole week learning:

- ③ How to solve problems effectively,
- ③ How important it is to work together as a team and to be able to communicate,
- ③ How important it is not to move quickly to solutions, but to lean into understanding the problem at hand, to understand the people affected.

In addition:

- ③ We built a team, ready to face the challenges of the design process - as a foundation for further joint action,
- ③ We developed knowledge, understanding and experienced the design thinking process,
- ③ We started the design thinking process by defining problem areas and turning initial ideas into real solutions that fit the project goals.

Among other things, we wondered:

- ① How to work on the quality of relationships?
- ① How to reduce students' stress levels?
- ① How to build the student's sense of worth as a human being?
- ① How to assess differently in order to reduce the negative impact of numerical assessment?
- ① How to communicate in an appreciative and supportive rather than a pressure-creating language?
- ① How to make lessons engaging and interesting rather than boring?

After analysing the results of the workshop in Norway, we identified 5 problem areas that we wanted to work through as part of the design thinking pro-cess in Konin.

- ① RELATIONS
- ① STRESS
- ① LOW SELF-ESTEEM
- ① BORING LESSONS
- ① ASSESSMENTRES



At the beginning of November 2022, we were already on site in Konin and embarked on a joint seven-month journey to find solutions to the problem areas we had defined in Oslo.

To get the journey off to a good start we asked ourselves questions:

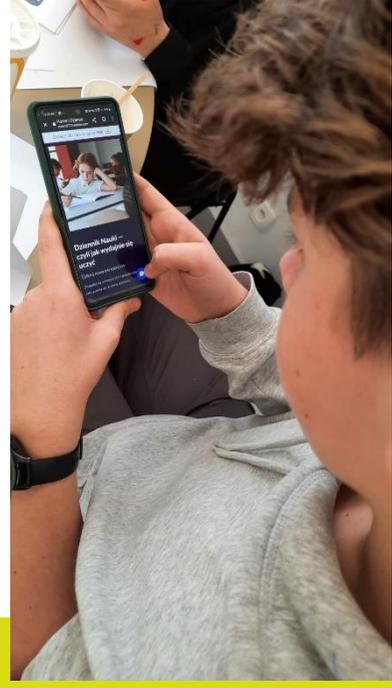
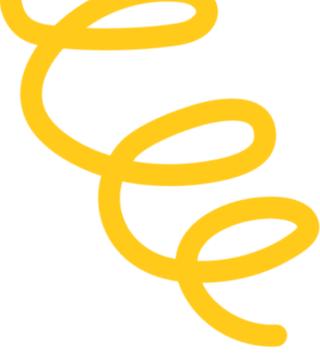
- 🌀 what is our WHY?
- 🌀 What are our aims and objectives?
- 🌀 What does success look like for us?
- 🌀 What are our roles and responsibilities?
- 🌀 How do we want to work together?
- 🌀 What is most important to us?
- 🌀 To whom are we accountable?

Five collages depicting the resulting teams were created:

- 🌀 Long-term investment
- 🌀 Wordsmiths
- 🌀 Stress and full stop
- 🌀 Dream Team
- 🌀 Sense in a relationship

In our project, teamwork and good cooperation were extremely important. The design thinking process is a challenging one, so you need to support each other in difficult moments. Design Thinking can be difficult because it requires the involvement of different skills and aspects, flexibility, courage and emotional commitment in the creative process.





Therefore, in our teams, before entering the research process, we established rules of cooperation:

- 🌀 Helping ourselves to tools
- 🌀 Groups carry out tasks between workshops
- 🌀 Record experiences and document conclusions on an ongoing basis
- 🌀 Upload completed reports to google
- 🌀 Together we analyse, interpret and synthesise

We also established an additional rule that we give ourselves appreciative feedback using two phrases:

- 🌀 You did a good service to the group when you...
- 🌀 What I would like to see more of is....

Thus prepared, we could begin our work. Our work plan set out the Design Thinking process, which allows us to follow a series of steps to develop new solutions in response to a given problem or challenge and consists of five phases:

1. **Empathise** - which involves understanding user needs, expectations and problems through observation, interviews and research.
2. **Define** - the problem to be solved, made on the basis of the information collected.
3. **Ideation** - involving generating multiple ideas for solving a problem and then selecting the best one.
4. **Prototyping** - involving the creation of a prototype of a selected idea to test its functionality.
5. **Testing** - In the last phase, a prototype is tested with users to obtain feedback and improve the solution.

### FAZY PROCESU DESIGN THINKING



Although these five stages have a specific order when we start using Design Thinking, it is common to sometimes go forwards and sometimes backwards in the process - we may return to earlier stages because of something new we have learned, something we had not considered at the time, or because we would like to go deeper in our thinking. It is important that all five stages take place - the progression of stages varies from project to project.

In the process, we often used different types of warm-ups and check-ins at the beginning of each workshop. They helped us to put ourselves in a good mood, which in turn allowed us to work more efficiently, collaborate better and achieve better results. That's why it's always worth taking the time to warm up and check-in at the beginning of a Design Thinking workshop. We started our first workshop with a question: What was your small victory today?, which had to be represented by a figure set up of people.

We started designing new solutions with **EMPATHISATION**. In the workshop, we learned about better defined problems and different methods of empathisation.

Empathisation is a key element of the Design Thinking process, allowing us to better understand the needs and expectations of users. Empathising is the moment when we try to empathise with the situation, emotions and needs of the other people for whom we are trying to design a solution, allowing us to understand their perspective and point of view.

Empathising requires us to be attentive and listen carefully, and to be empathetic and engaged. Sometimes we are part of the group or work with people who are.

One of the methods of empathisation we used was the **PERSONA**, or user profile. A persona is a fictional character that represents a typical user of the product, service or system we are researching. A persona describes the characteristics, behaviours, needs, goals and challenges faced by a particular user

group. The persona can include information about the age, gender, occupation, lifestyle, preferences and habits of the users. We can complement it with information about what they think, feel, do and say, in the situation we are investigating. In this way we can create a more detailed and realistic image of a typical user, allowing us to better understand their needs and expectations.

Another way of empathising that we used was a **customer journey map**. This is a tool that allows a better understanding of the user's interaction with a given product, service or system, i.e. in our case a student with teachers and peers at school, on the way to school, during lessons. This map presents graphically and chronologically the entire path a user takes - in our case, the pupil - from the moment he enters the school to the moment he leaves it. Thanks to this tool, we were able to gain a better understanding of each stage of this interaction, spot new problems, and identify areas that need to be improved or changed.

More specifically, such a map shows what specific situations the student must face every day in the space of the selected problem?

- 🌀 ACTIONS [what does he do?]
- 🌀 OBJECTS [what does he use? objects, tools, etc.]
- 🌀 ENVIRONMENT [what does he see in the surroundings?]
- 🌀 EMOTIONS [what does he feel?]
- 🌀 THINKS [what does he think? - quotations!]
- 🌀 INTERACTIONS [what interactions does it have? with whom? what does he hear?]
- 🌀 EXPECTATIONS [what does he need? emotionally, physically, informationally, in learning, in interaction, in the environment, etc.]
- 🌀 PROBLEMS [what problems does he encounter? what prevents him from achieving his intended goal?]
- 🌀 OPPORTUNITIES [what might positively surprise him? what can help him?]

After the initial needs analysis, we moved on to planning **QUALITATIVE RESEARCH** to deepen our understanding of students' needs in the areas of:

our problems, discover something we don't know yet about their school experiences - understand their world to discover the so-called **INSIGHT**, which will set us in the direction of creating innovative solutions. The best solutions result from the best insights into human behavior.

One of the methods we used in qualitative research was **SHADOWING**. Shadowing is a research technique involving observation and recording users' actions, behaviors and decisions in their natural work or life environment. It's a bit like stepping into his shoes and following him through school activities, breaks, etc., deepening your knowledge of his experiences. Observing what people do and how they interact with their environment gives us clues about what they think and feel and what they need. By observing people, we can capture the physical manifestations of their experiences - what they do and say. This allowed us to infer the intangible meaning of these experiences to discover insights.

We were preparing for shadowing. At the beginning, we defined what we wanted to learn, chose the students we wanted to follow, and prepared our "shadow day". On the appointed day, we met with the student and did everything he did all day long. We recorded our observations in a diary, took photos, and drew what we saw. After the day, we made a reflection on our observations.

The second method we used was **SELF-OBSERVATION**, also based on keeping a diary. This is a research technique that involved students from our team systematically recording their experiences, thoughts and feelings related to various aspects of experiencing school and learning.

The third method was **INDIVIDUAL IN-DEPTH INTERVIEWS**. Interviews use questions that are intended to make the interviewee reflect, which is why we used open questions, e.g.: How can you describe it? What did you do? How did you remember it? How did you experience this? How do you feel about this? What was your emotional reaction? What do you think? How do you see it? What is your opinion? And above all, we listened, listened, listened. When an interesting sentence was said, we asked questions, trying to understand

The interview was conducted as follows:

- ① Obtaining consent for an interview
- ① Introduction
- ① Conducting the interview according to the script
- ① Record
- ① Thanks

Two people from the team participated in the interviews - one asked questions, the other took notes. In creating the reflection, it was necessary to clearly separate the information provided by the respondent from our interpretations. We also recorded nonverbal information provided by the respondent. We also informed him about the process of recording the interview.

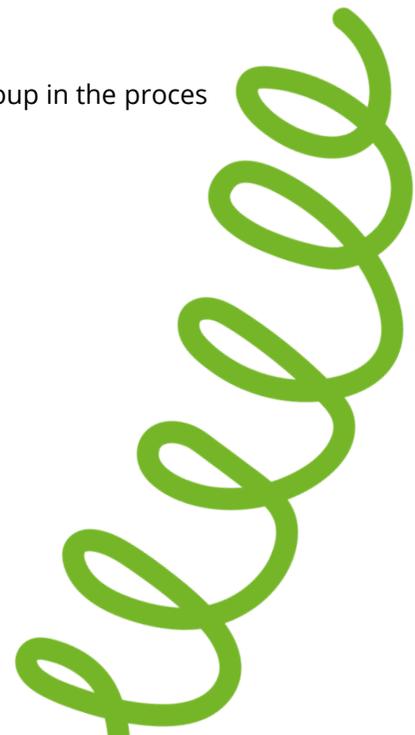
At this stage, we should try to understand our target group and the challenge we face as deeply as possible. We can do this in many ways, including:

- ① Interviews
- ① Empathy maps
- ① Involvement of people from the user group in the process
- ① Shadowing
- ① Self-observation with a diary
- ① Surveys and questionnaires
- ① Data analysis
- ① Our own experiences
- ① Inventive and creative exercises
- ① Research activities

**At this stage it is very important that we are aware of our assumptions and biases. We may have our own ideas about the problem or challenge we want to solve, its causes and how our target audience thinks or feels, but it is important to discover the truth. This process usually shows us that the truth is more complex and more complicated than we initially imagined!**

As part of our qualitative research, we carried out: 5 in-depth interviews, 5 shadowings and 3 self-observations. We learned and deduced from them, among others that:

- ① The student does not have time at school to really rest or de-stress - he uses every possible moment, even breaks and earlier lessons, to prepare for the next lesson, a test, etc.
- ① The student does not have time at school for real contact with peers - he uses every possible moment to talk about learning, overdue tests, what may be on the tests, etc.
- ① The traditional way of conducting lessons does not build real relationships between teacher and student, or between students.
- ① The only interaction in the lesson between the teacher and the students is only during questioning. Complete lack of interaction between students.
- ① The use of stimulating teaching methods and the lack of stimulating interaction between teacher and student and between students during lessons deprives them of the opportunity to build positive relationships with the teacher and peers in the learning experience, which provide a sense of security and belonging (learning to establish relationships).
- ① Using preachy teaching methods is boring and does not engage students.



- ④ Pupils learn by asking questions, by talking among themselves and with the teacher about the topic they are learning, by working in groups.
- ④ Pupils care about their learning and marks when they have input into the lesson and when the teacher uses alternative working methods (going outside the classroom).
- ④ in the course of the lesson and when the teacher uses alternative working methods (going outside the classroom, using different sources, asking questions).
- ④ Pupils become distracted when they are given too much material to absorb in traditional ways during lessons.
- ④ Teachers' ongoing assessment of pupils' learning progress by grading from 1 to 6 does not give pupils sufficient feedback.
  - Grading by grades 1 to 6 does not take into account students' individual needs and abilities. It does not enable the teacher to give the pupil information about his/her strengths and weaknesses and what he/she needs to improve.
  - Grading by grades does not give students clear guidance on what they need to do to improve their performance.
  - Grading does not take into account all aspects of a student's learning progress, such as teamwork and problem-solving skills, group work or problem-solving skills.
- ④ It is easier to assess one's own and others' learning outcomes if the learner is aware of clear and transparent assessment principles and requirements regarding the extent of the required learning.
- ④ The teacher does not give the rules and requirements at the beginning of the lesson (or before a test) as to what knowledge is required to be taught (or tested).
- ④ Assessment causes great stress.
- ④ Pupils do not have the skills to cope with stress.
- ④ There are few activities to reduce stress in school.
- ④ Pupils focus only on their learning and on the grades they achieve, and judge their worth through this prism. They do not know themselves

and their needs. Their self-esteem is low and dependent on their grades.

We added two interactive methods to the qualitative research plan.

The first was an exhibition entitled "MAY OTHERWISE", which presents the ideas of the Konin-based initiative School of Our Dreams. The main element of the exhibition were four interactive models of ASSESSMENT - FEAR - RELATIONSHIP - PASSION - with headphones, in which one could listen to young people's statements on assessment.

The models represent in a symbolic way:

- ④ on the one hand the most important problems of the traditional grading system by means of numbers and its destructive effects on the psyche of a young person;
- ④ On the other hand, they propose changing it to a supportive feedback system, which allows for mistakes to be made, shows the way for further development and ultimately leads to building the student's independence and creativity, allowing them to learn with security, self-esteem and the courage to follow their passions.

Each model was accompanied by a set of blank cards on which students could write their reflections. In this way, we learned among other things, that:

- ④ Traditional assessment methods are more likely to focus on do-notes and pointing out mistakes and overlooking the good. They are more like pointing out mistakes, without analysing them in depth, and tend to create a sense of shame, constant tension and fear of making a mistake and being punished, discouraging learning and destroying children's natural desires and needs of children.
- ④ Often, already in kindergarten, assessment becomes the yardstick of a child's value as a human being and by it they judge their own value and the value of other people. In the same way, pupils are valued by their teachers and parents, dividing children into better and worse.



- ☉ The grading system does psychological harm because it is extremely unfair. It makes us feel constantly inadequate, whether we have ones, threes or fives.
- ☉ Such a model does not work and goes against the purpose of education and the needs of the student, who is at a time in his life when he needs support and "wings" to build themselves and their passions. For this to happen, the child needs to feel that they are safe, to be in a zone of relaxation.

The second interactive form we added to our qualitative research was the **LONG TABLE FORMULA DEBATE**. A log table is a method of dialogue in which participants sit around a long table, similar to a conference table, which is open to all willing participants. In the centre of the table is the debating group and around the table sit other participants who wish to join in the conversation. During the debate, each participant can speak and then passes the 'microphone' to the next person. The debate is not moderated, anyone can come to the table and speak. When there are no seats available, the next participant may ask to step down. At any time a participant can leave the table and return to it after a while. The discussion is based on a single topic, but different questions can be answered within that topic. A debate has a beginning but no conclusion. This method helps to find out the participants' opinions on a topic.

- ☉ We conducted it at school among the students of Secondary School No. 2 in Konin, from which our project team originated. The main topics of the debate were relationships at school, stress, assessment, quality of lessons and self-esteem. The students who took the floor focused mainly on stress at school - it was the most important issue for them. Here are the main findings:
- ☉ Pupils experience the pressure of constant knowledge checks, mid-terms and learning an excessive amount of material in different subjects, which leads to fatigue and learning difficulties.
- ☉ Stress at school has a negative impact on students' lives, both school and personal.

- ☉ High pressure at school, especially at a high level educational institution such as Secondary School, causes stress and lowers the self-esteem of many students, which in turn negatively affects their academic performance.
- ☉ The grading system is not always fair and the criteria are not always clear and predetermined. It should not happen that pupils fail just because of one test.
- ☉ Comparing oneself with other pupils on the basis of grades is natural, but it causes stress and pressure. The school does not teach that everyone has their own strengths and weaknesses beyond learning issues, and that everyone is a valuable unique individual and there is no need to compete with others.
- ☉ The grading system does not always reflect students' abilities and does not take into account individual needs and learning styles, which can lead to frustration and a sense of unfairness.

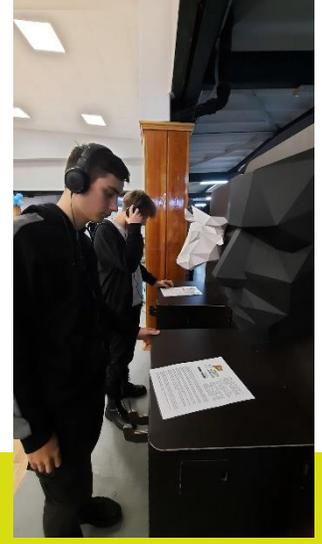
After gathering information from all sources, about the needs and problems of the students in the school in terms of school relationships, sense of security and community, we were able to move on to the next phase in the Design Thinking process: the **PROBLEM DEFINITION** phase for each of our areas, and consequently the formulation of the so-called **PROJECT CHALLENGE**.

In this phase, the emphasis is on identifying the right problem to solve. We may start with the problem of students skipping lessons, but as we analyse the information from the empathise phase, we realise that the main problem is that they do not feel that the lessons reflect their needs and interests.

Our problem, then, will be how we design and deliver lessons that reflect students' needs and interests. There is also an emphasis on defining the project challenge precisely so that we can focus our efforts on solving specific problems, which will increase our chance of developing effective solutions that address the real needs of the students.



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We had to remember that many problems have multiple causes and factors and that we cannot solve them all at once - instead, we should focus on one aspect, define that challenge and then look for solutions. It's always better to solve one small problem well than to ineffectively solve the whole problem.

Equally importantly, a well-articulated design challenge:

- 🌀 Builds on good insight.
- 🌀 Provides focus and gives a framework for finding the right solutions.
- 🌀 Is specific and individual rather than broad and general.
- 🌀 Inspires your team to find solutions - a springboard for creativity.
- 🌀 Captures the hearts and minds of people.

**"Insights set the stage for creating innovative solutions. They do provide new knowledge, broaden our mental horizons, help us understand different issues and inspire us to do great things." Andy Davidson**

To warm up our brains before the definition phase of the design challenge, we did a warm-up task. The facilitator projected a photo on the screen. Each team had to choose three letters of the alphabet and then describe the photo in sentences using only words starting with the three chosen letters. We took an example from the Best Brain Education website: <https://bestbrain.education/.../odcinek-5-rozgrzewka-dla.../> "What a view! On the tarmac you can see small notches and above, amazing rows engaging the eyes of adept mountain climbers. Walenty! Walenty! Norbert shouts. Slow down, your legs don't carry you. But Norbert, not slower! Night is coming and the wolves attack in the night. Have more faith - cries Valentin." There was a lot of laughter and creativity. We used several methods in the definition phase of the design challenge.

The first method we called **PROBLEM SEARCH**. This was a special template that allowed us to translate quotes from interviews and observations into conclusions and their meaning:

- 🌀 First, we wrote in the individual lines the quotations spoken by the significant people in the interviews.
- 🌀 Then, as a group, we discussed together what the meaning of each quotation was - we interpreted it and drew conclusions from it, e.g.: what does this statement indicate? (e.g.: what does it say about the existing (e.g.: what does it say about the school's work culture? about the way in which teaching is carried out? etc.), what assumptions arise in our minds (about the work culture, the causes of the described situation? etc.) - these are just examples (!) of questions we could ask ourselves about the given quotation.
- 🌀 At the end, we considered: which problem is evidenced by the situation described by the person? which problem is evidenced by the conclusions and assumptions we drew? What other problems might the quotation relate to?

The second method we used was 5 x WHY. The 5 x for-why questions helped us to gain deeper insights, see new insights and information and a holistic understanding of the situation and problem. They gave us the opportunity to learn more about the wishes and opinions of the audience. This pushed us to get to the root of the problems. The questions were:

1. Why? Why is the problem a problem? What is the problem? What are the symptoms of the problem? Why is it a problem?
2. why? What is the cause of the problem? What is causing it? Where did it come from? Why is the problem occurring?
3. why? What other cause of the problem is there? What other cause of the problem could there be? What else?
4. Why? Organisational and methodological obstacles: How could the problem be avoided? What other methodological or organisational approach would help to avoid the problem?



5. Why? Systemic obstacles (of the school's operating system not of the top-down system over which we have no control): What systemic approach could prevent the problem from occurring?

The more we ask why, the deeper we can descend and the greater our respect-seeking to get to the real source of the problem. This is where our solutions will have the greatest impact.

Based on the lessons learned, we discovered the following INSIGHTS in our problem areas:

### RELATIONS

Genuine relationships between students are as important as learning. Lack of time for personal conversations and getting to know each other negatively affects feelings of loneliness and the development of communication skills. Fostering stronger bonds between pupils will reduce pupil isolation and support their fuller emotional and social development.

### STRESS

Lack of time to relax and unwind has a negative impact on perceived stress levels, concentration, memory and learning ability. Creating a welcoming environment at school for relaxation and rest, as well as developing the ability to manage emotions, can help to increase learning effectiveness, to reduce stress levels. Students' well-being is key to developing their full potential.

### LOW SELF-ESTEEM

Integrating elements of personal development and mental health into school programs can support students in their overall development. Creating programs that incorporate personal development can improve students' self-esteem, relationships, self-understanding and ultimately reduce their feelings of loneliness.

### BORING LESSONS

Teachers face various obstacles and resistance when using new, engaging teaching methods. Lack of adequate pedagogical preparation and knowledge of interactive methods, fear of losing control of the classroom and lack of sufficient resources and tools in the school are factors that contribute to teachers' resistance to using these methods.

### EVALUATION

Clear and transparent assessment rules and clear requirements are crucial for the effective management of pupils' learning. They reduce stress, increase pupils' motivation and give them a sense of control over their progress. As a result, they contribute to reducing perceived insecurity.

The final step in formulating the problem, or design challenge, was to formulate the problem in one sentence starting with the words: How can we....?

It was important to us that the problem formulation was broad enough for our creativity to flourish - but also narrow enough to be covered by the team's available resources to work on it. The **PROBLEM STATEMENT** template helped us to do this.

In the end, we put all the challenge ideas on the wall to see if there were any overlaps and chose the most attractive challenges with the greatest potential for making a difference and responding to the discovered

insights, but also feasible for our teams.

In each area, we defined and selected the following **PROJECT CHALLENGES**, which we will present with solutions in the following sections.



## RELATIONS

How do we provide more opportunities for students to establish close, personal relationships with their peers to improve their interpersonal and relationship-building skills?

## STRESS

How do you ensure that pupils have adequate time and opportunities to relax and de-stress during lessons and breaks to improve their mental health and reduce stress levels?

## LOW SELF-ESTEEM

What tools can we put in place to get students to focus more on their personal development and achieving their goals and pursuing their passions, rather than focusing on getting perfect results at school and succeeding in the eyes of others?

## EVALUATION

How do we provide students with clear and transparent assessment rules and clear knowledge requirements to facilitate the assessment of their own and others' learning outcomes?

## BORING LESSONS

How do we provide teachers with the right support and tools to start using more interactive and stimulating teaching methods that will positively affect learning outcomes and relationships in the school?

After defining the design challenges, we moved on to **the IDEATION PHASE**, or idea generation. The aim of this phase was to generate the maximum number of diverse ideas that we would later evaluate and select.

Before moving on to the idea-generating techniques, it was our custom to warm up our brain ganglia and create a friendly and relaxed atmosphere. For this, we used FUN CONNECTIONS, where participants divide into pairs and play a game of making funny associations to a word spoken by a fellow participant. We also really enjoyed the activity called **IN THE DESERT**. The leader read aloud the task: In the middle of the desert, a naked man is lying dead. He is holding a broken match in his hand. What do you think happened? Come up with the most likely scenario of events. Five amazing stories emerged.

When generating ideas, it was important for us not to judge the ideas at this stage, but to focus on the number and variety of ideas. We used three techniques to stimulate creativity and generate ideas: brainstorming, mind mapping and forced connections.

Working in teams around our problems equipped with well-formulated design challenges, we started working on generating ideas.

The first technique was **brainstorming**. Each team placed their challenge in the middle of a large sheet of paper, then wrote down each idea on a separate sticky note. Even crazy, absurd and unrealistic ideas. Then they looked at how each could be turned into a concrete, tangible innovation.

The second technique was **mind mapping**. Mind mapping, or thought mapping, is a technique for graphically organising information to help generate, record and connect ideas. It is a type of diagram that combines text, images and symbols in a way that reflects the way the human mind connects different concepts. Around a central theme, which was our design challenges, teams created branches, which represent derivative ideas or subcategories. These branches were then linked to further ideas, and the whole diagram was organised in a way that allowed the complex information to be viewed quickly and easily.

Finally, we used the **forced connection technique** to generate ideas. This is the deliberate combining of unrelated ideas or concepts to create new and unexpected ideas. From the examples prepared by the facilitator, we analysed how we could use them to create solutions to our design challenges.

The best way to find a great idea is to have lots of ideas. When ideas are generated, it can be very tempting to start evaluating them, discussing them and deciding whether they are good, whether they will work or not, but we should resist this as much as possible. Even bad ideas can spark new good ideas, and it often turns out that no idea is completely bad - there may be parts of it that could be useful in combination with something else.

We evaluated all the ideas to select the best ones for further development and use in the project. It was important for us in the evaluation to assess the ideas objectively using specific criteria. To do this, we created a **LIST of VALUES** that the ideal solution to our design challenges should correspond to and evaluated each idea on how well it corresponded to these values. We also used a mapping technique, where we placed each idea on a map, where the height reflected its potential value and the width reflected the degree of difficulty or risk involved in its implementation.

We selected the following ideas in our problem areas for further development:

### RELATIONS

- Application to connect students based on passions and interests

### STRESS

- Relaxation space at school

### NISKIE POCZUCIE WARTOŚCI

- Self-development diary application

### EVALUATION

- Paddock learning log

### BORING LESSONS

- An application to connect teachers who want to gain competences with those who can help them obtain it

All ideas were then vetted with the audiences. The teams asked for feedback from the audience and experts to help them better understand their needs for their proposed solutions and the challenges of the idea, and sought examples of similar solutions and substantive content to build a prototype solution.

After the initial vetting of ideas, we moved on to the **PROTOTYPE PHASE**. This is a key phase in Design Thinking, as it allows us to verify solution assumptions and understand the problems. In this phase, ideas are translated into physical or virtual models, sketches or mock-ups. This allows ideas to be refined before they are implemented, and also prevents possible errors and shortcomings early on in the design process, which saves time and money later in the implementation phase.

Of course, it is worth warming up before prototyping and at any other stage of working together! This time we tried three different warm-ups:

- "A card on the forehead" - We were matched in pairs, each given a sticky note on their forehead with the name of a fictional character or celebrity they could not look at. Then, in pairs, we guessed which character we were. We could only ask each other questions that could be answered 'yes' or 'no'.
- "Brainwriting" - we worked in groups, we were given a topic and each person in the group started to write on a piece of paper ideas about the given topic - they did this for 30 seconds, you could not communicate. When the time was up, she would pass the sheet of paper with the ideas to her neighbour on the right, who would read the idea and add their ideas on the topic, on the same sheet of paper. The process

repeated until every participant had added ideas, on every card in the group.

- ③ "Drawing together" - we worked in groups - person number 1 in the group started drawing on a blank sheet for 30 seconds. Then, person number 2 continued drawing, continuing or modifying the predecessor's drawing for another 30 seconds. The process repeated alternately, as long as each person drew for about 3-4 times. It was not possible to communicate.

Simple, and the benefits are numerous:

- ③ Improved concentration and performance - warm-up activities can help to activate the mind and increase energy levels, which in turn can have a positive impact on concentration and performance during the prototyping process.
- ③ Reducing stress and tension - prototyping is a creative and demanding, and warm-up activities can help to alleviate the stress and tension associated with this activity.
- ③ Fostering collaboration and building relationships - warm-up activities can help to integrate the group and build relationships between team members. This will make team members more likely to work together and get along better during the prototyping process.

We started our prototyping with the **STORYBOARD technique**. Every great experience starts with a great story. Storyboarding is used to visually represent an action sequence or functionality of a solution to help understand how a user will use a product or service in the context of a real-world environment. We used the toolbox available at: <https://apphaus.sap.com/resource/scenes>. Teams created their storyboards that told the story of their solution.

We then moved on to more detailed forms of prototyping called WIRERAMING and **PAPER PROTOTYPING**. Application screens and spatial mock-ups of solutions began to emerge.

In the prototyping phase, we start to think about practical aspects such as:

- ③ How would it work?
- ③ Who would be involved?
- ③ What resources or funding would we need?
- ③ What would be the timetable?
- ③ What would be the challenges or obstacles?
- ③ How would we involve other people?

Before we go any further, it is worth considering these pragmatic concerns, as we may have excellent ideas that fail because they do not work in practice. However, we should not be too limited in our aspirations - if something is not impossible, we should always, if there is a way, maybe make it a reality. It's always easier to scale down as we go along than to scale up our ambitions as we go along.

The final phase of the design thinking process was the **TESTING PHASE**. We knew that whatever solution to a problem or challenge we designed, we had to test it. We used prototypes of our solutions for testing. These had the minimum elements to allow our potential audience to understand

and answer the questions we wanted to ask them. The purpose of testing was to see how our solutions work, to discover bugs and shortcomings in our product or service and to ensure that it works, meets the needs and solves the problems we defined.



As a result, our focus during testing was:

- ③ What more do users want - what should we add or enhance?
- ③ What do users not want - what can we eliminate?
- ③ What did users ask for?
- ③ What new ideas did users add?

**When trying our solutions, there are a few important things to remember:**

- ③ **Nothing is carved in stone - we can adapt, change, fix and modify anything we think we need to, but before we try to change something, we should run a test.**
- ③ **We should learn from the experience so that we can either go back to the process and improve our design, or use this knowledge in a new Design Thinking process.**
- ③ **Even total 'failure' provides us with useful information to develop a better solution in the future.**

One of the most important things at this stage of the process, which is very often overlooked, is a clear understanding, before we start testing, of what would indicate the success of our solution - the **SUCCESS FACTORS**. If we do not have this, we cannot assess the impact of our solution and what we can improve or develop later.

The resulting solutions we will present in the following sections entitled:

- ③ How to improve relationships between students and teachers in school?
- ③ How to create a space that reduces pupils' stress?
- ③ How to help students strengthen their self-esteem?
- ③ How to help teachers implement new interactive and engaging me-tools?
- ③ How to communicate educational requirements to students more clearly and transparently?

## *Divergence and convergence*

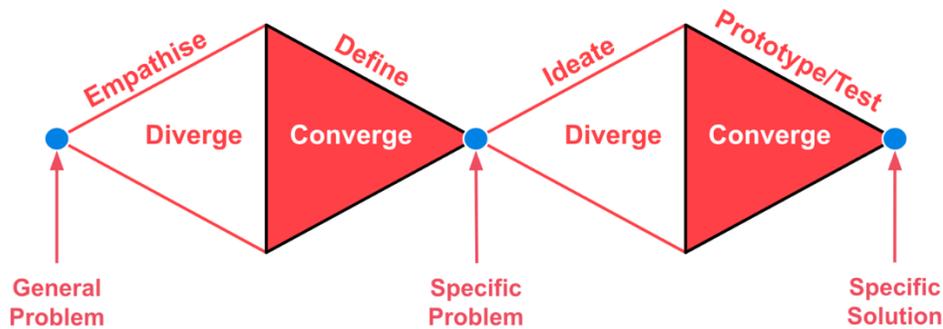
A useful way of thinking about the Design Thinking process is to think of it as having several phases in which we expand the possibilities and in which we narrow them.

Divergence is when we broaden our horizons, gain more knowledge or understanding, develop more ideas or increase our understanding of a problem.

Convergence is when we narrow our horizons, refine our ideas, define our challenges and develop our solutions. Convergence is when we make choices.

In the Design Thinking process, we alternate between divergence and convergence.





We start the process with a general problem, such as students skipping class.

- 🌀 We expand by empathising - increasing our knowledge and understanding.
- 🌀 We narrow by defining - refining our understanding of the problem we are trying to solve.
- 🌀 It gives us a specific problem.
- 🌀 We expand by ideation - generating many new ideas and possible solutions.
- 🌀 We narrow by prototyping and testing - refining and developing our solution.
- 🌀 We end with a concrete solution.



## Tips for Design Thinking

Follow the flow: Design Thinking is not a linear process. It often appears to be a series of clear steps, but it is a much more fluid and organic process where we move between different steps depending on what we need, discover or develop in our designs. It may be that we need to go back to earlier steps to deepen our thinking or clarify our ideas or frameworks. We may discover something in the process that we pass back to an earlier stage, or we may learn something new that changes the way we need to think about a problem. It is important that we do not worry about going back to an earlier point, changing the way we think or repeating steps. Design Thinking encourages us to be flexible and explore different paths to find the most appropriate solutions. It is in the process of exploration and iteration that its strength lies, allowing us to develop creative and innovative solutions.

Don't move too quickly to a solution: We often feel the desire to find a solution as quickly as possible. This is very normal when we are trying to solve an important challenge or problem. It is very important that solutions come at the right stage of the process. This may seem slow and even frustrating, but it ensures that we develop solid solutions.

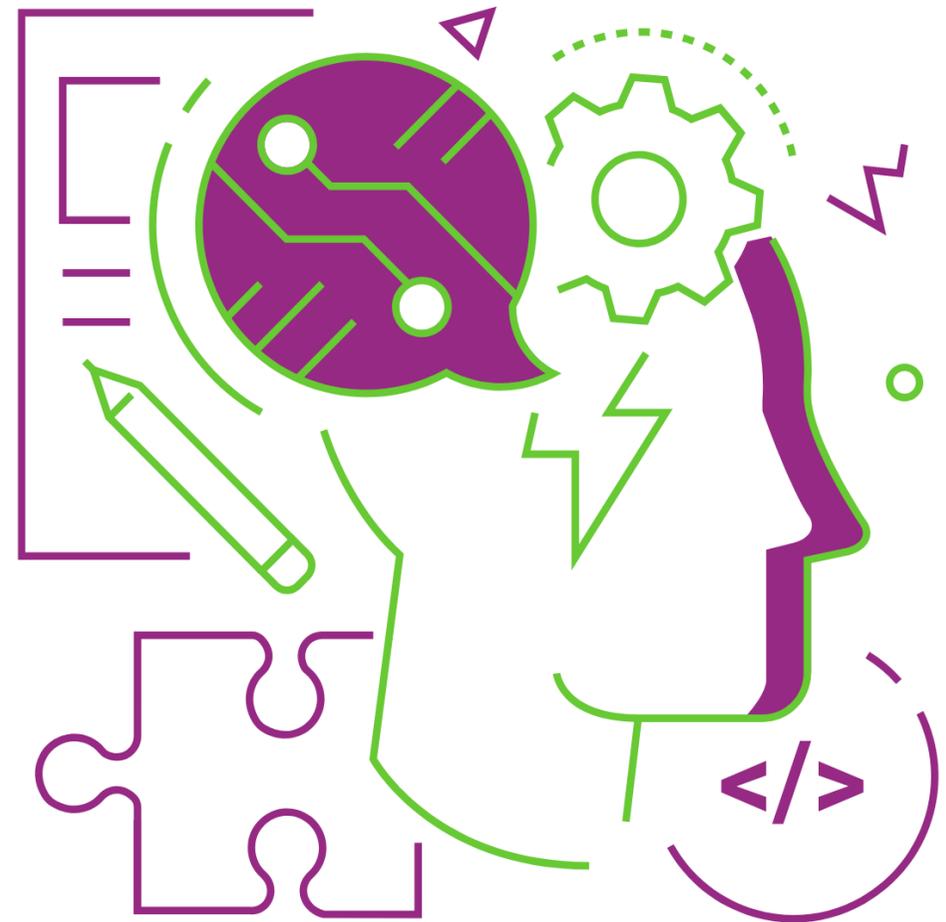
Explore different perspectives: Design Thinking is a process that we can do ourselves - and for some projects this may be necessary. However, it is a process that benefits from multiple voices, perspectives and viewpoints. Contrasting and combining ideas, bringing new experiences into the process and working with different skills and expertise all help to enhance and expand our problem-solving skills and create better solutions to our challenges.

Embrace failure: As long as we sincerely and genuinely engage with our target audience, the problem or challenge we are interested in, and the process we need to follow, there is no such thing as 'failure'. Even if we create a solution that doesn't work, we will learn a tremendous amount of valuable information, gain new insights and develop new skills that

will come in handy when we go back to step one and try to solve the problem a second time. No solution will be perfect right away, and even the best ideas will need to be reviewed, reworked and tried again to be as successful as possible. Fight the walls: when using the Design Thinking process, it is common to hit walls. These are moments when you can't see a way forward, when you can't solve the difficulties you have as a group, or when you don't know what to do next. These walls are almost always powerful teachers. Facing them with perseverance can give us some of the best insights into the whole process. When we get stuck in this way, there are a few things we can try:

- 🌀 Take a break and come back to the problem later.
- 🌀 Take one step back in the process.
- 🌀 Look at the problem from completely different perspectives.
- 🌀 Ask yourself questions about what we are missing or not seeing.
- 🌀 Introduce external viewpoints or participants.
- 🌀 Clarify or reformulate the problem.
- 🌀 Are we narrowing while we should be expanding?

**Go slow:** Design Thinking is a process that benefits over time. Regardless of the time pressure, try to give yourself as much time as possible. It is entirely possible to spend a day, or even many days, working on one stage of the process. Spending this much time may seem strange or even inconvenient, but with the right steps you may find that you gain a deeper understanding of the problem, richer ideas and more effective solutions by spending as much time as you can on the process.



This might come in handy.  
More about Design Thinking.

## English sources about Design Thinking – websites

Design Thinking for Educators

<https://page.ideo.com/design-thinking-edu-toolkit>

- © Design Thinking in Pedagogy – Ineta Luka  
<http://nowadays.home.pl/JECS/data/documents/JECS=202014=20=282=29=2063.74.pdf>
- © Harvard Teaching and Learning Lab  
<https://tll.gse.harvard.edu/blog/exploring-design-thinking-classroom>
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## English sources about Design Thinking - video

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<https://www.youtube.com/watch?v=kfBa2AdjRB4>
- © Improving Education Through Design Thinking  
<https://www.youtube.com/watch?v=q4L5LbOrnJY>
- © Maximising your Students' Creative Talent  
<https://www.youtube.com/watch?v=nyt4YvXRRGA>
- © What is Design Thinking?  
<https://www.youtube.com/watch?v=ldYzbV0NDp8>

## Polish sources about Design Thinking – websites

- © "Design thinking – metoda kreowania unikalnych i użytecznych rozwiązań". Autorka: dr Magdalena Bartczak - Manager badań o rozwoju Colian; wykładowca, autorka artykułów. <https://tiny.pl/wrntk>
- © Design thinking <https://designthinking.pl/co-to-jest-design-thinking/>

## Polish sources about Design Thinking – publications

- © Design thinking dla edukatorów, Piotr Grocholiński, Monika Just, Beata Michalska-Dominiak, Małgorzata Kołodziejczak, praca zbiorowa, Agnieszka Michalska-Żyła
- © Twórcza odwaga otwórz się na design thinking, Kelley Tom David Kelley

## Polish sources about Design Thinking – Online training

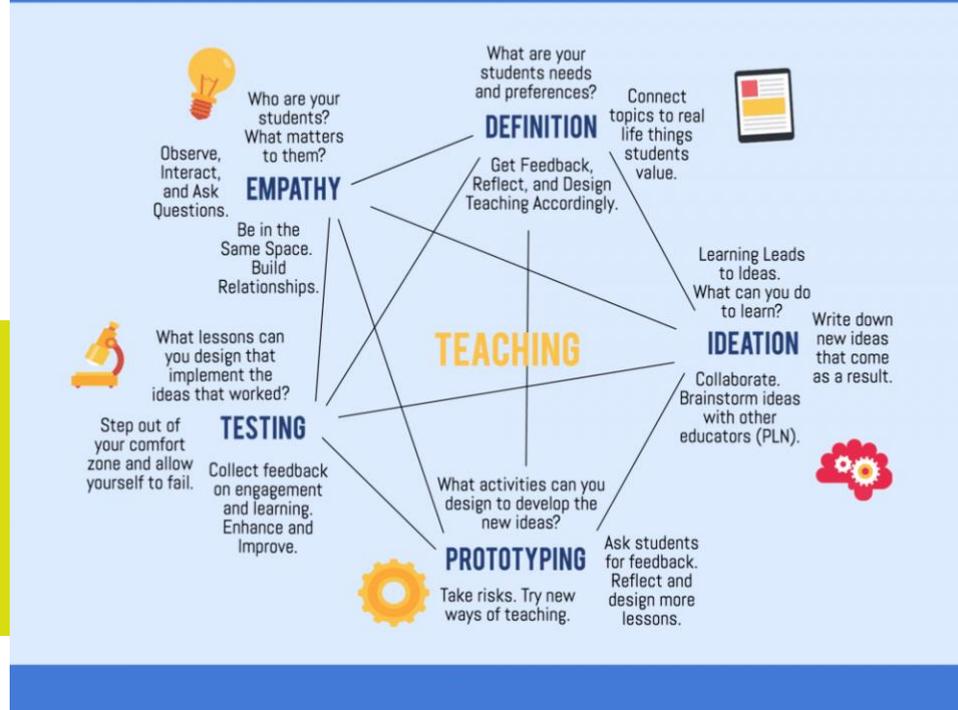
- © Design Thinking dla każdego. Wymyślaj działające rozwiązania  
<https://tiny.pl/chb3s>

## Design Thinking Your Teaching

# DESIGN THINKING YOUR TEACHING

By Oskar Cymerman | Focus2Achieve | focus2achieve.com

This Infographic is a User's Manual to "Design Thinking" your Teaching. Enjoy!



## Design Thinking for Students

### Design Thinking for Students

You've got a problem to solve - make a record to show how you use Design Thinking to find a solution!

- Empathise**
  - Who are you trying to help? What do they need?
- Define**
  - What is the problem you are trying to solve? How can you turn the problem into a 'How might we...?' question?
- Ideate**
  - How many ideas can you come up with? What is your most original idea?
- Prototype**
  - Which idea will you try first? What will you design to test your idea?
- Test**
  - What is working well? What improvements could you make?

MAKERS BY DESIGN | www.makersbydesign.com

## Think like a designer

### Think like a designer

- CARE**
  - Care about the needs of people
  - I promise to care
- CREATE**
  - Talk less, make more, share ideas
  - I promise to create
- INVESTIGATE**
  - Be curious, ask questions
  - I promise to investigate
- COLLABORATE**
  - Work together, do things as a team
  - I promise to collaborate
- ITERATE**
  - Start somewhere, keep improving ideas
  - I promise to iterate
- ENERGISE**
  - Be optimistic, create a positive energy
  - I promise to energise

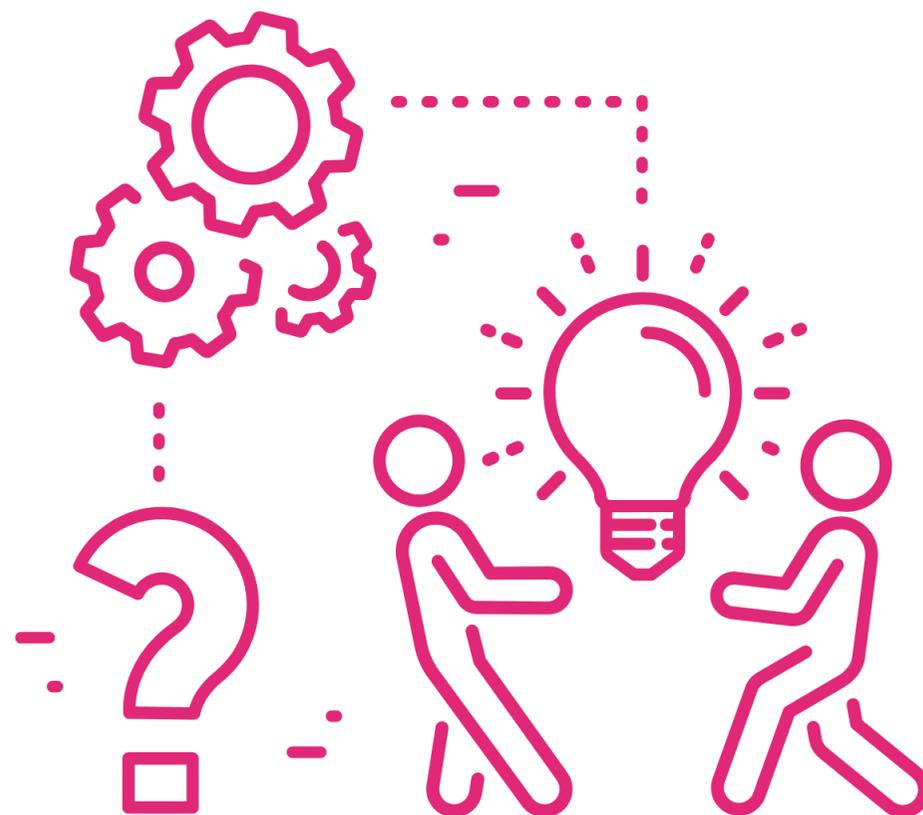
## Developed solutions

During the design work in the Design Thinking process, 5 solutions were created - scenarios of educational activities focusing on relationships, which have:

- ③ Facilitate learning about each other's needs, building relationships, and improving relationships between all members of the school community
- ③ Reduce the feeling of loneliness and insecurity
- ③ and stress experienced in the teaching process.

We present them on the following pages. Each of them contains:

- ③ team name
- ③ Problem area
- ③ Problem description - the most important need or problem of the audience that was identified during the empathization phase.
- ③ Insight - a discovery about a given problem area.
- ③ Design challenge - a specific design task that sets the direction for searching for innovative solutions in response to insight.
- ③ Solution description - a solution developed in response to an insight and design challenge, describing its elements and method of functioning.



## How do we improve relationships between students at school?

**The SENSE IN RELATIONSHIP team**  
**Area RELATIONS**

### Description of the problem

Pupils at school do not have time for a real contact with their peers outside of school subjects. They do not have time to have personal conversations, to get to know each other, to establish close personal relationships. The lack of opportunities to talk about private passions outside of school, worries, about the real self results in pupils hardly knowing each other, affects their feelings of loneliness and limits the proper development of communication and interpersonal skills.

### Insight

Genuine relationships between students are as important as learning. Lack of time for personal conversations and getting to know each other negatively affects feelings of loneliness and the development of communication skills. Fostering stronger bonds between students will reduce isolation for students and support their fuller emotional and social development.

### Design challenge

How do we provide more opportunities for students to form close, personal relationships with their peers to improve their interpersonal and relationship-building skills?

### Description of the solution

A solution could be the introduction of an app called 'Youth Heart Activation', which will help students to get paired up in an existing school or student tutoring programme that is being created.

The app will include questionnaires and personality tests, profiles of young people/students who want to take part in this programme - both those who want to tutor and those who want to benefit from tutoring.

The participant profile will include a picture of the person, their interests, their passions. Those looking for a tutor will define their learning needs and how long they need tutoring for, and those providing tutoring will define what subjects they can provide tutoring in.

The app will include a chat function so that people can interact with each other, and additional functionality to help them have personal conversations, get to know each other, establish close personal relationships, discuss about their personal passions outside of school, their worries, their real selves.

### Prototype - application storyboard



# Prototype - application screens

## START



## REJESTRACJA



## ZMIANA HASŁA



## KOMUNIKACJA



## PROFIL



## ZNAJOMI



## PROFIL cd.



## Benefits

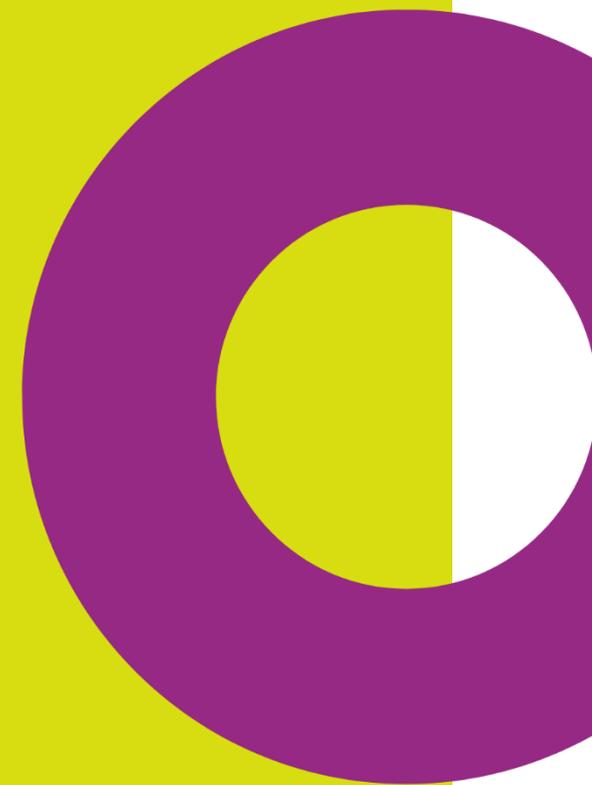
- ③ Strengthening relationships between students: The app will enable students to establish close, personal relationships with their peers through access to other students' profiles and chat functions. This will facilitate relationship building and foster fuller emotional and social development.
- ③ Increased chat time: Through the app, students will have more opportunities to talk about personal passions, worries and life outside of school. This will allow them to get to know and understand each other better, which will contribute to a greater sense of community among students.
- ③ Matching educational needs: The app will allow students seeking tutoring to define their educational needs, making it easier to find the right tutor. This will enable each student to benefit from the support that is most relevant and effective for them.
- ③ Supporting the development of interpersonal skills: The app will encourage students to actively communicate with each other, which will contribute to the development of interpersonal skills. Through interactions in the app, students will be able to improve their communication skills, build empathy and develop social skills.
- ③ Reducing feelings of loneliness: The Youth Heart Activation app will create a platform for students to feel more integrated in the school community. By forming close relationships and bonds, students will be more emotionally supported and less likely to feel lonely.

## Restrictions

- ③ Access to technology: The app requires access to smartphones or computers with internet access. Students who do not have such access may be excluded from using the app, potentially exacerbating social inequalities.
- ③ Requiring active participation: The app will only be effective if students actively use its features. If they do not regularly log in and initiate interactions, the app will not fulfil its role in building relationships between students.
- ③ Data security: The app will need to take care to protect students' personal data and provide adequate safeguards to avoid privacy breaches.
- ③ Potential for abuse: There is a risk that some students may use the app for inappropriate purposes, such as stalking, harassment or other insecure behaviour.
- ③ Dependence on participant acceptance and activity: The success of the app will depend on the willingness of students to participate and engage in relationship building. If there is not sufficient participation or activity, the app may not achieve the intended results.

## Implementation options

- ③ Promotional campaigns: Conduct an information campaign at school, including announcements on the school website, meetings with students and teachers, presentations in classrooms to raise awareness and interest in the application.
- ③ Collaborate with teachers: Get the support and involvement of teachers who can promote the app to students, point out its educational value and integrate it into their teaching work.
- ③ Student training: Organise training sessions for students to show them how to use the app, what benefits they can gain and how to take care of safety when interacting online.
- ③ Monitoring and support: Ensure that the app is constantly monitored and provide support to students who encounter problems or have questions about its functions. It is important to maintain the app at a high level of quality and respond appropriately to user needs.
- ③ Research and improvement: Conducting regular surveys and questionnaires among students to gather feedback on the app, identify areas for improvement and adapt functionalities to meet user needs.



## How to create a space that lowers students' stress?

**Team** Stres i kropka  
**STRESS area**

### Description of the problem

Pupils at school are busy and stressed. During breaks, they talk all the time about lessons (under stress), about learning, preparing for tests, papers. They do not attend one lesson because they are worried about what will be in the next lesson and possibly preparing for it. They don't have the time or the opportunity to come down from these high emotions!!! Nobody creates this opportunity for them on purpose and teaches them how to do it.

### Insight

Lack of time to relax and unwind negatively affects perceived stress levels, concentration, memory and learning ability. Creating a welcoming environment at school for relaxation and rest, and for the development of skills to manage emotions, can help to increase learning performance, to reduce stress levels. Students' well-being is key to developing their full potential.

### Design challenge

How to ensure that pupils have adequate time and opportunities to relax and de-stress during lessons and breaks to improve their mental health and reduce stress levels?

### Description of the solution

The solution could be the "OASIS ROOM". - a specially designed room in the school that will aim to provide students with a place to rest and relax during breaks between lessons. It will include comfortable armchairs, cushions, blankets and decorative elements such as plants, lamps and pictures. It will be possible to scan a qr code to listen to music of your choice or other audio material such as meditations, affirmations and other relaxation techniques on headphones without disturbing others. There will be a library of literature, affirmations on the walls, a place to write down your own sentences, warm blankets to cover yourself, etc.



# Prototype - model



## Benefits

- ③ Stress reduction: Access to a specially designed relaxation room will enable students to relax and de-stress during breaks between lessons. This will allow them to recuperate and reduce perceived stress levels.
- ③ Improving mental health: "The OASIS ROOM will create a space, where students can relax, focus and take care of their mental health. This can help to improve concentration, memory and overall learning performance.
- ③ Creating a welcoming environment: Creating a welcoming school environment where pupils have access to the right conditions for rest and relaxation will help to improve the school atmosphere and pupils' feelings of well-being.
- ③ Development of emotion management skills: "OASIS ROOM" can be used as a space where pupils can practice emotion management skills. This space can be equipped with materials for meditation, affirmations and other relaxation techniques to help students manage stress and emotions.
- ③ Individualising the experience: The space can offer a variety of relaxation options such as music, meditations, breathing techniques relaxation affirmations, etc., which students can adapt to their preferences. In this way, each student will be able to find the method of relaxation that suits them best.

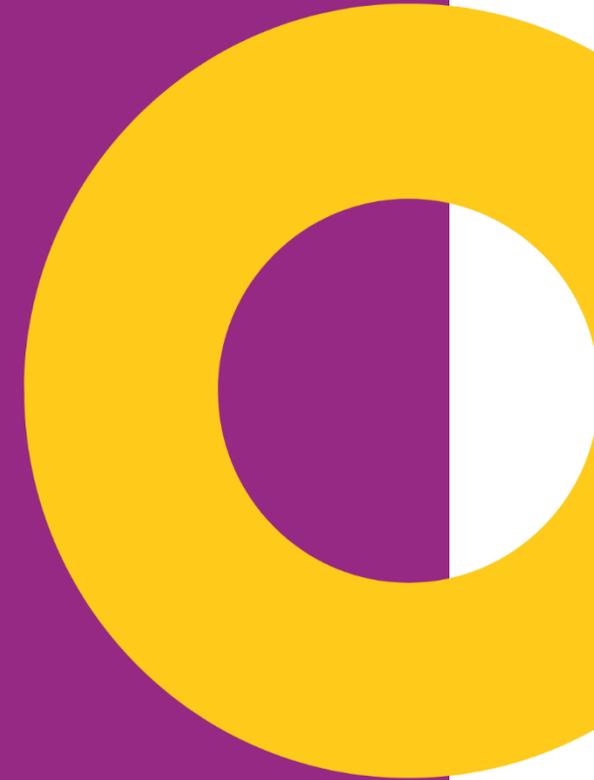
## Restrictions

- ③ Space and resources: In order to introduce the 'OASIS ROOM' into a school, a suitable room will be required, as well as the financial resources to equip it with comfortable furniture, decorations and other relaxation elements. Lack of adequate resources may be a constraint in making the space as expected.
- ③ Access to the room: There is a possibility that not all students will have easy access to the 'OASIS ROOM'. Depending on the availability of the room and the number of pupils, some pupils may find it difficult to use this space during breaks.
- ③ Duration of breaks: If the breaks between lessons are short, students may have limited time to use the "OASIS ROOM" and relax completely. It will be necessary to organise the time accordingly so that all students have the chance to use this room.
- ③ Social acceptance: There is a risk that some pupils and teachers may not understand the value and purpose of the "OASIS ROOM". Introducing this room may require building awareness and education about the benefits of relaxation and stress management.
- ③ Need for maintenance: The space will require regular maintenance and cleaning of the room, as well as monitoring of its use to ensure safety and appropriate conditions for students.



## Opportunities for implementation

- ③ Cooperation with teachers and administration: The establishment of the "OASIS ROOM" will require the involvement of teachers and school administration. Presenting the benefits, making presentations and getting support from teaching staff will be key.
- ③ Designing the space: The project team should create a plan for the design and equipment of the "OASIS ROOM". It should take into account the needs and preferences of the students and provide a comfortable and pleasant place to relax
- ③ Budgeting and fundraising: The creation of an 'OASIS ROOM' will require budgeting and fundraising for the appropriate furnishing of the room. Various sources of funding such as grants, school funds or sponsors can be considered.
- ③ Student education: It is important to provide students with information on the purpose and benefits of the "OASIS ROOM". Conducting presentations, workshops or training sessions on relaxation, stress management and the use of the relaxation space can help to foster understanding and acceptance of the application.
- ③ Testing and refinement: Once the 'OASIS ROOM' space has been established, it is important to monitor its effectiveness and its reception by students. Conducting regular surveys, meetings or discussions will allow feedback to be gathered and the space to be adapted to the needs of the users.



## How do we help students to strengthen their self-esteem?

**Team** SŁOWOTWÓRCY  
**Area** Low self-esteem

### Description of the problem

Students spend most of their time just studying, they have no time, no space to reflect on themselves. They are stressed by grades, they don't know themselves. This leads to a problem with self-esteem, sense of worth. Peers try to support each other, but they don't have the tools to do so and teachers often don't notice the students' need, they are not aware of the size of the need.

### Insight

Integrating elements of personal development and mental health into school programmes can support students in their overall development. Creating programmes that incorporate personal development can improve students' self-esteem, relationships, self-understanding and ultimately reduce their feelings of loneliness.

### Design challenge

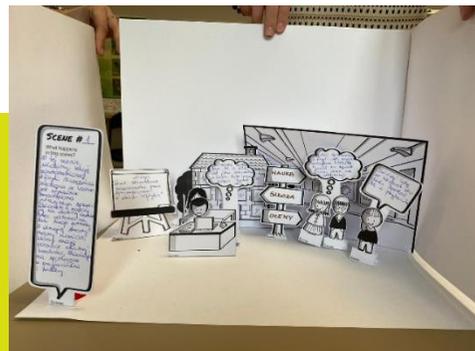
What tools can we put in place to get students to focus more on their personal development and achieving their goals and pursuing their passions, rather than focusing on getting perfect scores at school and succeeding in the eyes of others?

### Description of the solution

A solution could be the introduction of a paper-based "Self-development Diary", through which the student will embark on a new and personal path of conscious self-development. The diary will contain, among other things, a personality test, goal-setting templates, goal visualisation, dream maps and other tools that will guide them step by step along the self-development path. Students who enter the pro-gramme will form support groups that can use chat rooms, but also that can organise live meetings

The diary will also include motivational pictures and pictures with sentences, breathing exercises, a gratitude journal and others to support mental health as well. The whole process will take one year and will end with a 'certificate'. In the next stage, the paper version can be replaced by a mobile app.

### Prototyp - storyboard aplikacji





## Benefits

- ③ Conscious personal development: The diary enables students to focus on their personal development by making it easier to set goals, visualise their achievement and track their progress. This leads to greater self-awareness and an increased sense of self-worth.
- ③ Community of support: The diary enables the creation of support groups where students can motivate each other and share experiences. Creating such a community fosters stronger relationships and reduces feelings of loneliness.
- ③ Individualising the process: "The Self-Development Diary offers tools that can be adapted to the individual needs and preferences of students. Each student can create their own unique goals and strategies for development.
- ③ Inspiring content: The diary contains motivational pictures, images and sentences to inspire and keep students motivated. This content helps maintain a positive attitude and goal pursuit.
- ③ Programme completion certificate: Completion of the self-development process in the app is rewarded with a 'certificate'. This provides additional motivation for students and proof of their commitment in their personal development.

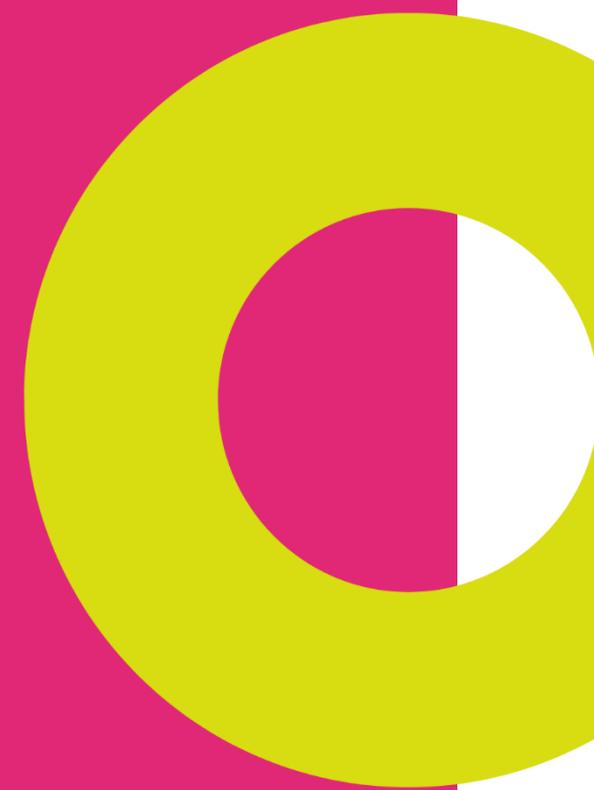
## Limitations

- ③ Acceptance of pupils and teachers: The introduction of the Diary will require acceptance from pupils and teachers. Some may be resistant to using such a tool or may not see its value. It is important to build awareness and education about the benefits of self-development.
- ③ Lack of individual support: The diary may not be a substitute for individual support from teachers, educational counsellors or school psychologists. Some students may need a more personalised approach and more attention to their individual needs.
- ③ The need for involvement: "The Self-Development Diary will only be effective if students actively participate and engage in the development process. If pupils do not use the Diary on a regular basis or are not consistent with their goals, the achievement of benefits may be limited. Difficulty in developing the habit of completing the Diary on a daily basis - lack of regularity.
- ③ Time constraints: Adequate time will need to be found to use the Diary and organise support group meetings. Pupils may have limited time to use the Diary due to their busy school schedules.
- ③ Limited offline interaction: Although the Diary allows for support groups, it is not a substitute for full interaction and live social contact. Some of the personal development may require face-to-face participation in classes, workshops or meetings.



## Implementation options

- ③ Presentation and training: The introduction of the app should be preceded by a presentation and training for students and teachers to ensure that they understand and are able to use the tools available in the app.
- ③ Partnerships and support: Partnerships with teachers, the school and other organisations can help to implement the app. Partnerships with local organisations that focus on personal development and mental health could be considered.
- ③ Introduce a pilot programme: Conducting a pilot programme with a selected team of students and teachers would enable the effectiveness of the app to be assessed and adapted to the students' needs before full implementation.
- ③ Collaboration with experts: Collaboration with personal development experts, psychologists or coaches can enhance the implementation of the app by providing expertise and support.
- ③ Organising workshops and events: Organising workshops, talks or events related to personal development can complement the use of the app by allowing students to have hands-on experience and interact with others in the area.



## How to help teachers implement new interactive and engaging working methods?

**Team** DREAM TEAM

**Area** Boring lessons

### Description of the problem

Teachers are still using mostly passive methods. The use of cueing methods bores and does not engage pupils. Pupils prefer to learn by asking questions, by talking among themselves and with the teacher about the topic they are learning, by working in groups. Pupils are keen to gain knowledge and marks when they contribute to the lesson and when the teacher uses alternative working methods (going outside the classroom area, using different sources, asking questions). In the absence of this, pupils become distracted, and there is a problem with too much material given in the traditional way to be absorbed during the lesson. The use of manual teaching methods and the lack of stimulation of interaction between teacher and between students during lessons also deprives them of the opportunity to build positive relationships with the teacher and peers in the learning experience that provide a sense of security, belonging, learning to relate). There is resistance among teachers to using new engaging methods due to a number of factors, including.

- ⊙ Lack of adequate pedagogical preparation and knowledge of interactive methods,
- ⊙ Fear of losing control of the classroom and difficulties in maintaining order when using these methods.
- ⊙ Insufficient resources and tools available in the school, e.g. lack of multimedia equipment, educational software, etc.

### Insight

Teachers face various obstacles and resistance to using new, engaging teaching methods. Lack of adequate pedagogical preparation and knowledge of interactive methods, fear of losing control of the classroom, and lack of sufficient resources and tools in the school are all factors that contribute to teachers' resistance to using these methods.

### The design challenge

How can we provide teachers with the right support and tools to start using more interactive and stimulating teaching methods that will positively affect learning outcomes and relationships in school?

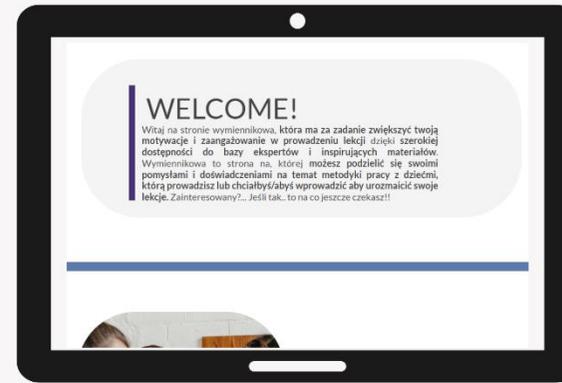
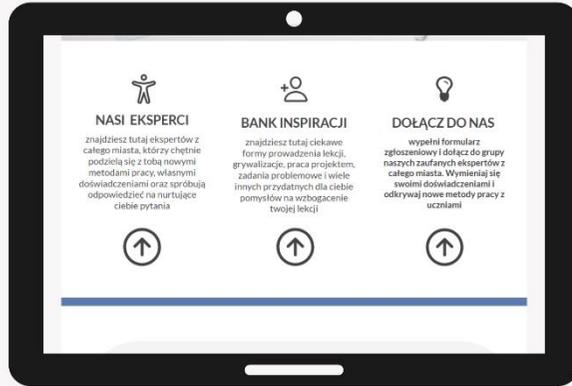
### Description of the solution

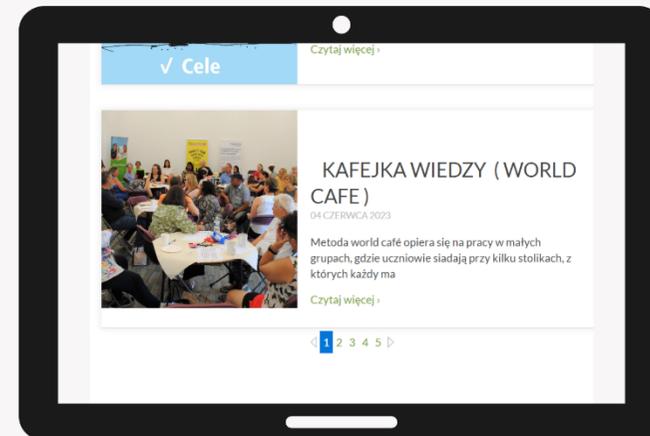
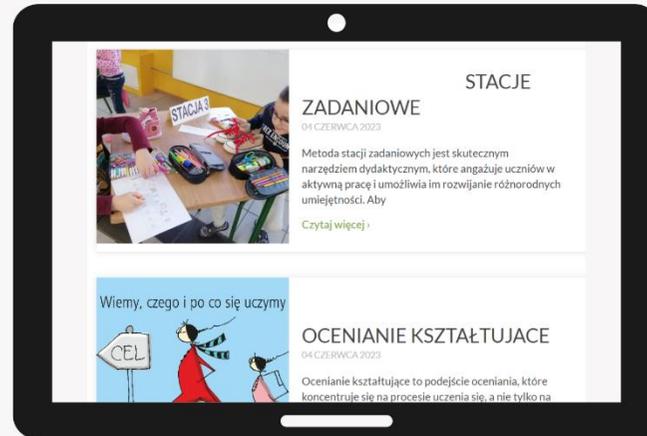
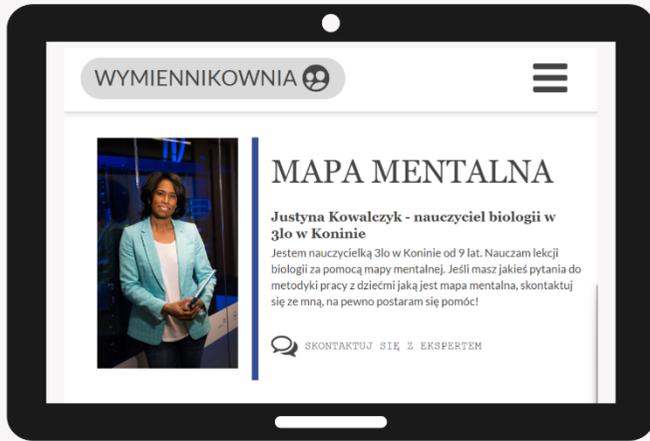
A solution could be to introduce a website to support a programme for the exchange of teachers and their experiences called EXCHANGE. Each teacher will be given access to a database of fellow teachers - experts who already have experience in using specific techniques to teach engaging lessons. Each person who wants to be an expert will create a profile with a photo and a description of the techniques in which he or she is an expert. When registering, he or she will have to choose from a list or add his or her own specific techniques that he or she uses, so that users can search for experts by specific techniques. She will also label the school or institution

where she educates with a particular technique and the locality. Once on the site, a 'our experts' page with all the profiles will be displayed. Teachers looking for experts must register on the site to use the expert database. The site will also include an INSPIRATION BANK with materials placed there by expert teachers. The materials in the bank will link to the expert's profile. The search engine will search by educational technique, by school and by the town from which the experts are from.



# Prototype - website screen





## Benefits

- ③ Sharing knowledge and experiences: The app enables teachers to share their experiences and knowledge about engaging teaching methods. In this way, they can learn from each other and discover new ways of teaching.
- ③ Creating a community of teachers: The app creates a community of teachers who have similar goals and want to use more interactive teaching methods. They can support each other, share ideas and develop their pedagogical skills together.
- ③ Access to experts and inspirational materials: Teachers have the opportunity to find experts in specific teaching techniques and benefit from their knowledge. An inspiration bank provides access to educational materials and resources provided by experts.
- ③ Personalisation of professional development: The app allows teachers to choose the specific techniques they want to develop in. They can find experts and materials related to these techniques, allowing them to personalise their professional development.
- ③ Increase teacher motivation and engagement: Access to experts and inspirational materials can increase teachers' motivation to experiment with new teaching methods. This enables them to become more involved in their work and develop new skills.

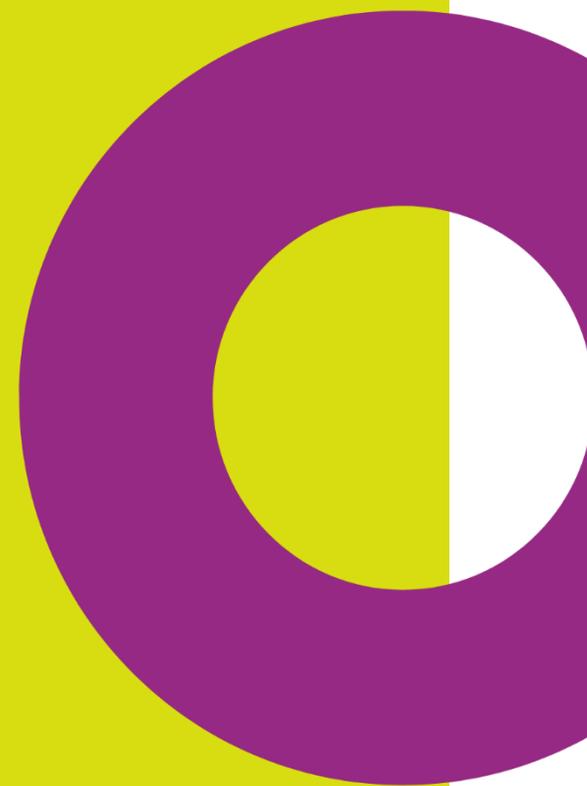
## Limitations

- ③ Need for active teacher participation: effective use of the of the app requires the active involvement of teachers in searching for experts, reviewing materials and participating in the community. Some teachers may not be sufficiently motivated to use the app.
- ③ A small number of experts in some areas: There may be a limited number of experts available on the app in some specific teaching techniques. Teachers may find it difficult to to find experts in some specialist areas.
- ③ Lack of information quality control: The app relies on trust in the information and materials provided by the experts. There is a risk that some materials may be inappropriate or unsuitable for teaching in the school.
- ③ Difficulties in implementation in some schools: The implementation of the application may encounter difficulties in some schools due to resistance to new technologies, lack of resources or time constraints. Support from the school management and the adaptation of the app to the specific needs and capabilities of the school is needed.



## Opportunities for implementation

- ③ Teacher training: Organise training sessions and workshops for teachers on the use of interactive teaching methods and the "Exchange" website. Training should include information on the features of the site, finding experts and using the materials.
- ③ Promoting the benefits for teachers: It is important to promote the benefits that can arise for teachers from using the app, such as professional development, collaboration with experts or increased motivation. Teachers should see the value of the app and see how it can positively impact their work.
- ③ Creating a teaching community: Organise meetings, conferences or discussion groups that will support the creation of a community of teachers using the "Exchange" website. The community can serve to exchange experiences, support each other and developing joint projects.
- ③ Mentoring support: Establish a mentoring programme whereby experienced teachers who are already successfully using interactive teaching methods will be matched with new teachers as mentors. Mentoring will allow teachers to gain support, advice and inspiration from experienced colleagues to help them adapt new methods and solve problems.
- ③ Monitoring and evaluation: It is important to monitor the use of the app and to collect feedback from teachers in order to assess its effectiveness and adapt it to the needs of users. Regular evaluation will allow the app to be improved and better adapted to teachers' expectations.



## Jak jaśniej i przejrzysiej komunikować uczniom wymagania edukacyjne?

**Grupa** DŁUGOTERMINOWA INWESTYCJA

**Obszar** OCENIANIE

### Opis problemu

Uczniowie nie znają kryteriów oceniania dla danej partii materiału. Nie mają pewności, czego mają się nauczyć, aby odnieść sukces. Nie wiedzą co w danym temacie jest ważne, nie znają kryteriów oceniania na daną ocenę. Często nauczyciele wymagają treści, których w ogóle nie uwzględnili w zasadach oceniania. Powoduje to obniżenie motywacji, zniechęcenie i ogromny stres dotyczący sprawdzianów, kartkówek, czy jakichkolwiek form sprawdzania wiedzy a dodatkowo może prowadzić do unikania zajęć. Trudno jest dokonać oceny własnych efektów uczenia się i zachować spokój jeśli uczniowi nie są znane jasne i przejrzyste zasady oceniania i wymagania co do zakresu wiedzy. Trudno zarządzać swoim procesem uczenia się, podejmowania decyzji.

### Insight

Jasne i przejrzyste zasady oceniania oraz klarowne wymagania są kluczowe dla efektywnego zarządzania procesem uczenia się uczniów. Wpływają na zmniejszenie stresu, zwiększają motywację uczniów i dają im poczucie kontroli nad swoim postępem. W efekcie przyczynią się do zmniejszenia odczuwanego poczucia zagrożenia.

### Wyzwanie projektowe

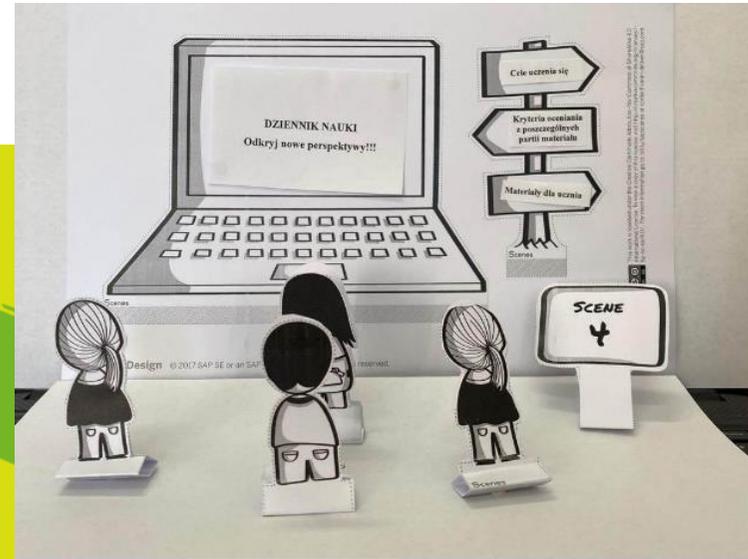
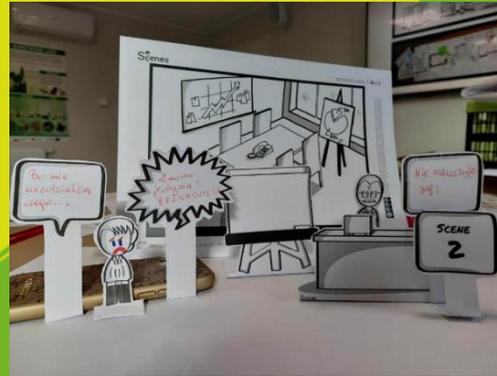
Jak zapewnić uczniom jasne i przejrzyste zasady oceniania oraz jasne wymagania dotyczące zakresu wiedzy, aby ułatwić im ocenę własnych i innych efektów uczenia się?

### Opis rozwiązania

Rozwiązaniem może być wprowadzenie aplikacji "Dziennika Nauki", która zapewni uczniom nie tylko jasne cele uczenia się, wymagania dotyczące wiedzy i zasady oceniania, ale również umożliwi im orientowanie się jakie cele już osiągnęli a co jeszcze muszą lub chcą nadrobić. Pozwoli im również dokonywać

refleksji nad własnym procesem uczenia się. Każdy uczeń dostanie dostęp do narzędzia online, który będzie zawierał tematy z danej partii zagadnienia (Mapa drogowa) oraz kryteria oceniania na daną partię materiału (Tabela oceny vs. zakres materiału) podane w sposób wizualny, interaktywny i czytelny. Dzięki określeniu jaki zakres wiedzy musi uczeń znać na dany stopień, uczeń będzie mógł podejmować decyzje na jaki stopień z danego przedmiotu chce się uczyć. W aplikacji będzie można zapoznać się z zakresem podstawy programowej z danego działu, będą tam również materiały pomocnicze, m.in. quizy, w aplikacjach „quizlet” , „genialy”; prezentacje, podcasty na „spotify” oraz filmy na „Youtube”. Aby zapoznać się z kryteriami sukcesu do każdego tematu aplikacja przekieruje do dedykowanej strony „Padlet”. W aplikacji znajdować się będą odnośniki do portali społecznościowych między innymi facebook projektu „Jak nie być samotnym w szkole” , do kontaktu z nauczycielem danego przedmiotu oraz kontakt z administracją aplikacji. Dzięki temu narzędziu uczniowie zyskają poczucie zrozumienia procesu uczenia się, co przełoży się na większe poczucie bezpieczeństwa, osiągnięcia sukcesu a tym samym na poczucie pewności i własnej wartości.

## Prototype - storyboard



## Prototype - application screens



DŁUGOTERMINOWA INWESTYCJA

### BOOKMARKS

## Home Screen



#### Pasek Zadań

Tutaj znajdują się zakładki, główne menu i strony. Wystarczy tylko kliknąć, a ku naszym oczom pojawi się nam pasek zadań

#### Zakładka Kontakt

Znajdują się tutaj odnośniki do portali społecznościowych między innymi facebook „jak nie być samotnym w szkole”, kontakt z nauczycielem oraz kontakt z naszą administracją

DŁUGOTERMINOWA INWESTYCJA

### BOOKMARKS

## Welcome Screen



DŁUGOTERMINOWA INWESTYCJA

### BOOKMARKS

## Kryteria Sukcesu



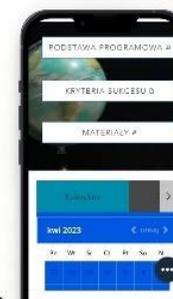
DŁUGOTERMINOWA INWESTYCJA



DŁUGOTERMINOWA INWESTYCJA

### BOOKMARKS

## Home Screen



DŁUGOTERMINOWA INWESTYCJA

### BOOKMARKS

## Podstawa Programowa



#### Podstawa Programowa

Znajdują się tutaj podstawa programowa, z której uczeń podczas wybranego dnia będzie sprawdził poprawność formy realizacji

#### Kryteria Sukcesu

Po kliknięciu zakładki „kryteria sukcesu” wyświetli się aplikacja „Podzet”

#### Materiały Dodatkowe

Znajdują się tutaj materiały pomocnicze m.in. quizy, w aplikacjach „quizlet”, „genialy”, prezentacje, podcasty na „spotify” oraz filmy na „Youtube”

DŁUGOTERMINOWA INWESTYCJA

### BOOKMARKS

## Materiały Dodatkowe



## Benefits

- ③ Clear learning objectives: The app enables students to understand the learning objectives and expectations for a particular topic. This allows them to focus their efforts and act in a targeted manner.
- ③ Clear knowledge requirements: Students have access to clear and easy-to-read requirements for the range of knowledge they should master in a particular topic. This helps them to focus on the most important content and issues.
- ③ Individualising learning: The app allows the learning process to be tailored to each student's individual needs and pace. Students can work at their own pace and focus on areas where they need extra help.
- ③ Progress tracking and self-assessment: The app allows students to monitor their own learning progress, assess their own performance and reflect on their learning, leading to greater responsibility and self-discipline.
- ③ Easy access to additional materials: The app provides links to a variety of support materials, such as quizzes, presentations, podcasts and videos, which can enhance students' learning and enable them to deepen their understanding of the topic.
- ③ Easy communication and support: The app allows students to communicate with teachers, other students and the administration, fostering support, addressing concerns and building a community of learning.

## Limitations

- ③ Need for adequate teacher training: The implementation of the app requires the provision of adequate training for teachers so that they can effectively use the tool and support students in its use.
- ③ Time constraints: Students may feel time pressure to use the app, especially if they already have a heavy academic load or other extra-curricular commitments.
- ③ Lack of internet access at school: If the school does not have adequate internet infrastructure or does not provide internet access in classrooms, students may find it difficult to use the app during lessons.
- ③ Potential for technical problems: The application may encounter technical problems, such as server failures, which may affect its accessibility and functionality.
- ③ Lack of accessibility for people with disabilities: The app may not be fully accessible to students with disabilities if it is not properly adapted to different needs, such as screen readers, assistive tools or options adapted to different types of disabilities.



## Opportunities for implementation

- ③ Teacher training: Provide teachers with training in the use of the app, including how to use the tools, how to interpret the data and how to support students' learning.
- ③ Communication and parental involvement: The introduction of the app should be supported by communication with parents to ensure their support and involvement in their children's learning.
- ③ Pilot implementation: An opportunity to test the app on a small group of students and teachers to gather feedback and adapt the tool to the school's needs.
- ③ Continuous improvement of the app: Allowing students and teachers to submit feedback, suggestions and technical issues to continuously improve the app.
- ③ Promotion and encouragement: Organising information campaigns, presentations and meetings to promote the app and encourage students to actively use it.

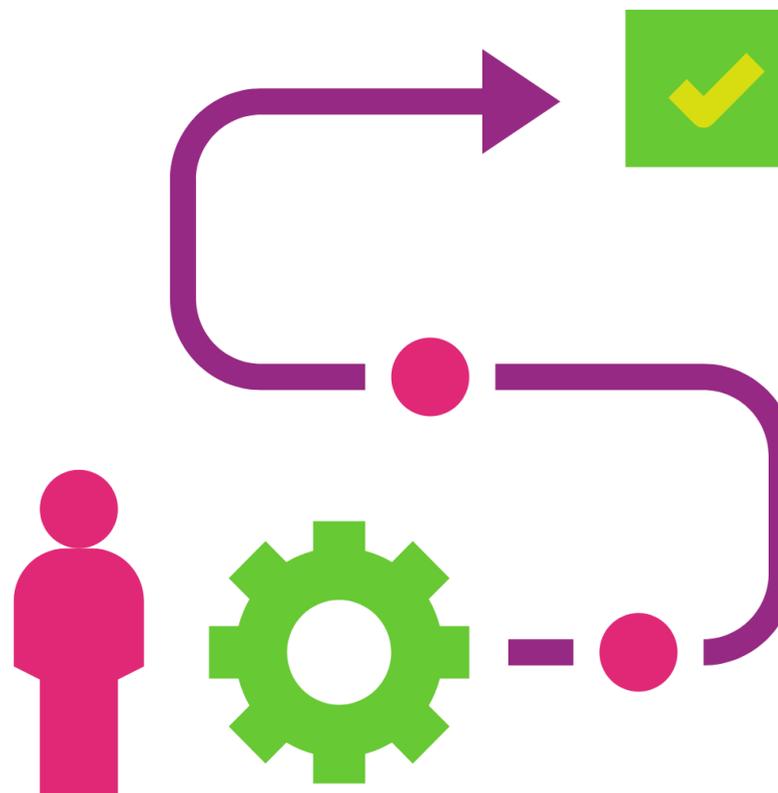
# Identified practical methods and ways of working

## improving relationships

During the project, we organised several training meetings with trainers in thematic areas that were closely linked to our problem areas. Their aim was to identify specific practical methods and ways of working to:

- ④ Facilitate getting to know each other's needs, building relationships, improving relationships between all members of the school community
- ④ Reduce loneliness, insecurity and stress in the school process and stress experienced in the learning process.

These are presented on the following pages.



## How to conduct the learning process in an interesting and inclusive way for students?

*Training meeting with trainers Octavia Gorzenska and Artur Krawczyk from the Change Project*

### Education in a world of change - about the role of the teacher and the student.

Instead of unidirectional knowledge transfer - the report "Beyond the Horizon - Course for Education. The future of the competence development system in Poland" - indicates the need to implement a relational education model, in which the student's experience of reality takes place in a direct relationship established with both the teacher and peers.

**"In the activation model, which emphasises the subjectivity of the learner (student), 'knowledge is co-created'. In this view, educational activities consist of helping to search for, discover passions and talents, and to discover and realise what is important and good - what is of individual and social value." "Beyond the Horizon - Course for Education. The future of the competence development system in Poland"**

Trends in socio-economic life, which we read about in reports of the World Economic Forum and the OECD, e.g. the report "The Future of Jobs", determined, among other things, by progressive digitisation, automation or the use of artificial intelligence, as well as the incompatibility of the educational model with the requirements of the future shaped by these trends.

They point to the need to develop transversal competences and the ability to actively learn, unlearn and re-learn - throughout life. The need to foster attitudes of self-reliance, proactivity, entrepreneurship and criticality to do well by students in the future.

The role of the teacher and the student should change in this context. The former should become a guide in the learning process, a facilitator of educational processes, an inspirer rather than a mere transmitter and tester of knowledge.

The contemporary student, on the other hand, should be a proactive explorer, who knows how to learn, use knowledge in practice, cooperate with others, take initiatives for the benefit of his/her community. Today, reproducing knowledge is not enough to cope with personal, professional and civic life.

The pandemic confronted our ways of working with students, cooperation within the teaching team and the competences of the principal-leader of change with the needs that have long been identified.

We have a choice. We can try to resist the facts, hoping that somehow things will work out, or we can use the experiences of the past months and lean into our own teacher and principal workshop with focus. Carry out the actions taken, take a look at your own competence and meto work and whether they match your needs, and then start to effectively plan the change. And also take care of yourself and the balance in your life so that you don't burn yourself out in it." (excerpted from O. Gorzenska's book 'Project change - from frustration to satisfaction in school work')

### Generation Z - how to work with them?

Born between 1995 and 2012, according to experts, they do not rebel against the world, are pragmatic, evaluate facts realistically and do not reject traditional values, but often understand them completely differently from their parents and teachers.

They do not go to school to acquire general knowledge about the world, but to accumulate knowledge that makes sense to them for the future. They divide subjects into 'useful' subjects, which they try to learn, and 'unnecessary' subjects, which they skip as much as they can.

Consequently, they learn better when they understand why they are learning, link school subjects to their plans for life and have the chance to be very good at something.

It is therefore important to take these aspects into account in one's work with pupils, especially ensuring that the activities undertaken and proposed are purposeful, giving constructive feedback, as well as using engaging methods and forms of work and linking the core curriculum with real life.

## What are effective educational practices?

If up to now the teacher's workshop has been defined by the feeder model, it is a good idea to start with a few practices:

- ⊙ working in pairs,
- ⊙ independent note-taking by students (not graded),
- ⊙ the use of open-ended questions and problem tasks,
- ⊙ regular summarising of lessons.

It is worth looking at the many publications on effective teaching practices, including John Hattie's book *Visible Learning*, which point to those methods worth using.

These include:

- ⊙ planning lessons and learning tasks,
- ⊙ The development of tasks with appropriate cognitive requirements,
- ⊙ interaction and cooperation of students, working in pairs and groups,
- ⊙ formative assessment,
- ⊙ stimulating discussion oriented to learn,
- ⊙ recommend pupils to frequently write down their own reflections,
- ⊙ taking notes,
- ⊙ referring back to pupils' reflections and regular sub-summaries,
- ⊙ implementation of projects in which topics are practically applied and integrated.

## How to get started?

The first step is our willingness to give the space to the pupils, the next step is to make use of the many educational materials that allow us to find ideas for specific activities and plan our work in the lesson.

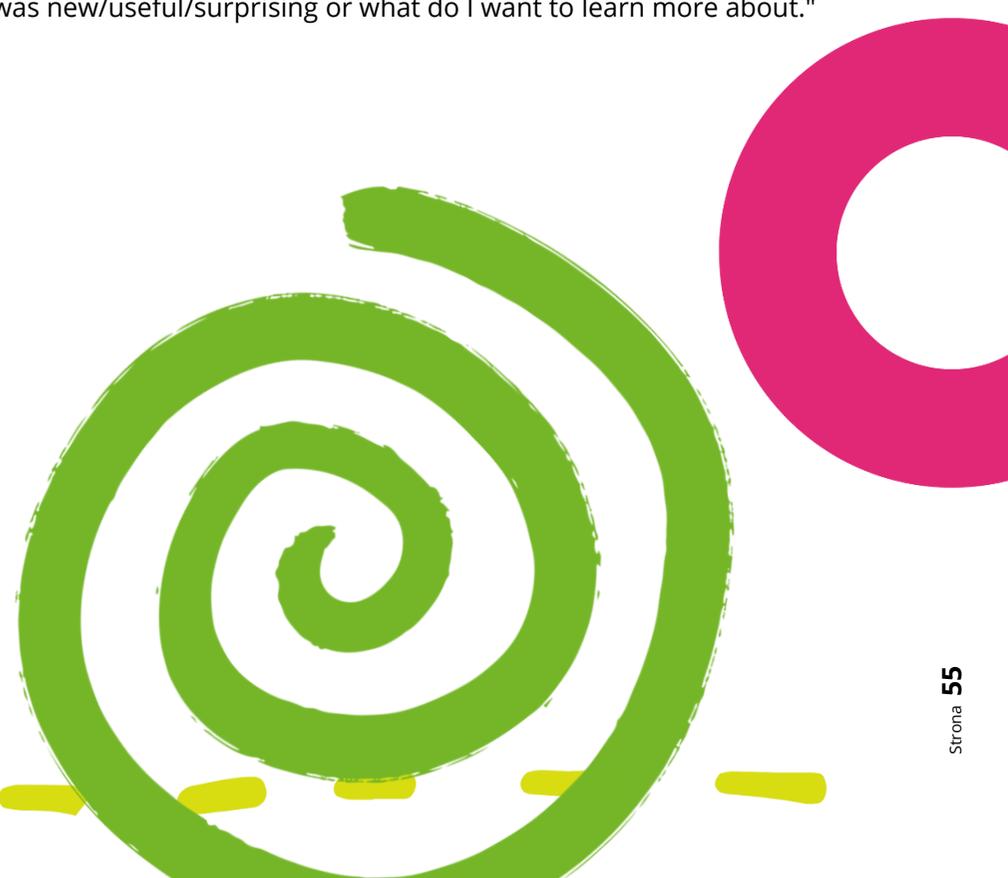
## What is important?

Go beyond the content written in the core curriculum and inspire reflection on the lesson. Conduct the lesson in the WUP model - Knowledge - Skills - Attitudes. It will help to ask yourself two questions:

- ⊙ what knowledge will pupils acquire or deepen?
- ⊙ What skills and attitudes will they develop during the lesson?

Use a variety of activating methods and practices (involving young people).

Take it in small steps - it is useful to modify your own workflow step by step - taking into account the practices suggested earlier. For example, start with an introduction to the lesson - for example working in pairs on an open question posed by the teacher. You could also start by introducing a mini-project, using problem-solving tasks as a starting point. A summary of the lesson can be introduced by asking students to write down or discuss: "what did I learn today that was new/useful/surprising or what do I want to learn more about."



## PEXAMPLE: PROBLEM TASK

Construct - verify - confirm/reject: Pupils invent a product, for example construct a machine to crush cans, check that their product works (test the machine) and if necessary modify it, describe the product so that others can create similar ones,

If during testing it was found, for example, that a lot of force was needed to make the machine work properly, students improve the prototype and then describe the design.

Review - verify - document: pupils search for information in various media, documents, books (for example, they search in various sources for information about an old mill that is located near their school), then verify the information obtained (check if it is true), document (prepare a note about the old mill for the website of their locality).

Observe - find a pattern - generalise: pupils observe someone, something, a phenomenon, a process (for example, birds in the vicinity of their school), on the basis of their observations they determine what is repeated (they make a list of birds that most often appear in the area), generalise their observations (they determine what birds most often appear, whether this can be influenced by the food that the pupils of the younger classes put in the feeders in winter).

Choose: You want to choose the best diet for you. Analyse the diets, taking into account your age and your body's needs. Justify your choice. Consult with a nutritionist.

Reconstruct - a medieval city, a model of an atom, DNA. Prepare a design using 3D printing.

Organise space and time: Prepare a School Science Festival.

(Guide - Interdisciplinary tasks of the Civic Education Centre)

## Examples of activation methods



### DE BONO THINKING HATS

The de Bono Thinking Hats method involves assigning participants different roles (hats) that symbolise different aspects of thinking. Each hat represents a different perspective: white - facts and information, red - emotions, black - critical thinking, yellow - positive aspects, green - creativity, blue - process control. Using this method, the group moves through the hats, focusing on one aspect at a time. This method helps to enrich discussion and decision-making by including a variety of perspectives.

At the beginning of the meeting, identify the objective, i.e. the topic, problem or decision you want to focus on. Then assign each participant one role or 'hat'. Hats can be represented by physical headgear in different colours or symbolically assigned to individuals.

During the discussion, focus on one hat at a time. For example, start with a white hat, which symbolises facts and information. The person wearing this hat presents concrete data, figures, statistics and scientific evidence. Then move on to the red hat, which represents emotions. This person can express their feelings, intuitions and doubts without necessarily relying on logical arguments.

Another hat is black, which focuses on critical thinking. The person wearing this hat analyses and points out potential problems, risks and irregularities. It is about identifying weak points and avoiding errors.

Move on to the yellow hat, which focuses on the positive. The person in this hat is looking for opportunities, benefits and potential solutions. This is the moment when you focus on an optimistic outlook.



Next comes the green hat, which represents creativity and new ideas. The person wearing this hat can step outside the box, propose innovative solutions and ask questions about alternatives.

The last hat is blue, which plays the role of controlling the process. The person wearing this hat manages the discussion, ensures that rules are followed, sets goals, plans direction and maintains order.

Remember to be respectful and open to different perspectives. Repeat the hat cycle as needed to consider the topic in more depth and to cover a variety of aspects.

## **SYMULATIONS**

Pupils take on roles, simulating real-life situations, for example taking part in an interview, preparing a social campaign, conducting a trial, organising a school festival. The simulation should have a practical dimension and lead to generalised conclusions, provide an opportunity to experience a concrete life situation in a safe, classroom setting.

Example of application:

Preparation:

- ① choosing a situation, outlining roles, for example preparing a school festival,
- ② initiator pupil,
- ③ unconvinced head teacher,
- ④ opposing SU custodian,
- ⑤ editor of the school newspaper,
- ⑥ supportive pupil-teacher,
- ⑦ supportive parent.
- ⑧ presentation of the task,
- ⑨ division of the class into groups.

Implementation:

- ⑩ group work - students analyse the situation and then prepare to present a simulation of the situation

Summary:

- ⑪ presentation of the simulation in the forum,
- ⑫ teacher feedback, discussion,
- ⑬ Summary - What have we learnt? What did we learn? What was surprising to us?

## **PROJECT METHOD (SOCIAL, SCIENTIFIC, STEAM)**

You can involve students in the planning, implementation and presentation of a project, which is a creative process of problem solving and achieving specific educational goals. These can include social, science and STEAM (an acronym for Science, Technology, Engineering, Arts, Mathematics) projects.

A social project focuses on solving social problems or engaging with the community. Students identify specific problems in their environment and work to solve them through project planning and implementation. These may include environmental initiatives, community outreach, charitable activities, promotion of healthy lifestyles, etc. In a social project, students learn cooperation, social responsibility and creative problem solving.

The science project focuses on scientific investigation and experimentation. Pupils formulate research questions, design experiments, collect data, analyse results and draw conclusions. A science project develops research skills, logical thinking, the ability to formulate hypotheses and interpret data. By participating in a science project, pupils can explore specific areas of science, such as biology, chemistry, physics, etc.



A STEAM project is the integration of science, technology, engineering, art and mathematics. This form of project focuses on an interdisciplinary approach that brings together different disciplines to solve problems. Students engage

in designing, creating and experimenting using a variety of tools and technologies. A STEAM project develops creativity, technological skills, logical thinking and collaboration.

## GAMIFICATION

Gamification involves introducing mechanisms familiar from games, such as rules, rewards, challenges and competition, into an educational context.

You can gamify a history lesson, for example, by creating:

**History quests:** a set of quests or missions that students must complete to earn points or rewards. For example, each quest could be about a different important historical event or historical figure. Pupils must explore the topic, answer questions, solve puzzles

and find relevant information to complete each quest.

**Adventure maps:** a virtual adventure map that reflects important historical events. Place different locations related to different eras and historical events on the map. Students will travel around the map, discover more locations and earn points for exploring these events.

Existing online games can also be used. One example of a geography education game is 'GeoGuessr'. This is an interactive online game that has students explore different places around the world and try to guess where they are based on visual clues. In the 'GeoGuessr' game, pupils are taken to randomly selected locations on a map and are then tasked with recognising a place by observing panoramic images and looking for clues such as landscapes, road signs, architecture or number plates.

## A REVERSED LESSON

In a flipped lesson, the traditional roles of teacher and student are reversed. The main idea is that the learning material is made available to the students before the lesson and the time spent in the classroom is devoted to interactive work, solving tasks and deepening knowledge and guided by the students. It gives students more autonomy.

Students are provided with a topic and learning materials such as videos, multimedia presentations, articles or assignments to assimilate on their own before the lesson. In the classroom, the teacher can focus on applying prior knowledge through various interactive activities such as discussions, problem solving, practical application of knowledge in specific situations and providing individual assistance to students when they need it.

## WORLD CAFE

The basis of this method is small group work. Pupils sit at a number of tables, each with its own host and dealing with one chosen topic. Pupils discuss a topic and after a certain amount of time switch tables and work on the next topic. At the end, all the information is summarised. Some tips for implementing the café:

- 🌀 **Classroom arrangement:** Combine two or three tables on which to place a large sheet of paper as a café tablecloth. Provide students with pens or markers. Place a piece of paper on each table with a recommendation or topic for discussion.
- 🌀 **Introduction:** Ask students to choose their seats at the tables so that there are about four or five people at each table. Explain the principles of the World Café method, the objectives of the lesson and discuss the instructions on the cards.
- 🌀 **Rounds:** Each round lasts about 5-6 minutes. Pupils discuss and solve the given problems, writing down their conclusions on tablecloth paper. At the end of the round, one person stays at the table and the rest move to other tables. The person from the previous round presents the previous conclusions and the others add new content.
- 🌀 **Questions:** Provide different tasks on each table that complement or redirect the students' thinking.



## TASK STATIONS

The task station method relies on the variability of the tasks, the way in which they are carried out and the literal change of work location. Pupils work at pre-prepared stations containing tasks of a specific batch of material. The teacher is only an observer during the lesson. This method has enthused me to such an extent that I often use it in my lessons. I enjoy working with it because I can see that the pupils also like it. Task stations often help to consolidate and systematise our knowledge of the readings we are discussing.

Here are some practical tips:

- ③ Prepare the classroom and set up the tables in the right way. One bench is one station.
- ③ Label each station with a number, e.g. Station 1, Station 2, etc. In the lesson beforehand, inform students what the method is about and clarify any doubts they may have.
- ③ Decide whether pupils will work individually, or in teams of two.
- ③ Leave an instruction at each station, giving instructions for the task.
- ③ Give each person or pair a worksheet to write their answers on.
- ③ There should be as many task stations as there are pupils or pairs following the instructions. An additional "key" station can be set up, i.e. a so-called "check" station, where pupils can check their tasks.
- ③ Pupils "visit" the stations in any order.
- ③ The stations should contain tasks of varying degrees of difficulty and active different senses and include a variety of activities. Stations should be changed when the previous task has been completed or when the allotted time has elapsed.
- ③ When preparing the tasks, the amount of time needed to complete each task should be taken into account. Keep in mind that the tasks

should not be too long or too extensive, as on average students will have 2-3 minutes to complete the task.

- ③ As a teacher, you ensure that the lesson runs smoothly and that you control the time. If necessary, you help the pupils.

## RECORDING PODCASTS

Recording podcasts engages students in creative expression through audio, developing communication skills, researching and gathering information. Here are some tips on how to go about it:

- ③ Choose a topic: Decide what topic you would like to cover in your podcast. This could be a broad category such as history, science or art, or a more specific topic related to that area.
- ③ Determine the format and structure: Consider what format you would like to use for your podcast. Will it be a monologue, dialogue, interview, debate or a story told in narration? Also draw up a content plan that will structure the episodes.
- ③ Organise your equipment and tools: Make sure you have the right equipment to record your podcast. You need a microphone with good sound quality, headphones, a computer or mobile device and audio recording and editing software such as Audacity, Adobe Audition or GarageBand.
- ③ Prepare a script and notes: Prepare a script for the episode that includes key points, questions, comments or dialogue. In addition, prepare notes or an outline to help you during the recording so you can stick to the subject track and keep the narrative flowing.
- ③ Choose the right environment: Find a quiet and well-muted place to record to avoid unwanted noises and distractions. Try to eliminate background sounds such as humming, keyboard clicks or street noises.
- ③ Make a test recording: Before you start the official recording, make a test recording to make sure everything is working properly and the sound is clear and clean. Check volume levels, sound quality and that the microphone is working properly.

- 
- ③ Record and edit: Start recording your podcast, sticking to your plan and script. Once you have finished recording, start the audio editing process. Cut out unnecessary parts, correct any errors and refine the sound quality. Also add any sound effects or music to enhance the episode.
  - ③ Share your podcast: Once you have finished editing, prepare the audio file in a suitable format such as MP3. Then make your podcast available on podcast platforms such as Spotify, Apple Podcasts, SoundCloud or Google Podcasts.
  - ③ Promote your podcast: Use various promotional channels such as social media, your website, blogs or newsgroups to reach potential listeners and promote your podcast.

## VIDEO RECORDING

Recording podcasts engages students in creative expression through moving image, developing communication skills, researching and gathering information. To organise video recording in an educational context, it is useful to go through the following steps:

- ③ Define the purpose: Define the purpose of filming as part of the lesson, whether for presentation, clarifying concepts or creating group projects. Clearly define what you want to achieve with the video.
- ③ Choose a topic: Choose a topic to be presented in the video. This could be an issue related to the lesson material or a project for the students to carry out.
- ③ Plan the script: Create a script for the film that includes the sequence of scenes, dialogue and action. Determine what elements you want to include in the film and how you want to present them.
- ③ Prepare equipment: Make sure you have access to the right equipment for filming, such as a video camera, microphone, lighting, etc. You can also use smartphones, which often have good quality cameras.

- ③ Choose a suitable location: Find a suitable location to record that fits the theme of the video. This can be a classroom, an outdoor setting or any other location that fits into the context of the video.
- ③ Prepare a filming plan: Prepare a filming plan in which you determine what shots you want to record, what scenes to include and what are the key elements to include.
- ③ Introduce the students: Introduce the students to the purpose and topic of the film and divide them into groups if you are planning a group project. Explain to them the rules and expectations for filming.
- ③ Guide the recording process: Supervise and support students as they record their videos. Give guidance on the script, recording technique, volume and sound quality and other aspects related to film production.
- ③ Edit the film: Once you have finished recording, proceed to edit the video. You can use simple video editing software to assemble your recorded footage into a final version of the film.
- ③ Present the film: Play the video in front of the class or another audience. This allows students to share their work and allows others to see the results of their efforts.

## THE escape ROOM

A puzzle room, or escape room - involves a group of people being trapped in a room and tasked with solving puzzles to free themselves. They have a set amount of time to leave the room. When solving puzzles, you play as a team and look for more clues. The game master can also be consulted using a walkie-talkie. Pupils can similarly solve puzzles that are found in the classroom. Ideally, the storyline of the game is engaging, so it is worth adapting the theme to the pupils' preferences.



- ☉ Arrange all the puzzles in the classroom or target room,
- ☉ Pupils must search the whole room thoroughly to find the puzzles and clues hidden in the room,
- ☉ They have a set time to solve the puzzles,
- ☉ If all puzzles are solved in the allotted time - the escape room is opened, the players have won, the pupils can leave or receive a prize,
- ☉ The help of a game master can be used (optional).

## MEMO WINDOW

The 'Window with Notes' method is an approach that uses a set of questions for a given topic to encourage students to think actively, reflect and analyse. It develops critical thinking. The worksheet includes the following questions:

- ☉ Which facts and details are important? This question focuses attention on identifying key information and elements that are relevant to an issue. It helps you to isolate the most important content and focus on it.
- ☉ What questions come to mind? This question encourages active thinking and the generation of questions that can lead to deeper understanding and exploration of the topic. This helps to develop research and exploration skills.
- ☉ What are you interested in? This question targets the emotional and motivational sphere of the learner. It encourages them to identify their own interests and passions related to the topic. It helps them to build an emotional connection with the topic and become more involved in the learning process.
- ☉ How does this relate to my other experiences or to other things I already know? This question emphasises the connections and relationships between the topic and the learner's prior knowledge, experiences and the learner's life context. This helps to build greater coherence and understanding of the material.
- ☉ How do I feel about what I am learning? This question is related

- ☉ to reflect on the emotions that accompany the learning process. It encourages students to identify and express their feelings, which can influence their engagement, motivation and interest in the subject.

projekt  
z *M*iana

## Okno z notatkami

Przeczytaj tekst, a następnie odpowiedz na pytania.

<p><b>FAKTY</b> Które fakty i szczegóły są ważne?</p>	<p><b>PYTANIA</b> Jakie pytania przychodzą mi na myśl? Co mnie interesuje?</p>
<p><b>POŁĄCZENIA</b> Jak to się ma do moich innych doświadczeń lub do innych rzeczy, które już znam?</p>	<p><b>UCZUCIA I REAKCJE</b> Co czuję w związku z tym, czego się uczę?</p>

[www.projektzmiana.com.pl](http://www.projektzmiana.com.pl)

oprac. O. Gorzeńska, A. Krawczyk na podstawie "Uczyć się głębiej" - CEO

## MY NOTES

The 'My Notes' method focuses on active reading and reflection on the text. They are encouraged to think independently, make inferences and process information creatively, which contributes to a deeper understanding of the text and developing critical thinking skills. The student is expected to read the text and answer the questions:

- ③ What is the theme of the text? This question requires the identification of the main theme or issue addressed in the text. It helps in identifying the central idea or information on which we focus when reading.
- ③ What made you curious about the text? This question targets the emotional sphere and personal interests of the reader. It encourages the identification of passages in the text that aroused curiosity, interest or awe. This helps to build greater engagement and emotional connection with the content.
- ③ What new things did you learn from the text? This question is about gaining new knowledge or information while reading. It encourages you to identify specific facts, concepts or content that you have discovered or added to. It helps to build an extended understanding of the topic.
- ③ What questions about the main topic does the text fail to answer? This question is directed at identifying gaps or gaps in information that are not addressed in the text. It encourages analysis and the generation of additional questions that require further exploration of the topic.

What areas of life does the text refer to? This question focuses on the text's relationship to real life aspects. It encourages the identification of areas, fields or situations to which the content of the text can be applied. This helps to build a greater awareness of the context and practical application of the knowledge gained.

## Moje notatki

Przeczytaj tekst, a następnie odpowiedz na pytania.

Co jest tematem tekstu?	Co cię zaintrygowało w tekście? Czemu nowego dowiedziałeś/też się z tekstu?
Na jakie pytania dotyczące głównego zagadnienia tekst nie odpowiada?	Do jakich obszarów życia odnosi się tekst?

www.projektzmiana.com

oprac. O. Gorzeńska

## PROBLEM TASKS

Problem tasks are unusual and, therefore, extremely interesting. Solving them teaches non-standard thinking, develops ingenuity and creativity. They involve presenting pupils with a problem situation and organising their cognitive process. Pupils perform tasks by searching for information, analysing, explaining, evaluating, comparing, inferring, planning, organising, creating.

Image "Problem tasks - examples"

## All of the above methods can be successfully applied to remote or hybrid education using ICT tools.

Many of the activities that we have usually carried out at school in our work with students can be done successfully online.

Meetings can be carried out using video conferencing tools. A good choice might be Zoom, for example, which not only enables video chatting, but also allows screen sharing. In this way, students will be able to present their work live and learn from each other. It is also possible to divide students into groups - separate rooms - where they can discuss assigned topics and, after a set time, return to the general room and present the results of their discussions to the whole class.

For communication between students and the teacher and between the students themselves, a communicator such as Slack can be used. This type of tool allows you to divide conversations into subject channels and allows you to pass on material. This is a great way to organise discussions and collaborate on a project.

For collecting opinions and involving students in the decision-making process, apps such as Mentimeter or Socrative are good. They can be used for anonymous brainstorming and voting to select the best solutions.

Tools that support the planning of project work, for example, are Google Calendar or Trello. Trello allows you to assign tasks, plan, collaborate, monitor progress, positive reinforcement e.g. 'sticker-mi', visually move activities, communicate and hand over structured materials.

For creative work, you can use, for example, the Canva application, which allows you to create all sorts of artwork, presentations, posters, invitations, etc. It has a wealth of free images that are safe to use. It contains a wealth of free images that can be used safely.

Padlet, for example, can be used to present pupils' work. Works uploaded to Padlet can be used to present pupils' work, for example.)

You can find out more about various ICT tools for online learning on the School with Class Foundation website at <https://www.szkolazklasa.org.pl/narzedzia-tik-do-nauki-online/>.

**NARZĘDZIA**

KOMUNIKACJA / LMS

- slack
- Teams
- Zoom

POMYSŁY I GŁOSOWANIE

- Socrative

PLANOWANIE

- Trello
- 31

ZBIERANIE REZULTATÓW

- padlet
- wakelet

GRAFIKA

- Canva
- thinglink..

CO WZIĄĆ POD UWAGĘ?

- nie bierz wszystkiego, ogranicz do niewielu
- weź to, co jest Ci bliższe, to, czego uczniowie używają na co dzień

to, co odpowiada POTRZEBOM

Source: <https://www.szkolazklasa.org.pl/projekt-edukacyjny-zdalnie/>

## Where to look for inspiration?

A description of the various activation methods and materials can be found on the interactive whiteboard:

<https://wakelet.com/wake/gCg17JDPqGQoXflsc8Y8Z> and

<https://wakelet.com/wake/lKWdvw8OV1y0CuX63K4D>.

## How to organise learning spaces that foster building relationships and enhancing student learning?

*Training meeting with trainers Octavia Gorzenska and Artur Krawczyk from the Change Project*

### An educational space for 21st century education

Why do school spaces need to change? Discover the 5 phenomena that have the greatest impact on the future of learning (according to OECD, WEF reports):

**Ecosystem** – school as a learning community with a strong focus on the individual needs of the learner. Moreover, the slogan "We learn everywhere" - is not an empty slogan. The space also counts - an open space that goes beyond the traditional classroom framework, with a blended classroom space that accommodates different furniture - tailored to the different needs of the students. Here, the teacher is not the only source of knowledge, his role changes into a facilitator of educational processes, creating a culture for collaboration and mutual learning. and learn from each other.

**Flexibility in a broad sense.** This can be mixed-age education, project work, experimental work, in blocks, action-oriented, interaction-oriented, where error is embedded in everyday work and serves the development. This is the aspect least present in Polish schools, but it is nevertheless a direction of educational development that will become more and more visible, if only in extra-curricular activities.

**Student activation.** Creating a culture of agency, project work, creativity, solution-finding, critical thinking. What's more - teaching reflection and responsibility for one's learning.

**Technologies** used in a smart and reflective way. They can make educational processes more effective, interactive and interesting, and allow the world to come straight into our classroom.

**Success (qualifications vs. experience)** – defined individually, but inseparably in the context of life skills, where SEL (social&emotional learning), i.e. social competence and emotional intelligence are of paramount importance.

So what should a well-designed educational space be like?

There are several important elements:

- ① an open space for collaboration and active work - moving away from the traditional podium model to a bench setting that facilitates working in pairs and groups,
- ① relationship-building spaces (round tables, even in the canteen, sofas and seating in the halls, in the library),
- ① combining education in the classroom with that under the cloud - easy access to green areas,
- ① blended learning spaces where different furniture is mixed to suit the different needs of the pupils,
- ① creating places for project work (e.g. project work room next to the library),
- ① subdued wall colours, avoiding excess stimuli.

For more inspiration, see the link: <https://gorzenska.com/tag/przestrzen-szkolna/>

## How to deal with conflict situations between pupils?

Training meeting with mediation trainers: Sylwia Fuhrmann-Komar and Marcei Kwaśniewski of the [European Mediation Institute](#).

### Peer mediation

Peer mediation is a form of conflict resolution between students at school, where there is minimal or no adult intervention. In peer mediation, students act as mediators, i.e. people who support conflicting students in their search for a solution to the conflict.

Peer mediation is based on the assumption that students are able to solve their problems on their own, and that the involvement of adults, such as teachers or parents, can sometimes lead to an escalation of the situation or increased tension. Peer mediators help students to talk to each other and work together to find a mutually satisfactory solution.

### "Conflict is a situation that requires an effort to create understanding" - Edward de Bono

Peer mediation has a more positive effect than methods reminiscent of court trials where one side is proven guilty and a judge makes the decision.

Peer mediation develops communication, empathy and problem-solving skills, improves the school atmosphere, reduces aggression and violence among pupils and increases the sense of responsibility and involvement in school life.

They are based on cooperation and agreement between the conflicting parties. Students, as mediators, are involved in the process of finding solutions to problems and aim to support conflicted peers in seeking a win-win solution that satisfies all participants.

In contrast to the court, which often focuses on assessing blame and a win-lose that satisfies one party, peer mediation focuses on building consensus and lasting solutions.

They involve students directly, both as parties to the conflict and as mediators. Participating in mediation gives students the opportunity to express their needs, listen to others and find creative solutions. This promotes self-reliance, responsibility and the building of social skills that can be valuable throughout life.

Peer mediation is student-friendly. They create a more friendly and informal atmosphere in which students feel more comfortable

in expressing their opinions and participating in problem solving. This can lead to more openness and honesty in conversations, making it easier to find a solution.

In peer mediation, the focus is on problem-solving and repairing relationships, rather than finding fault and meting out punishment. Court proceedings often focus on sentencing and sanctions, which can exacerbate divisions and do not contribute to a lasting solution. Peer mediation emphasises understanding and cooperation between students, which promotes better understanding and repair of relationships.

MEDIATION	COURT
settlement	judgment
settlement agreement is written by the parties	judgment is written by the judge
acceptance of solutions	lack of acceptance of solutions
cooperation	Non - cooperation
voluntariness	coercion
confidentiality	public
choice of mediator	judge ex officio
winner - winner	winner - loser, loser - loser
future-directed	past-directed

## Examples of exercises you can use with students in a parenting lesson to introduce students to the topic of conflict resolution:

### *MAKE A JUDGMENT*

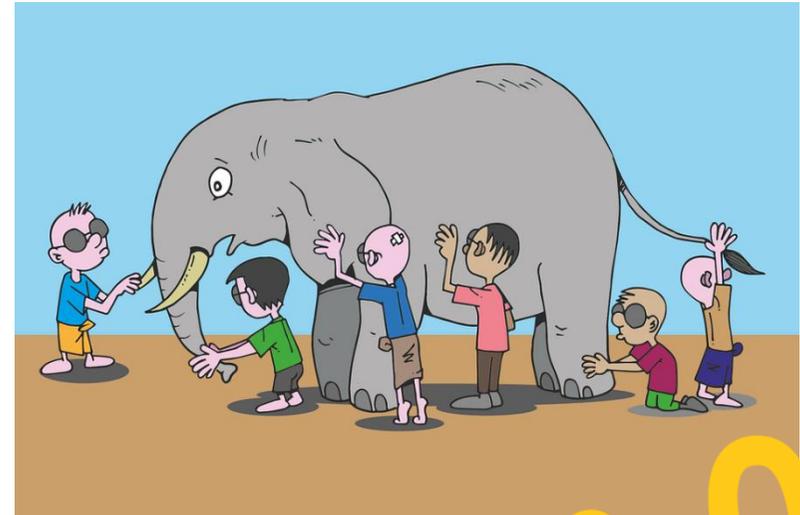
- ☉ Invite students to participate in the online litigation simulator <https://www.wydaj-wyrok.pl/>.
- ☉ Discuss with the group the scenarios viewed, prepare a mediation solution. Compare the two solutions.
- ☉ The exercise can help students understand how peer mediation differs from the court process in terms of the approach to conflict resolution.

### *REFLECTION ON CONFLICT - CONFLICT/TRUTH/PERCEPTION*

- ☉ Tell the students an old Indian fable about blind men who decided to find out about an elephant because the Maharaja had sent them to a village to tell him what an elephant really was.
- ☉ One of them came across the hard skin of the elephant finding that it was a wallaby. The second touched the tusk and judged that he was dealing with a spear. A third touched a trunk and came to the conviction that it was a species of snake.
- ☉ The fourth, having touched the knee of an elephant, concluded that it was a tree.
- ☉ Having experienced the gusts of air caused by the elephant's ears, the fifth blind man called it a fan. And finally, the sixth blind man, having grasped it by the tail, concluded that the animal was a mere rope.
- ☉ And to this day, none of these blind men have been willing to agree with another blind man, knowing only part of the truth. Each by his own abiding opinion. Each is as right as the other. But together they do not have it.

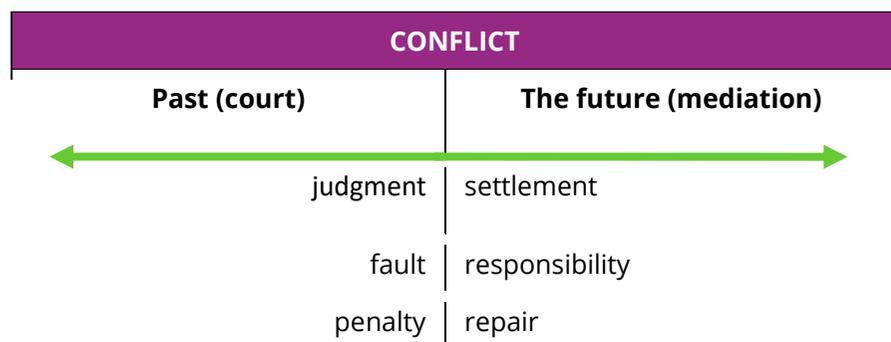
Discuss the fairy tale with the group. What conclusions do they draw from it?

The exercise can help students reflect on conflict, truth, right and the way we see the world. To understand that truth can be relative and depends on each person's perspective. That holding one's own beliefs and being unwilling to learn the other person's perspective leads to an inability to communicate. It is worth reflecting on how our experiences and point of view influence our beliefs, and how cooperation and mutual understanding can lead to resolving conflicts and building a bigger picture of reality.



## CONFLICT: PAST AND FUTURE

Divide the students into groups and distribute the diagram below to each group. Ask them to discuss and present their conclusions.



The exercise can help students change their perspective in conflict resolution and understand what both approaches focus on. The past, represented by the traditional court system, focuses on passing judgement, punishment and determining guilt. On the other hand, the future, represented by mediation, focuses on reaching agreements, repairing damages and understanding responsibility.

## How to implement peer mediation?

There is no single path for implementing peer mediation in school life, and there are no ideal models. The Children's Ombudsman Standards are an attempt to unify the diverse approaches to mediation in school, as well as to propose minimum standards for its implementation. The standards were requested by the mediation community.

[http://brpd.gov.pl/sites/default/files/standardy\\_mediacji\\_rowiesniczej\\_i\\_szkolnej\\_w\\_szkolach.pdf](http://brpd.gov.pl/sites/default/files/standardy_mediacji_rowiesniczej_i_szkolnej_w_szkolach.pdf)

## DEFINITIONS

**Peer mediation** - a voluntary and confidential search for a solution to a conflict between students, in the presence of two impartial and neutral mediators - students, prepared to conduct peer mediation. These conflicts concern matters related to relationships between students.

**School mediation** is a voluntary and confidential search for a solution to the dispute between the parties to the conflict in the presence of an impartial and neutral mediator. These conflicts concern matters related to interpersonal relations and/or statutory activities of the school. The parties to the conflict may be: teachers, the principal, other school employees, students, and parents.

**A peer mediator** is a student trained in mediation who enjoys trust and authority among students.

**A school mediator** is an adult, e.g. a pedagogue, psychologist, teacher, other school employee, trained in mediation, who enjoys authority and trust in the school environment. It is advisable to be a supervisor of peer mediators and have the competences of a mediation educator.



## Standards of the Ombudsman for Children

Standards for conducting peer mediation in schools and other educational institutions.

### Standard 1

The place for peer mediation should be a separate neutral room on the premises of the school/educational institution, guaranteeing peace and security of students and maintaining the confidentiality of the mediation.

### Standard 2

Conducting peer mediation cannot disrupt the organization of work of the school/educational institution.

### Standard 3

The need for peer mediation may be reported by: students - parties to the conflict, other students, a class teacher or another teacher, a pedagogue, a psychologist, a principal or another employee of a school/educational institution or parent.

The report may be addressed to: a peer mediator, a supervisor of peer mediators, a school mediator and any employee of the school/educational institution.

### Standard 4

The peer mediators' supervisor coordinates the work and supports peer mediators at every stage of mediation (preparation, conducting and documentation), and - if necessary - after its completion.

### Standard 5

When qualifying students' cases for peer mediation, the supervisor of peer mediators takes into account the type of conflict and the students' readiness to participate in mediation, the competences of peer mediators and the law.

### Standard 6

Peer mediation is conducted by two mediators - students.

### Standard 7

The peer mediation procedure includes the following stages:

- ⊙ qualification of the case for mediation and selection of mediators (made by the peer mediator supervisor; students - parties to the conflict may also appoint mediators);
- ⊙ preliminary meetings with each party (conducted by mediators peer);
- ⊙ joint session of peer mediators and parties (a joint session may include several meetings);
- ⊙ ending the mediation (concluding an agreement, developing the content of the settlement and signing it, preparing a report on the course of the mediation; in the event of no agreement, information about it should be included in the report);
- ⊙ supervision meetings between the peer mediators' supervisor and the mediators conducting the mediation - if necessary, at each stage;
- ⊙ implementation of the terms of the settlement.

### Standard 8

The following rules apply in mediation:

- ⊙ voluntariness - students come to mediation of their own free will, they may withdraw from it at any time;
- ⊙ impartiality - peer mediators do not take sides in the conflict;
- ⊙ neutrality - peer mediators support students in finding a solution to the conflict, they do not impose solutions;
- ⊙ confidentiality - peer mediators are obliged to maintain confidentiality of information obtained during mediation;



- ⊙ acceptability - students accept the principles of mediation and the persons of peer mediators, in justified cases they have the right to change the mediator(s) at any stage of mediation. In justified cases, a peer mediator may also resign from conducting mediation.

### Standard 9

The supervisor of peer mediators stores documentation of the course of peer mediation in a way that ensures the confidentiality of the mediation and the protection of personal data of students participating in the mediation.

#### Mediation course:

- ⊙ Beginning of mediation and contract
- ⊙ We present our positions (what do I want?)
- ⊙ We have common interests (what do I care about?)
- ⊙ We look for solutions to the conflict together
- ⊙ We choose a solution
- ⊙ We agree on how it will be in life

#### Some activities of the mediator

- ⊙ Determining the actual situation (what happened?)
- ⊙ Determining needs and interests (what do you need?)
- ⊙ Defining the problems (what is most important to you problem?)
- ⊙ Pursuing the facts and the merits of the dispute (we are here to...)
- ⊙ Disciplining elements: contract and good will
- ⊙ Testing solutions and advocatus diaboli

#### 1. . Basic questions of the mediator

- ⊙ what happened ?
- ⊙ what do you expect?
- ⊙ what you need?
- ⊙ why do you care?
- ⊙ what is important to you and why?
- ⊙ what did you feel when...?

#### 2. Basic questions of the mediator

- ⊙ what you can offer?
- ⊙ How do you imagine the solution?
- ⊙ what would have to happen to...?
- ⊙ what would happen if...?
- ⊙ and if not, then...?

#### Features of agreement in mediation:

- ⊙ Easy
- ⊙ Measurable
- ⊙ Acceptable
- ⊙ Realistic
- ⊙ Timely

Bearing in mind the need to build a safe and child-friendly school, create conditions for the development of students' social competences and acquire the ability to cope with conflict situations, it is proposed to introduce peer mediation to schools and other educational institutions according to the proposed standards. Participation in peer mediation and the arrangements made therein contribute to rebuilding disturbed relationships among students.

## Standards of the Ombudsman for Children

Standards for introducing peer mediation to schools and other educational institutions

### *Standard 1*

The introduction of peer mediation to a school/educational institution should be preceded by organizing information meetings on mediation for school employees (pedagogical and non-pedagogical) and parents and students.

### *Standard 2*

The introduction of peer mediation as an important method of resolving conflicts among students must obtain consent from: the Principal, the Pedagogical Council, the Parents' Council (School Council - if established) and the Student Government.

### *Standard 3*

The introduction of peer mediation requires its inclusion in the statute of the school/educational institution and in other internal school documents on the basis of which work at the school/educational institution is organized.

### *Standard 4*

Activities related to the introduction of peer mediation are coordinated by a person selected from among the employees of the school/educational institution.

It is recommended that the person responsible for coordinating activities becomes a supervisor of peer mediators.

There may be several peer mediator supervisors in a school/educational institution.

### *Standard 5*

The school community should be informed about the launch of a peer mediation program in a school/educational institution by conducting an information and promotional campaign, using e.g. the school website, school assemblies, educational lessons, radio, newspapers, posters, etc.

### *Standard 6*

Before selecting candidates for peer mediators, it is necessary to conduct information meetings among students (during classes, workshops, extracurricular activities) regarding the knowledge

about interpersonal conflicts and ways of solving them, including peer mediation. The content provided at the meetings should also include basic information about the applicable law in this area.

When conducting information meetings, you can use the help of, in particular: representatives of non-governmental organizations or other entities dealing with the issue of conflict and mediation at school, representatives of legal professions' self-governments, mediation coordinators or coordinators for legal education at school appointed in courts general practitioners and employees of psychological and pedagogical counseling centers.

### *Standard 7*

A candidate for a peer mediator should be a student who enjoys the trust of his peers, whose age, independence and degree of psychosocial maturity will allow him to understand the essence of the conflict, mediation, and the other person's point of view (preferred age - over 10 years of age).

### *Standard 8*

Candidates for peer mediators are selected by the students themselves.

Peer mediators should complete a minimum of 20 hours of training

in the field of peer mediation, confirmed by a certificate.

The training covers the following content:

- ② basic knowledge about conflict situations, emotions in conflicts and constructive ways of communicating;
- ② principles and course of peer mediation;
- ② the role and tasks of a peer mediator;
- ② mediation training (mediation simulations);
- ② ways to promote mediation at school.

The supervisor of peer mediators is responsible for the method of selecting candidates for mediators from among students and for training.

### *Standard 9*

The condition for performing the function of a peer mediator is the consent of the candidate and his parents.

### *Standard 10*

It is recommended to establish a mediation center, club or circle in a school/educational institution, composed of school and peer mediators. The following should then be developed: regulations of the mediation center, club or circle, as well as document templates (e.g. invitations of the parties, consent to participate, mediation reports, settlements/agreements of the parties), as well as rules for storing mediation documents.

In the creation and operation of a mediation center, club or circle, a school/educational institution may use the assistance of non-governmental organizations, government administration, local government, legal professions' self-governments, courts or other supporting entities, concluding agreements in this regard.

### *Standard 11*

When introducing peer mediation, a school/educational institution should ensure the continuity of the education process of subsequent groups of peer mediators.

If you are an enthusiast of mediation as a teacher, consider how big your school is, how many students there are, and how many teachers there are. Can you count on the support of your colleagues? How many of them are interested in this idea and how many people do you need to support? What knowledge should you have? What is the implementation time horizon? How much of your own time are you willing to devote to mediation training and the idea itself? Do you know a trusted mediator organization to work with?

Sequence of actions:

- The enthusiast teacher, school management and mediators meet to develop a concept for introducing mediation to school.
- The parents' council, the school self-government and the teaching council are involved in discussing and supporting the project.
- Discussion of who will be responsible for preparing the project.
- Conducting public consultations at school and among parents in order to present the concept/project and collect opinions.
- Taking into account the results of the consultations and making them publicly available along with the project.
- Obtaining support from external institutions, such as the municipal council, councilors, the education commission or the education department.



## Stages of implementing peer mediation

### STAGE I

Promoting the idea of peer mediation at school through:

- ⊙ mediation lessons using the Mediation Lesson Scenario
- ⊙ mediation meetings for the school council
- ⊙ information and workshop training for all teachers
- ⊙ meeting/mediation for parents
- ⊙ meeting/s on mediation for administration
- ⊙ school magazine,
- ⊙ Internet, FB, YouTube, Tik Tok, Instagram

### STAGE II

Rule development and (some) questions:

- ⊙ rules of mediation
- ⊙ when to mediate
- ⊙ who is the mediator - selection rules
- ⊙ method of reporting
- ⊙ who to mediate
- ⊙ appeal to the supervisor in mediation
- ⊙ role of teacher/supporter in mediation
- ⊙ as for mediation
- ⊙ who decides whether to accept mediation
- ⊙ durability of the settlement
- ⊙ students' financial obligations
- ⊙ cooperation between the school and the court/police
- ⊙ the impact of mediation and settlement on the punishment system at school
- ⊙ principles of operation of the mediator's club
- ⊙ the place of mediation in the school system and school statute

### STAGE III

Establishment of the School Mediator Club:

- ⊙ training of the mediation supervisor(s).
- ⊙ training (preceded by elections) of student mediators

### STAGE IV

Starting mediation at school:

- ⊙ cooperation with the family court and the police/curators
- ⊙ regular training for teachers and lessons for students
- ⊙ improving the skills of student mediators/training new ones
- ⊙ supervision and cooperation with the mediators' organization
- ⊙ networking and cooperation of mediator clubs

What else can you do?

Prepare a mediation scheme that is understandable and clear to all stakeholder groups.

Prepare a package of mediator questions available to the parties before the start of mediation.

Discuss/think about the issue of suspending penalties for the duration of mediation and the impact of mediation and settlement on the system of penalties and rewards in your school.

Prepare a sample lesson on mediation in which you and your students will find answers to the questions; what is mediation? who is a mediator? what are the differences between mediation and court? Why do students need mediation and school mediators? Conduct the lesson together with the student mediators, or let them conduct it themselves.

**Remember!**

Each school can develop its own method of implementing school mediation and peers in terms of:

- ⦿ reporting mode (who reports, to whom they report, form of reporting)
- ⦿ cases (what type, what amount of damage)
- ⦿ rules for selecting mediators (elections, applications, club)
- ⦿ rules of operation of the club
- ⦿ time of functioning as a mediator (period, class)
- ⦿ connections between mediation and the school punishment system and statute

**Examples of exercises you can use with students to introduce students to peer mediation:**

**CONFLICTS**

Divide the class into 3 groups. Each of them answers one of the questions:

- a. what do young people argue about?
- b. what do adults argue about?
- c. what are world leaders arguing about?

When presenting groups, compare and group the results. Arrange them in the appropriate places in the table. Then describe the types of conflicts to students.

Ad- ults	Politicians	Kids	About what?	conflict
			Material goods (money/ resources)	of interest
			Values	Values
			Emotions	Relations
			Data/informations	Data
			Authorities	Structures

The exercise will help show students that everyone is arguing about the same thing, and that conflicts can be reduced to certain general characteristics. It will help them learn about different types of conflicts.

**CIRCLE OF CONFLICTS ACCORDING TO CH. MOORE**

**Causes of Conflict**



Adapted from:  
Christopher Moore, *The Mediation Process*, Third Edition (San Francisco: Jossey-Bass), 2003.

### DO YOU WANT TO BE A MEDIATOR?

Divide the class into groups to address each question. Have students answer the questions on their own behalf and indicate why these questions are important to the mediator and how it helps the mediator in his or her job?

- ☉ Do you like helping friends and solving problems?
- ☉ Are you a good listener?
- ☉ Do you have enough patience to listen to others?
- ☉ Can you keep the secret entrusted to you?
- ☉ Do you have good contact with your peers?
- ☉ Do you care about other people's feelings?
- ☉ Can you help a nervous person calm down?
- ☉ Can you listen and not be biased?

The exercise will help students self-verify themselves as candidates for peer mediators.

### PEACEFUL RULES

Discuss with students the rules that apply to them in mediation:

- ☉ We cooperate constructively
- ☉ We speak with respect about others
- ☉ When we listen, we are open to other points of view
- ☉ We behave politely
- ☉ We respect other people's feelings
- ☉ We take responsibility for our own words and actions.
- ☉ How can these rules be useful to them? What will disrupt these principles?
- ☉

The exercise aims to make students aware of the importance of conversation in mediation and the way of conducting it. The method of communication is crucial for the effectiveness of conflict resolution. Following the rules of conversation creates an atmosphere of mutual respect, empathy and openness, conducive to constructive dialogue and the search for win-win solutions.

*Edward de Bono "Thinking against conflict. "Creative methods of resolving disputes"*  
*Grethe Nordhelle "Mediation. The art of conflict resolution"*  
*Friedrich Glasl "Help, conflicts!"*  
*Christopher Moore "Mediation. Practical Conflict Resolution Strategies"*  
*Liv Larsson "Nonviolent communication in mediation"*



## How to give feedback to improve results student learning?

Giving feedback involves communicating to students how well they are doing, what they are doing well, and how they can improve. Feedback can be provided by teachers, peers or even students themselves as part of self-assessment.

It can be part of formative assessment, which focuses on tracking a student's progress and identifying areas for further development. It places an emphasis on constructive feedback that helps students understand their strengths and develop strategies for improvement. It can be - and in fact it should be - a supplement to a grade expressed in numbers, which does not contain detailed information that would help the student develop further and show the way to improve his or her results.

**"Ongoing assessment of educational activities aims to monitor the student's work and provide the student with information about his or her educational achievements that help in learning by indicating what the student does well, what and how requires improvement, and how he or she should continue to learn." § 12. Regulation of the Minister of National Education of February 22, 2019 on the assessment, classification and promotion of students and listeners in public schools.**

**"Starting from grade IV of primary school, current grades as well as mid-year and annual classification grades for all or selected compulsory or additional educational activities [...] may be descriptive grades if the school's statute so provides." § 44i section 4. Act of September 7, 1991 on the education system.**

Therefore, providing feedback is an important element of the teaching and learning process of students.

- ③ Supports the learning process: Feedback provides students with information about their achievements and learning progress. It allows them to understand what they do well and what they can improve. Thanks to this, they can focus their efforts on areas requiring more attention and development.
- ③ Motivates students: Correctly delivered feedback can act as a motivator for students. When they receive information about their successes and progress, they feel satisfied and increase their self-confidence. However, constructive feedback on areas for improvement can stimulate them to further development and effort.
- ③ Helps with self-assessment: Feedback enables students to self-assess their progress and achievements. Thanks to it, they can better understand their strengths and areas in which they should further develop. This enables the development of self-assessment and self-control skills, which are important for long-term learning.
- ③ Improves communication: Giving feedback promotes effective communication between teacher and student. Thanks to this, students can better understand the teacher's expectations and goals and evaluation standards. At the same time, the teacher can adapt his teaching methods to the individual needs of students.
- ③ Facilitates learning goals and objectives: Feedback is essential to achieving learning goals and objectives. Teachers can monitor students' progress and adjust their teaching methods based on the feedback they receive. Students can also determine how well they are achieving their goals and how they can further develop their skills.

**"Feedback is one of the most powerful learning tools. If it is well-tailored, constructive and based on specific observations, it can be a key factor in the development and improvement of students' skills." - John Hattie, education expert**

**"Feedback is like a map that shows students which direction to go. If it is well constructed and properly delivered, it can be a driving force for independent learning and skill development." - Hattie & Timperley, authors of research on feedback**

**"Feedback is the bridge between current skills and the desired development. It's a tool that helps students understand where they are now and how they can develop further." - Dylan Williams, renowned researcher and author of books on teaching and assessment.**

Properly delivered feedback helps students understand their strengths, identify areas for development, and take conscious steps to improve their learning outcomes. Here are some tips on how to provide effective feedback to improve student learning:

- ③ Be specific and clear in your feedback: Try to be clear and precise in your feedback. Highlight specific areas in which the student has achieved success and needs improvement. Avoid general or imprecise messages that may confuse the student.
- ③ Focus on behaviors and achievements: Focus on the student's specific actions and results, not on his or her personality or character. Point to specific examples and evidence to enable the student to understand what he or she is doing well and how he or she can improve.
- ③ Provide real-time feedback: The faster you provide feedback after completing a task or lesson, the more effective it will be for the student. Immediate feedback enables him to understand what he did well and what he can improve, and also affects the consolidation of learning.
- ③ Be positive and supportive: Point out your student's successes and achievements to encourage their motivation and self-confidence. Find

ways to acknowledge a student's effort and commitment, even if he or she has not yet fully mastered a skill.

- ③ Tailor feedback to individual student needs: Understanding a student's individual skills, learning style and goals allows you to tailor feedback to meet their needs. Some students may need more guidance and support, while others may be ready for more demanding feedback.
- ③ Encourage self-reflection and self-assessment: Help students develop the ability to self-assess their achievements and progress. Encourage them to self-reflect on their own strengths and areas for improvement. Support them in building self-control skills and self-discipline.
- ③ Include goals and expectations: Refer to the goals and expectations of the teacher and student in feedback. Help your student understand how their achievements and progress fit into the larger context of learning and development.

**Providing feedback should be a continuous process and cover various aspects of the student's learning. It is important that the feedback is constructive, supportive and development-oriented and improving student learning outcomes.**

**Giving feedback should be a two-way process. Teachers should encourage students to ask questions, express concerns and discuss their progress. Dialogue between teacher and student helps to better understand the feedback and identify specific steps to take.**

Giving feedback can be tailored to specific learning situations:

- ③ Oral feedback after an individual assignment: The teacher may meet with the student after completing the assignment and discuss his/her strengths and areas for improvement. It may focus on specific aspects such as content, organization, argumentation or linguistic accuracy, and provide examples that support the feedback provided.
- ③ Written feedback on written work: The teacher can write comments on a student's written work, reflecting on his/her achievements and indicating how he/she can improve. He may provide specific examples from the student's work to better illustrate his points.
- ③ Group discussions and reflections: The teacher can organize a group discussion during which students share their work or projects. During this discussion, the teacher can provide feedback both individually and collectively, encouraging students to share their observations and suggestions with their peers.
- ③ Self-assessment and co-assessment: The teacher can introduce the practice of self-assessment in which students evaluate their own achievements based on specific criteria. They can also use co-assessment, where they evaluate the work of their colleague. This form of feedback allows students to reflect on their own achievements and develops the ability to provide constructive feedback to others.
- ③ One-on-one meetings: The teacher can arrange one-on-one meetings with students to discuss their progress, goals and areas for improvement. In such meetings, the teacher can ask questions, listen to students' comments and observations, and then provide specific tips and suggestions.
- ③ Formative assessment and comments during the lesson: The teacher can provide feedback during the lesson, giving immediate reaction to students' actions. This may include comments during presentations, providing guidance during exercises, or follow-up questions that are intended to direct the student's attention to specific aspects of learning.

#### MODEL 4Z

<https://cdw.edu.pl/jak-udzielac-informacji-zwrotnej-chwalic-i-doceniac/>

This model looks like this:

**Z1** – Ask: "How did you do?", "What worked for you?", "What didn't work out?"

**Z2** – Communicate: "You did well here, you did poorly, you could improve here."

**Z3** – Motivate: "You are on the right track, you have great skills, you just need to devote more time to it."

**Z4** – Plan: "To do it better, maybe it is worth doing this and this, and I will help you with this and this."

#### FEEDBACK SHEET

Treat this method as an aid in the conversation, not a rigid form to fill out

Project/task name
How did your assignment go?
What gave you the most joy/fun in doing this task?
What was it like working with your team?
If you were to do the task again, would you improve or change anything?
What aspect of the task was the most difficult for you?
What did you learn by completing the task?
What else can you learn to do the task even better next time?
What else do you want to say about this?



Introducing feedback can be a gradual process that takes time, practice and reflection. The key is an open and flexible approach, readiness to adapt to students' individual needs and continuous improvement of communication skills.

If you haven't practiced giving feedback before and want to start, there are a few steps you can take to introduce this practice in your work:

- ③ Education about feedback: You can start by increasing your knowledge about the importance and role of giving feedback. You can read pedagogical literature, attend training courses, or consult with experienced colleagues who apply feedback in their work.
- ③ Understanding your students' individual needs: It is important that you know your students well and understand their individual needs and learning goals. Understanding your students' strengths and areas for development will help you tailor feedback to their needs.
- ③ Planning and structure: You can plan and structure your lessons to include moments of feedback. You can set specific goals and evaluation criteria to use when giving feedback.
- ③ Use a variety of methods: You can experiment with different methods of giving feedback, such as oral comments, written comments, formative assessments, individual meetings, and group reflections. It is important that you choose methods that fit the specific situation and adapt them to the individual needs of your students.
- ③ Developing communication skills: You can work on your communication skills such as active listening, asking good questions, expressing yourself constructively and adapting the language to the students' level. Effective communication is key when providing feedback.
- ③ Gradual introduction: You can gradually introduce the practice of giving feedback, starting with simpler tasks or exercises, and then gradually expand the practice to other areas and activities of students.

- ③ Reflect and improve: You can regularly reflect on your feedback practice, analyze its effectiveness and adapt your approach based on the results. You can also participate in training, workshops or cooperate with other teachers to exchange experiences and improve your skills.



*The art of feedback. How to use the potential of feedback, Grzegorz Radłowski  
Feedback, Harvard Business School Press Jamie Harris  
Formative assessment in practice, D. Sterna, CEO, Warsaw 2006*



## How to create psychological and emotional safety at school?

*Training meeting with psychologist, traumatologist Anna Hryniewicz, president of the Instytut Edukacja Pro Futuro Foundation*

The number of children requiring psychological or psychiatric intervention is increasing, despite existing "good intentions" and "proven systems".

Alarming research results regarding the mental condition of children and the prevalence of depression make it necessary for us, teachers, educators, psychologists and parents, to think and define the goals of our accompanying children's development and to choose appropriate tools to support this development. Brain plasticity should change our approach to assessment, reward and punishment systems, as well as methods and conditions of working with children.

The plasticity of the brain, confirmed by the Nobel Prize, gives us the opportunity to choose different stimulants that we use when working with children, but also makes us responsible for this choice. Harry Harlow many years ago confirmed the influence of a child's sense of security and warmth on his emotional, cognitive, spiritual, social and physical development.

**A child's maturing brain requires, above all, a friendly environment, and the sense of security has a much broader dimension than ensuring that the child does not bruise his or her knees. It's so little and yet so much! This is an aspect and value that cannot be replaced by machines, robots or IT networks.**

**We learn to recognize the signals of others, walk, speak and write through sensory experiences. The senses recognize signals, give them meaning and remember them when the basic need for closeness and emotional security is satisfied.**

Since children learn through modeling (only!), for their proper development and the development of a healthy psyche that can cope with the challenges of adult life, they need responsible, open-minded adults who will show them, not with words, but by example, how to be happy and how to be sad, how to experience failures, how to ask for help, how to learn, how to ask, how to look for answers, how to get angry and how to manage your anger.

We need wise adults who will find words for various emotional states, teach children how to understand them, how to name them, how to experience them and what to do with them. Children will not learn this either on TV or on social networking sites. Research shows that these types of skills are not innate.

**Relationships are the main factor that make us want to live and they mainly determine our sense of happiness, physical well-being and health, they are its greater determinant and indicator; greater than any other physical parameters such as cholesterol levels.**

The tripartite nature of the brain sets these boundaries and provides detailed instructions for operating the command center that is our brain. The brain reaches its maturity in the neuro-logical sense only around the age of 30.

A common mistake that we adults make is to expect that a child's brain, which is in the maturation phase, will function according to the criteria and capabilities of our already fully developed brain, with all its structures fully interconnected.

It is important to remember that brain structures mature as we give the child the opportunity to develop. For example, the prefrontal lobes, responsible for predicting consequences and the ability to think strategically, develop when we allow children to experience simple consequences of different choices and give them space to create their own play plans and activities.

Excessive instructions and control result in the era of the "stand by" generation, which is constantly waiting, not wanting to risk personal consequences or responsibility for its own decisions, but which also does not know the joy of small victories owed only to itself.



We raise children to become independent and independent-thinking people, but this process is not limited in time and depends mainly on the number of "dress rehearsals", on our readiness to accept the independence and responsibility of our children. We, adults, are needed by children primarily to show and teach how to stand without support, and not to always be that support. We are here to give them everything they need for their development, but not everything they want - the ability to distinguish one from the other is called maturity.

**Our first responsibility as adults caring for children, working with children and loving children is to know ourselves and our boundaries and to take care of our own physical and mental well-being, because emotionally healthy children grow up with emotionally healthy parents and teachers.**

**The rule recommended on board the plane applies here: first an oxygen mask for a significant other in the child's life, then for the child. So the question about our "educational capacity" is not: how do you deal with children? It should be: how are you coping with yourself?**

Once we become an integral part of our thinking, once we understand that brain plasticity means that everyone's brain architecture is different and we attach different meanings to the same things, it becomes clear that "equal" does not mean "fair."

Then we no longer need grades, even in the form of sunshine, clouds and rain, because children never needed them. Then we remove the child from assessment and give him space and responsibility. Stanley Milgram and Polish scientists have proven that the automatic thinking we fall into without taking our own responsibility for our actions can deprive us of everything we consider most human - empathy, understanding the needs of others. Responsible adults grow from teaching children responsibility. Children taught responsibility, not obedience! Philip Zimbardo argues that more evil in this world has been caused by human obedience than by human rebellion and discord.

**Polish education, world education, needs more than new buildings, computers or structural changes, attention to awareness, which builds a healthy child's psyche, which is a guarantee of the child's development in all its aspects. The "vision of the end", i.e. the graduate's vision of a nursery, kindergarten, school, a vision of a strong, happy person entering adulthood, should set our direction and course of action.**

## Principles of effective teaching and upbringing

*Rule one: "Teaching and upbringing is about the students, not you."*

The best educators are those who see themselves as guides and advisors

in the learning process. They share their knowledge with children, but they focus on the role of the little person, not their own. The question a teacher/guardian should ask themselves is not: "what will I do today?", but "what will my children do today?"

*Rule two: "Know your group."*

It is not enough that you know the topics you teach well. You need to get to know those you are educating well, their abilities and previous experiences and needs. This will allow you to determine the level at which you need to start. A very important element of this assessment is the child's self-esteem; he or she should be able to assess his or her own capabilities. Also determine what is most important to him. This will help him better plan his development path with your help.

*Rule Three: "Children will rise to educational challenges when you create a safe learning environment for them."*

Teaching requires great sensitivity from the teacher/guardian. If he wants children to actively participate in the learning process, he must realize that the situation in which they make choices and change their views is not easy for them. The safer the environment you create for them, the more effective their emotional, psychological and intellectual development will be. "If you feel they are exhausted, make them some tea!" - such a slogan sounds strange in Polish conditions. "And always be trusting, friendly, they should trust you."

*Rule Four: "Great teachers teach with passion."*

The difference between a good teacher/tutor and a great one is not how much knowledge he or she has about his or her subject. It depends on whether he is passionate about teaching and the way he teaches. Children always have a very good sense of whether their teacher/guardian is a real enthusiast or pretends to be one.

*Rule Five: "Children learn more effectively when you help them figure out what they need to learn."*

Children often do not realize what they actually need to know to achieve their goals. This may concern the level of knowledge of a foreign language, the ability to use a computer or cutlery. Showing them what level of these skills they should achieve is a very important element of your work. These usually vary from learner to learner, but a thorough diagnosis leaves them with the feeling that you actually want to help them.

*Rule six: "Make things clear when things aren't easy."*

You often have to face learning difficult things. So it's a good idea to try to make what you teach understandable. The basis of the teaching/learning and upbringing process is good communication. The introduction of new scientific concepts requires knowledge of basic concepts in a given field. Check if your students know them, you will probably save time by teaching only things that are understandable.

*Rule seven: "Be sensitive to children's needs and do not fear losing your faith and dignity."*

Many teachers give the impression that they always know the answers to all questions. He sees showing his own emotions or ignorance as evidence of weakness. "This is what the worst teachers are like," writes Parker Palmer, author of the book "The Courage to Be a Teacher - The Teacher's World from the Inside" (Jossey-Bass, 1997). Very often, the best answer from a teacher/guardian is "I don't know." He does not lose credibility because of this, children trust him because it proves his trust in them and creates constructive relationships between them. A good teacher is constantly learning and this brings him closer to children.

*Rule Eight: "Teach with Heart."*

Good teaching cannot be confined to formulas. It has a very strong connection with your emotions. Each teacher teaches literature differently, conveys different visions of the natural world, or emphasizes different historical events. You teach largely as yourself, you convey your views, but if you get to know yourself and your group better, their needs and emotions, your involvement will often provide more than the best effective teaching techniques.

*Rule Nine: "Repeat the most important things."*

Although the tendency to repeat can be boring, good teachers/caregivers try to repeat the same things in different ways so that children do not even notice that it has been done before.

*Rule ten: "Good teachers ask good questions."*

You should understand that learning is exploring the unknown and such exploration must begin with questions. They should explain, not hide, problems. And these are not questions that can only be answered with "yes" or "no", which kills most discussions. If you want to get to the heart of the matter, you sometimes have to ask several times. Sometimes asking the right questions that allow your children to get to the heart of the matter is more important than moving forward quickly.

*Rule eleven: "You are not a conveyor belt for transmitting knowledge."*

Your job is to teach children how to think. You can't stand around and tell people what to do. A good educator is more interested in how his children reached the solution and how they interpret the information received, than in a specific answer to the question. It is much more important to teach them to think for themselves than to tell them what to think in every case.

*Rule twelve: "Speak less, start listening."*

Effective teaching is always about two-way communication; this is a dialogue, not a monologue. If you ask a question and there is silence for a while, you should hold on, wait, give yourself a chance to think and formulate an answer. Children's most creative thinking takes place in such moments and should not be interrupted.

*Rule thirteen: "Learn conclusions from listening to others."*

Listen carefully to your children and let them read their emotions with solving the problem given to them. Learning what brings them joy and what frustrates them may become the key to effective teaching.

*Rule fourteen: "Let children learn from each other."*

Nowadays, teachers and textbooks do not have a monopoly on being the only source of knowledge for children. With the currently developing technology, there is also the Internet, television, books, magazines and much more. Peers are also a very valued source of knowledge. If you teach by solving problems in groups, each group solves the task differently. Roles are divided, everyone contributes something to the solution. Children learn many things from each other very effectively and quickly.

*Rule Fifteen: "Variate your teaching techniques every day."*

Always remember that children learn in different ways. Some are visual learners, others are auditory learners, and still others learn by doing (kinesthetic learners). Knowing the eight types of intelligence will allow you to better understand how to reach your child to help him learn effectively.

*Rule Sixteen: "Always allow yourself to learn."*

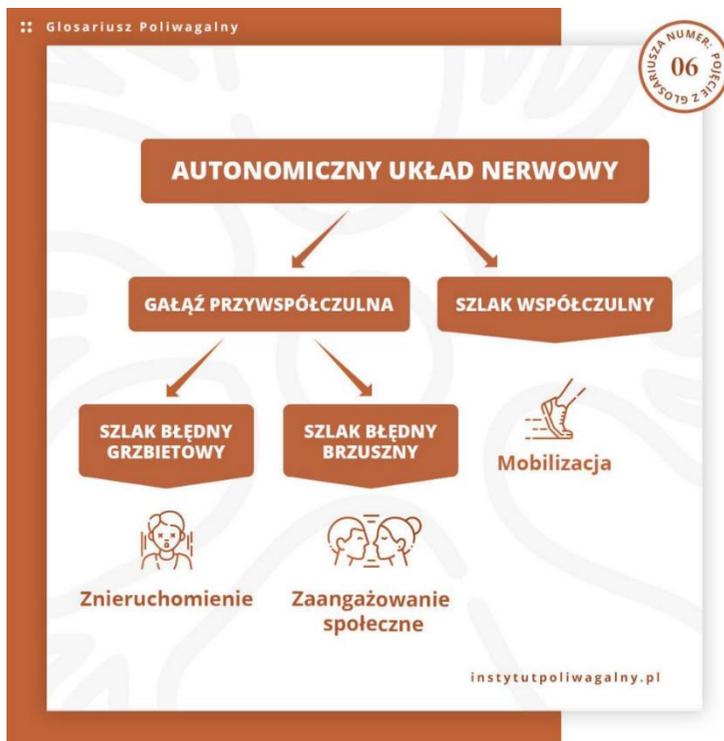
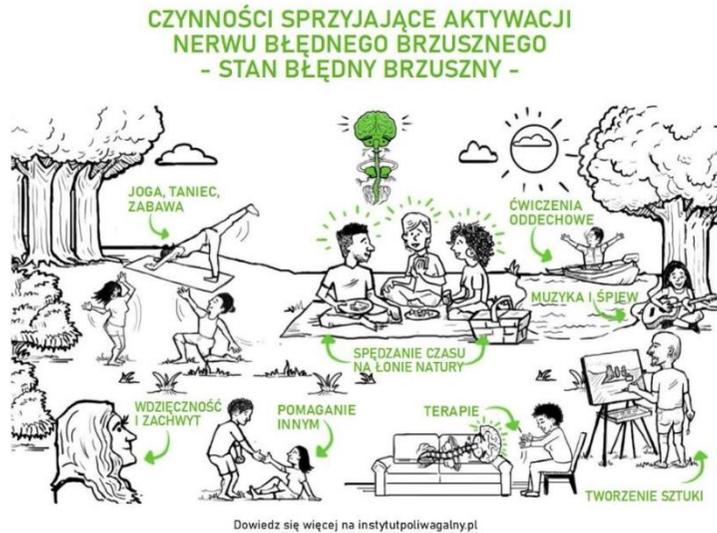
Effective teaching is based on the teacher/guardian-child relationship. Children need to feel that you are thinking about them and wondering how to help them in the process of learning and development.

**Rules have the potential to create:**

- ① **Schools that are friendly places for children and teachers themselves.**
- ② **Schools where students learn through co-creation, independent search for information and group work.**
- ③ **Schools that develop autonomy, individual student potential, creativity and innovative thinking.**
- ④ **Schools that, instead of discipline, competition and rivalry, use methods that awaken a natural sense of responsibility, teach respect, empathy and cooperation.**
- ⑤ **Schools that fully meet the developmental needs of our children, such as acceptance and self-fulfillment.**
- ⑥ **Schools that shape happy people.**



## Trauma and emotional security



Human behavior is the result of many factors: our history, the attachment style we developed in childhood (for many of us, suffering came from those who were supposed to be a source of care and security), and, consequently, also what we have developed defense mechanisms and this is also burdensome for these people. Therefore, there is no one appropriate response to the crisis and threat. In addition to those who are looking for closeness, there are those who are dying in anticipation of the apocalypse, there will also be those who will deny the events, salvage their psyche with thoughts that it is far away, that it does not concern me. And this is also a typical way of reacting to trauma - these are desperate attempts of our mind to protect itself from the awareness of evil, helplessness, and the extent of suffering beyond understanding. This is how trauma works. There is something wrong with us, it is not our insensitivity, bad heart or bad upbringing, we are not soulless. Understanding this process helps you regain balance and restore sensation. This choice, according to the polyvagal theory, is to "return" to the body.

Thanks to Descartes, we have separated the mind, soul and body, and this has its consequences. What if the cure for emotional disorders and the effects of trauma is a new approach to the functioning of the autonomic nervous system (ANS)? Steven Porges' 30 years of research proves it!

A professor of psychiatry in Chicago and director of the Brain Body Center claims that the range of our social behaviors and emotional disorders has a biological basis. It teaches that by measuring and observing physiological parameters, we are able to determine with great certainty what a person's mental state is. It shows that behavior depends on physiological parameters, that what we do, how we say, how our body behaves has its source in its capabilities at a given moment. If the pandemic has done anything good, it is that it has drawn our attention to even subtle symptoms and changes in the body.

More than half of us suffer from anxiety disorders, depression and overload of the nervous system, which is caused by chronic stress and dysregulation of the nervous system. The functions of the system are the regulation of heart-beat, digestion, and body temperature. The built-in threat detection system, using the pituitary-hypothalamic-adrenal axis, manages alarm, mobilization and immobilization when the heart rate slows down endorphins. When we move smoothly from one state to another and when we are able to recover and continue functioning, this is related to health.

The brain changes its activity based on what your body is doing. Do something that the body will interpret as an indication that the danger has disappeared.

**Regulation zones according to D Siegel**

The trauma echoes through three generations. We will all measure it not by the number of buildings destroyed, but by the amount of pain in our hearts and the autoimmune response of the body in us and our children. But Love is the antidote and, although silent, it can be a whisper that every cell in our body will hear, in this generation and in the next. Let's be together!

Alone we are a drop, together we can be an ocean.

**Emotional safety**

We may not be responsible for the world that creates our minds, but we can take responsibility for the mind with which we create our world. The brain model according to Daniel Siegel indicates that the system of social interactions can be expressed only when the nervous system considers the environment to be safe.

Polyvagal safety is a safe relationship, communication and self-regulation. Polyvagal Theory teaches us how to connect with ourselves and support communication between our brain and body, leading us towards autonomy and peace.

What regulates or dysregulates our nervous system is our body's constant vigilance for indicators of safety or danger, called NEUROCEPTION. Aggression is a desperate expression of depression, says Joa-chim Bauer in his book The Pain Limit, which limits the range of possible behaviors, i.e. those that we can use at a given moment. We cannot try "harder" when the body's defense mechanisms are activated. The brain looks for safety signals - some of them we have with us, some of them we create in space.

Self-neglect over time weakens the ability to perceive the needs of other people and respond to them, because the resources enabling the empathetic response of our body, an empathic reaction, decrease. Empathy is often our working tool. So how can we take care of the empathic potential of the brain when so much depends on it?

Supplementary Reproducible E for Elementary Ages



# The ZONES of Regulation

<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

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Activate the right hemisphere of the brain. Thanks to the right hemisphere, we have the ability to withstand strong feelings. The right hemisphere makes space and allows feelings to flow through us, enabling somo-empathy, empathy and compassion towards other people. Emotional resonance between the therapist and the patient, between the teacher and the student, between the parent and the child is possible thanks to the activation of the right hemisphere. Empathetic acceptance of each emotion is a signal that it is appropriate. Every time we find ourselves judging, criticizing, giving advice, it means that we are distancing ourselves from our feelings. In us or in someone else. This happens because at some point in our lives someone did not accept or resonate with some of our feelings, emotions that we have learned to avoid. Because when in contact with this feeling, we experience disorganizing fear, confusion and tension. While researching neuroscience more and more thoroughly, which is constantly developing and constantly bringing something new to psychology, I realized that you can be a very well-educated therapist, boss, leader or teacher, but be left-brained, which does not allow us to tune in with every human emotion and then, despite your education, , we can become a dysregulating therapist, boss, ineffective leader or teacher. A dramatic example that left-brain understanding may not go hand in hand with right-brain sensitivity, empathy and understanding may be Alice Miller's "The Drama of the Successful Child." She spoke of "being content with intellectual insight" and her son Martin Miller revealed after her death how incapable of empathy his mother was.

A few exercises that will help you understand your behavior and learn to notice body signals and understand them in the context of emotions. Establishing contact with the body is the first step to accepting one's own reactions at the level of body and mind. You can also use them with students.

## PILLARS OF THE POLIVAGAL APPROACH

- ⊙ Recognize your autonomic state
- ⊙ Respect the adaptive, survival-oriented response of your nervous system
- ⊙ Practice activating your ventral vagus nerve through co-regulation and self-regulation
- ⊙ Reframe the story that your defensive state tells you

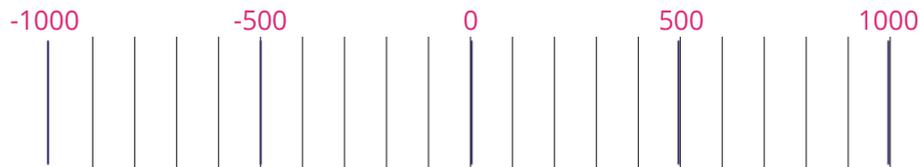
Let's start slowly.... Freezing often does not come from outside. The brain changes its activity based on what the body does, and therefore well-being is a state of doing, not a state of being. Just like we can't tell our heart to beat faster or slower with our mind - the body has to do something. This first step begins with understanding, tenderness and self-care. You have to remember that there is no uni-verse - it is good for you, what is good for you and sometimes "less" is enough. We also need "safe islands", i.e. safe people, as well as self-regulation of our body - it's not like everything is in the head. The connection between the heart and love in the context of the vagus nerve is not just symbolic. These are not just flights of imagination, these are real processes in the body.



## SUPPLYING YOUR EMOTIONAL BANK ACCOUNT (RELATIONSHIPS)

Think about a relationship that is important to you. What do you think your current emotional balance is in your relationship with this person? Mark this level on the chart below on a scale from -1000 to +1000

My relationship with .....



What are three things you think this person would consider contributions?

- 1.
- 2.
- 3.

What are three things you think this person would consider paychecks?

- 1.
- 2.
- 3.

Remember that the idea of an emotional bank account does not only apply to individual contacts. It also functions in professional life.

## HEARTS (RELATIONSHIPS)

Think about what builds your relationship with another person and fill in the blank hearts. Then turn the page and look at the suggestions on the other side, maybe they are too.

MOŻE SĄ TO RÓWNIEŻ...

OTWARTOŚĆ    AKCEPTACJA    WYTRWAŁOŚĆ

ODWAGA    ASERTYWNOŚĆ    KOMUNIKACJA

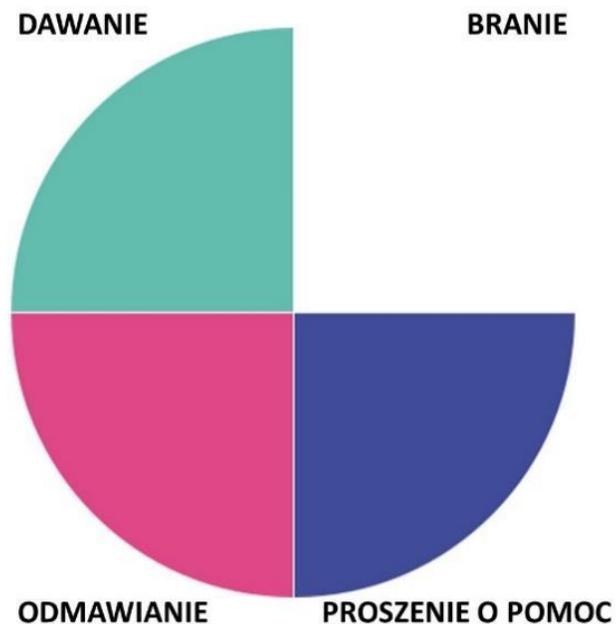
SAMOŚWIADOMOŚĆ    CIEKAWOŚĆ    ELASTYCZNOŚĆ

SAMOAKCEPTACJA    EMPATIA    POCZUCIE HUMORU

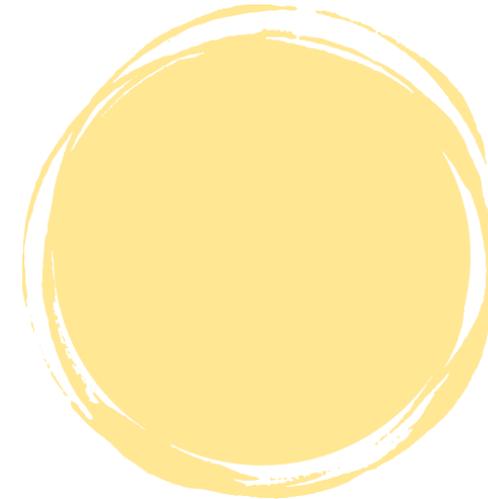
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## FREE FLOW OF ENERGY (RELATIONSHIPS)

Free flow of energy takes place in every relationship in which the proportions between giving, taking, refusing and asking for help are more or less equal. Sometimes it is impossible to achieve this balance, e.g. when we are caring for a seriously ill person or a small child or person in trauma.



Analyze the most important relationship in your life and draw the proportions between these four aspects of being on the circle on the right.



- ⊙ How much attention, words of advice, material things are in this relationship?
- ⊙ How much is the taking of mindfulness, care, support, the need to be heard, seen, fed?
- ⊙ How often do you say no and what emotions does it involve?
- ⊙ How often do you ask for help and how much does it cost you?

The goal is not to get a perfect 25% for every aspect of being. However, if in a specific relationship you only give and refuse or, on the contrary, take and ask for help, the free flow of energy is disturbed.

Free flow of energy is every meeting in which we end at a higher or the same level of energy with which we started it, because the flow multiplies it. It is a meeting in which each person participating in it can complete their thoughts and ask questions that deepen the issues discussed. It is a meeting in which silence and silence appear as a result of reflection, giving space to the other person, an expression of surprise, reflection, touching what is intimate. Meeting in such energy does not depend on external factors, but on mastering these four skills: saying, asking, taking and giving. Start working on this aspect, which one you have been least able to cope with so far.



## STRESSORS (FUNCTIONAL ANALYSIS)

Whenever you notice discomfort and tension emerging within you, you can ask yourself: "why now?" What was the trigger for the anger/tension/discomfort? Or you can dig deeper and ask yourself, "why did this particular thing trigger this reaction in me?"

Try writing down the things you identify as your own stressors.

## WHAT IS YOUR ANGER SCALE? (FUNCTIONAL ANALYSIS)

Using a thermometer scale, try to describe the stages between relaxed (0), calm (1) and very angry (10). You can use the helpful terms on the right.

- ☉ I have a lump in my throat, I think that I have to do something, my thoughts are crowded, I feel tense.
- ☉ I raise my voice, I have a lot of thoughts about why someone is doing this to me; I am getting hot.
- ☉ It's hard for me to stop, I think about how I have to do it the way I want it to be, I feel angry and nervous.
- ☉ Something catches my attention, it interests me, there is something I want to do, my body tells me there is something to do
- ☉ Irritation, rush, my shoulders are tense, I feel a weight in my stomach
- ☉ I speak faster than usual, I don't listen to what the other person is saying, my voice shakes
- ☉ I am mobilized and task-oriented, I focus on work and action, I have challenges that I want to cope with
- ☉ I don't like something, I want to do something about it, I'm struggling between exploding and either holding on or running away.

## A TEST TO DETERMINE THE DOMINANT HEMISPHERE

### BRAIN (FUNCTIONAL ANALYSIS)

Choose the answer that seems most natural and obvious to you. If you are absolutely sure that both answers apply equally to you, please select both.

1. Close your eyes. See red. What you see?
  - a) the letters r-e-d or nothing because you can't visualize it,
  - b) the color red or some red object.
2. Close your eyes. See three. What you see?
  - a) the letters t-r-e-e, the number 3 or nothing because you can't visualize it,
  - b) three animals, three people or three objects.
3. When you play an instrument or sing:
  - a) you can't play by ear and you have to read music,
  - b) you can play by ear if necessary.
4. When you assemble or assemble something:
  - a) you prefer to read written instructions and then follow them with their indications,
  - b) you prefer to use illustrations and diagrams or just do everything yourself without any guidance.
5. When someone says to you:
  - a) you pay more attention to words, not attaching importance to non-verbal communication,
  - b) you pay more attention to non-verbal communication, for example the person's facial expression, body movements, voice timbre.
6. You do better when you have to deal with:
  - a) letters, numbers and words,
  - b) colors, shapes, images and objects.
7. When you read a book:
  - a) you hear the words you read in your head,
  - b) you see the action of the book in your head like a movie.
8. Which hand do you write with?
  - a) right,
  - b) left.
9. When you solve a math problem, which way is easiest for you?
  - a) you solve it in the form of numbers and words,
  - b) you draw it, solve it using materials you can touch, or use your fingers
10. Do you prefer:
  - a) talk about your ideas?
  - b) do something with real objects.?
11. Is there:
  - a) law and order?
  - b) mess and disorder from the point of view of others, but you know exactly where everything is.



- 12.** If no one tells you what to do, what are you most likely to do?
- a) you will do everything according to the plan you are sticking to,
  - b) you will do everything at the last minute or at your own pace, and/or you will want to continue working even when the time is up.
- 13.** If no one told you what to do:
- a) you would usually be punctual,
  - b) you would often be late.
- 14.** You usually read a book or magazine:
- a) from beginning to end,
  - b) from end to beginning or jumping here and there.
- 15.** Which of the following statements best applies to you?
- a) you usually talk and like to hear about events with all the details in the right order,
  - b) you usually talk about the main detail of an event, and when others tell you about an incident, you become impatient if they don't get to the point quickly.
- 16.** When you are solving a puzzle or working on a project, do you:
- a) the work goes smoothly even though you haven't seen the end result before?
  - b) do you need to see the end result before you start working?
- 17.** Which method of organizing your notes do you prefer:
- a) writing down items or making a list of issues,
  - b) making a kind of mind map or network of interconnected circles.
- 18.** When someone instructs you how to do something, if you had a free choice, you would prefer:
- a) follow the instructions?
  - b) come up with a new way to do it or try to do it your way?
- 19.** When working at a desk:
- a) are you sitting straight?
  - b) you slouch or lean over your desk, lean back in your chair to get comfortable, or stand up from time to time.
- 20.** Which of the following statements best applies to you?
- a) you usually write words and numbers correctly,
  - b) sometimes you confuse letters and numbers or write down some words or letters and numbers in reverse order or backwards.
- 21.** Which suits you better?
- a) you pronounce the words correctly and in the right order.
  - b) sometimes you mix up words in a sentence or say a different word than you intended; you know what you want to say though.
- 22.** Usually:
- a) when talking to someone, you stick to the topic,
  - b) you change the topic and start talking about something else that seems related to it.
- 23.** Usually:
- a) you make plans and stick to them,
  - b) you decide everything at the last minute, go with the flow or do whatever you want at a given moment.



**24.** You are usually interested in:

- a) artistic projects in which you have to follow strictly defined procedures or detailed instructions,
- b) art projects that give you the freedom to create what you want.

**25.** Usually:

- a) you play an instrument or sing, reading musical notation or using what you have learned from others,
- b) you create your own music, melodies and songs.

**26.** You like:

- a) sports that have strictly defined rules and regulations,
- b) sports that allow you to behave freely without following rigid rules.

**27.** Which of the following statements best applies to you?

- a) you think about facts and events that actually happened,
- b) you think imaginatively and creatively about what could happen or arise in the future.

**28.** You learn things:

- a) learning from the world, other people or reading,
- b) intuitive and unable to explain how you learned something or why you know something.

**29.** Usually:

- a) you stick to the facts,
- b) you imagine what could happen.

**30.** Usually:

- a) you have a sense of time,
- b) you lose track of time.

**31.** You deal with:

- a) poor at reading non-verbal messages,
- b) good at reading non-verbal messages.

**32.** You do better at:

- a) verbal or written instructions,
- b) instructions in the form of images and maps.

**33.** You feel better:

- a) being creative with existing materials and combining them in a new way,
- b) inventing or creating something new and previously non-existent.

**34.** You usually work on:

- a) one project at a time, maintaining a specific order,
- b) many projects at the same time.

**35.** What kind of environment would you prefer to work in?

- a) organized, where there is order, someone tells you what to do, there is a work schedule, you are doing one project at a time, step by step, systematically,
- b) unorganized, where you have freedom of choice and can do what you want, where you can be as creative and inventive as you want, keep your things in a way that suits you, do as many projects as you like at the same time, without subordination -defying the schedule.



Count all "a" answers:

Count all "b" answers:

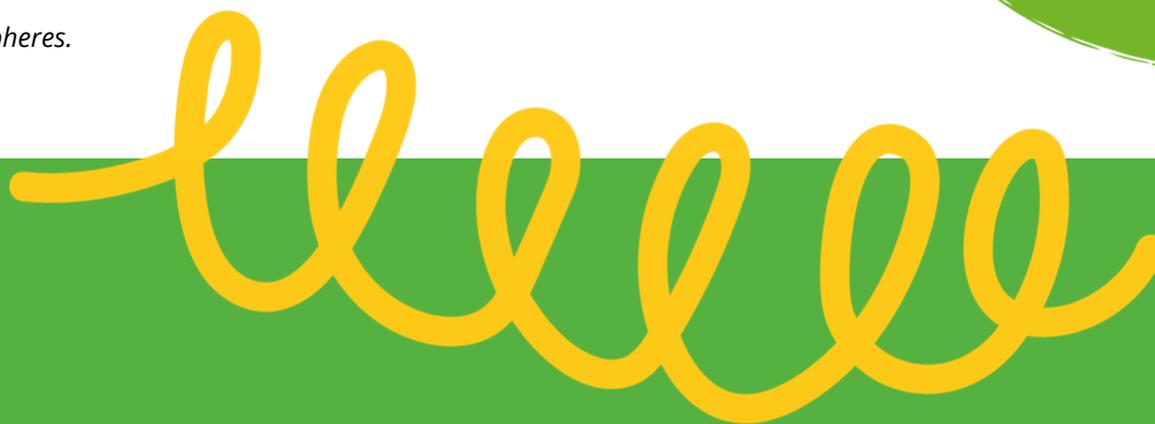
Count all answers "a and b":

**Interpretation of results:**

The most points in category "a" - you tend to use mainly the left hemisphere of the brain.

Most points in category "b" - you tend to use mainly the right hemisphere of the brain

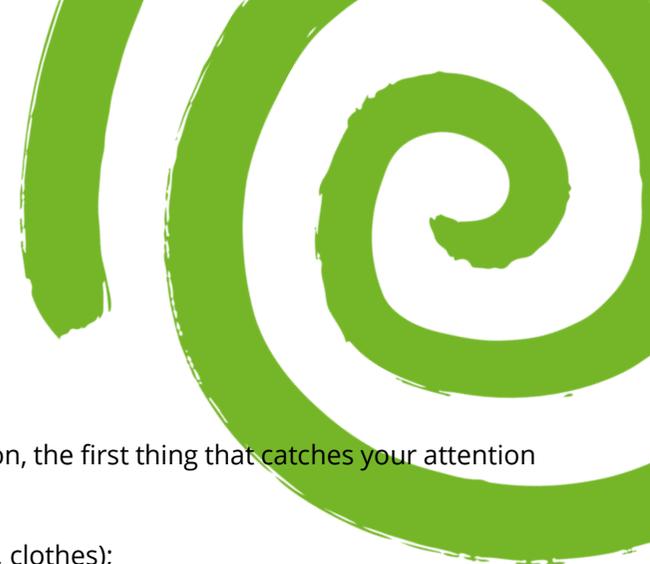
You tend to use "a and b" the most in an integrated way with both hemispheres.



## TEST DETERMINING DOMINANT REPRESENTATION SYSTEMS (HIERARCHY OF SENSES)

For each question, choose the answer that is closest to you.

1. What do you like most about classes where:
  - a) the lecturer gives a lecture, you can ask questions and discuss;
  - b) you take notes and drawings, look at charts or slides;
  - c) you do experiments, projects, take part in scenes, play roles.
2. When passing on knowledge to someone else:
  - a) you demonstrate something, gesticulate strongly, move around;
  - b) you explain everything verbally, encourage questions and discussions;
  - c) you show illustrations, charts and drawings, explaining them briefly.
3. When you have free time, you like to:
  - a) you listen to music, radio programs or audiobooks;
  - b) you watch a movie, read a book, look through magazines;
  - c) you do sports, go for a walk, build something.
4. What movies do you like the most:
  - a) with fast action, dynamic scenes, documentaries, films about sports;
  - b) with a large number of extensive dialogues, historical, factual;
  - c) costumes, sightseeing, nature.
5. When you meet a new person, the first thing that catches your attention is:
  - a) her appearance (beauty, clothes);
  - b) behavior (movement, gestures);
  - c) tone of voice.
6. When you enter a room you don't know, first:
  - a) you hear conversation and other sounds;
  - b) you focus on how you feel here;
  - c) you pay attention to colors, objects, architecture.
7. After meeting a new person, you best remember:
  - a) what you did, how she behaved;
  - b) what she looked like;
  - c) what she said.
8. During a conversation, you most often look at:
  - a) on the face and eyes of the interlocutor;
  - b) up (left or right);
  - c) down (left right).
9. You feel bad in places where:
  - a) there is complete silence;
  - b) you have limited movement options;
  - c) it's a mess.



10. In which of the following places could you spend the most time:

- a) in a museum, in a photo gallery;
- b) at a concert, listening to radio broadcasts and recorded stories;
- c) in the billiard room, on the football field, at the swimming pool.

11. What do you remember best from the movies you watched:

- a) music;
- b) scenery, appearance of characters;
- c) plot.

12. Recall a happy moment in your life. What first came to your mind:

- a) specific behavior, course of events, your actions;
- b) what you said, dialogue, someone's opinion expressed verbally, music;
- c) what you saw - place, people, objects.

13. Which of the following describes you:

- a) you choose your outfit carefully, take care of your hairstyle, are irritated by other people's ill-fitting clothes and messy hair;
- b) you are annoyed by people who have unclear diction, cannot express themselves correctly, you pay attention to language mistakes;
- c) you can't stay in one place for too long, you get irritated by immobility.

14. If you are assembling an item:

- a) you start by reading the instructions;
- b) you try to match individual parts immediately;
- c) you ask someone and ask for verbal instructions.

15. When you go on holiday and imagine your stay in an attractive place, in detail:

- a) you see this place, its surroundings, colors, lighting, people;
- b) you hear sounds (of social fun, nature, surrounding noise...);
- c) you imagine what you will do and what you will do.

TEST KEY - mark the answer you chose for each item.

	A	B	C
1.	S	W	K
2.	K	S	W
3.	S	W	K
4.	K	S	W
5.	W	K	S
6.	S	K	W
7.	K	W	S
8.	S	W	K
9.	S	K	W
10.	W	S	K
11.	S	W	K
12.	K	S	W
13.	W	S	K
14.	W	K	S
15.	W	S	K

Summarise the results:

W (visual):

S (auditory):

K (kinesthetic):



Reading out the results:

Most responses W - You are a visual learner.

Most responses S - You are auditory.

Most responses K - You are kinesthetic.

## How to deal with the developmental challenges and difficulties of a child displaying, among other things, challenging behaviour, undesirable behaviour?

*A training meeting with a special educator, therapist of persons on the autism spectrum, SI therapist Anna Leśna-Szymańska, president of the Association for Persons with Autism GEPETTO and president of the Konin Social Cooperative Spektrum.*

Relationship is the starting point in the educational, upbringing space of a student/child; there is no education without relationships. This slogan should guide every parent, pedagogue (paidagogos, from Greek, guiding a child) co-creating a space for learning all educational and social skills. When starting to work with a child who very often does not understand instructions, has a series of different types of difficulties in processing sensory information, with a high level of anxiety arising from new unfamiliar situations or activities.

With a child with a lack of speech, with a lack of ability to communicate functionally, to talk about his or her needs and what he or she does not want at a given moment, and what is most important in the world to him or her at that moment. With a child who has the ability to utter words, but it is not functional speech - that is "you don't get along", therefore, a number of difficult behaviours emerge, behaviours that are precisely communicative, have a function and carry information about the situation and needs of the child.... which we initially ... do not understand.

**Therefore**, in my work I have to/want to and find the key to access my pupil based precisely on his/her, interests, passions, activities that are most important to him/her at the moment. Together with the team, we build an individual communication system for the child to have a voice, to be able to decide for himself/herself now and in the future. To be understood by us and those closest to them. Communication system - assisted communication AAC (**AAC - Augmentative and Alternative Communication**) it applies to everyone who is around the child. Observing, supporting the child's behaviour, seeking contact

and, on the basis of contact, building relationships, the AAC communication system, creating the conditions for learning taking into account the needs and possibilities of the child's nervous system are our duty, our daily routine and our joy.

**Why am I writing about this?** Because it's worthwhile for a student with whom I/we work/work and he/she has the ability to speak.... simply ask ... what does he/she need? What does he/she not want? How can you help him? And he/she having the ability to communicate will answer the questions if he/she is in contact with me/ with you/us a contact and a built up relationship. etc.

In addition to my work with children, I/we conduct social and communication skills trainings and residential trainings for young people from typical and special educational institutions as well as adults who have already graduated from the educational system and can speak, and with details often talk about their experiences from school... difficult, traumatic ones. There is also a second group of people who, because they do not have their own system of supportive, alternative AAC communication, continue to communicate their needs by presenting difficult, undesirable behaviour, which results in a further escalation of behaviour, a spiral of nerves, anxiety, misunderstanding, rejection, lack of respect and dignity.

**Why am I writing about this?** Because it is worthwhile for me/you to see in your student/child a person with different abilities, passions, joys. So that I would know what to do when there is a student/child with developmental challenges in the classroom/life, who is often the focus of attention and needs more support from teachers/parents and peers? In workshops with teachers or meetings with parents, terms are often given for pupil/child behaviour, disruptive behaviour, challenging behaviour, e.g. During teacher workshops or parent meetings, terms such as "disruptive behaviour", "slumps in his/her chair", "lies on his/her desk", "does not write on the board", "does not want to leave the classroom for recess", "is late for selected lessons", "does not look in his/her eyes", "throws vulgar words out loud", "does not want to cooperate

with others in class", "avoids physical education lessons", "hides in the corners of the school (cloakroom, broom cupboard, toilet...)", "does not know something all the time", "is always looking for something", "is always looking for something", "is always absent", "does not know what to do", "is always looking for something". ), "he doesn't know something all the time", "he is always looking for something", "he is absent-minded", "he thinks about blue almonds", "he nervously clutches a pen", "he can't find the ruler that is next to him", "he nibbles at his fingers when he doesn't have to", "he wiggles his feet", "he looks back", "he makes strange noises", "he runs like mad during breaks", "he talks very loudly", "mutters something under his breath all the time", "stumbles on the straight path", "bumps into someone all the time", "ignores me on purpose", "is mean", "can't lose", "always wants to be first", "eats and drinks during class", "turns his head when I talk to him", "doesn't want to get dressed by himself", "waits for me to make him a sandwich", "doesn't put things back that he has used", etc. - "presents strange behaviour"



**It is worth remembering** that the behaviour has a function for the pupil/child and, importantly, it is important to know that the behaviour is intended to meet a specific need and that there is a trigger for the behaviour. Many times it is said "nothing happened but he behaved this way or that", "for no apparent reason the behaviour presents itself as undesirable", so it is worth analysing

why the behaviour occurred and what function the behaviour had at the time it occurred for the pupil/child. That is, what is the behaviour telling me about my pupil/child?

**If you see** your tutee behaving in an unusual way, not being able to concentrate on activities, on tasks, appearing to be absent from lessons or displaying disruptive behaviour, consider that they are not doing it to spite you, but it could be physiological.

- ⊙ is awake, **what to do?** Find out if this is a one-off situation, or if perhaps there are difficult situations at home that are preventing your student from getting a good night's sleep - so talk about it in a place where the pupil is comfortable, you may need to involve psychological-educational, institutional help. Addressing the cause of the behaviour causes a quantitative and qualitative decline.
- ⊙ maybe he has a headache, a toothache, **what to do?** find out by contacting the school nurse, parents in order to determine the help necessary for your pupil at this time. Addressing the cause of the behaviour results in a decrease in the quantity and qualitative.
- ⊙ he is hungry because he didn't eat breakfast - **what to do?** ... give yourself an answer ...
- ⊙ he wants to go to the toilet but won't speak up because he might be ridiculed or he has had experiences of not being allowed to go to the toilet anyway - **what to do?** .... give yourself an answer...

**If you see** your pupil behaving in an unusual way, unable to concentrate on task activities, appearing to be absent from lessons or displaying disruptive behaviour, consider that they are not doing it out of spite, but it may be an environmental cause, so it is important to adapt elements of the environment to the pupil's needs:



- ⊙ provide an appropriate level of sensory stimulation, remove possible stimuli from the environment that cause challenging behaviour e.g. harsh light, sounds, smells,
- ⊙ maintain constancy in the environment, provide a clear plan of action during the activity, clear rules for all persons, include visual instructions so that the pupil/child can use and continue the activity independently rather than engaging in unusual behaviour based on fear and uncertainty,
- ⊙ make it clear when the task will end, tailored to the pupil's needs and abilities, communicate changes to the timetable, lessons, attendance, teacher absence, classroom changes and any deviation from the agreement,
- ⊙ support and foster good communication with peers, teachers, parents.

**If you notice** that your pupil is behaving in an unusual way, cannot concentrate on activities, seems to be absent from lessons, or shows disruptive behaviour, consider that he/she is not doing it to spite you, but that it may be emotional. As a result of constant grading, comparisons, ridicule by peers, teachers and parents (unfortunately such practices are still present), the pupil does not want to show up, to be active, because "why should I if they are going to laugh at me anyway, if they are going to talk at me anyway, if I can't show anything good anymore". **WORTH:** notice the needs of the child, analyse if we can help him/her now, if it is worth including other support. Be attentive and supportive not chaotic and judgmental.

## **BEHAVIOURAL FUNCTIONS:**

**Acquisition:** (unmet need for something and/or attention)

1. The pupil/child through his/her behaviour wants to obtain:

- ⊙ a specific object or activity here and now, and immediately without regard to the situation or possibility of having that object or activity,
- ⊙ the attention of those around them, both children and adults.

### **Avoidance:**

1. The pupil/child by his/her behaviour wants to escape:
  - ⊙ from an unpleasant situation,
  - ⊙ from a person who does not respect him, does not respect his needs, whom he does not know,
  - ⊙ from an activity he doesn't know, which he may not be able to plan or divide into action steps,
  - ⊙ from a task that may be too easy or too difficult, so why make an effort if it's too difficult, I won't do it, if I don't see a reason to do it, I won't do it either...?

### **Adjustment:**

1. The pupil/child **presents disruptive behaviour**, which impedes his/her learning due to **sensory subreactivity - therefore** the pupil/child, through his/her behaviour, **provides** the nervous system with the right amount of sensory stimuli in the area of the systems:
  - ⊙ vestibulo-proprioceptive: the pupil/child swings in his/her chair, seems to be constantly on the move, cannot sit still in one place, adopts strange body positions, enters narrow spaces, squeezes through a group of children, gives the impression that nothing hurts him/her even if he/she hits himself/herself, when approaching other people he/she may use excessive force during greeting, hugging, has difficulties with organising his/her body, with motor activities. Prepare a place for the pupil/child to be active, **to be able to sit on a ball instead of a chair, to be able to use a swing, a hammock between lessons, to be able to sit on a chair and have a sensory disc, to be allowed to drink water through a straw during lessons, to squeeze a knob for hand**

therapy, to chew a rubber, to tie a rubber band around the legs of a chair and to push with his/her feet on it, etc., so that he/she is able to do this in a controlled way. so that he can deliver movement to the vestibular-proprioceptive system in a controlled manner and focus on the lesson, tasks, instructions, without confusion and satisfying his sensory need.

⊙ is tactile, seeks tactile contact with other people, may be perceived as a social rule-breaker in keeping his distance, needs a lot of physical contact with other people, enters, runs into a peer group breaking the rules and endangers others with his behaviour and his behaviour is interpreted as malicious, rude, undesirable. **It is worthwhile to have regular breaks in physical activity, in different spaces of the classroom, the hall, the room, which will increase concentration and the level of arousal.**



⊙ With his/her eyesight, the pupil/child presents him/herself as a person interested in contact with others, may give the impression of being absent from the task, nervous, uncertain. He/she looks for a source of light with his/her eyes, looks for flickering shining elements, may stare at the sun, at a light bulb, keeps his/her eyes fixed on places that evoke visual impressions instead of participating in activities offered to him/her both at school and at home. **It is advisable to conduct activity lessons in a place where there is little difference in the quality of intensity, and visual stimulation can be included before activities, lessons so that the nervous system receives a certain amount of visual stimulation under controlled conditions. The content presented should be visualised, attractively presented with elements for visual stimulation e.g. mirrors, back-pads, highlighters, markers, contrasting objects in the environment, a multimedia board.**

⊙ hearing, the pupil/child may behave noisily, shuffle shoes, squeak, purr, whistle, flick a pen and introduce new sounds into their environment, may give the impression of a noisy child, may have difficulty in interpreting sounds, in locating the source of sounds. The pupil may

not have notes taken. **It is advisable to provide contact with a sensory integration therapist to provide additional auditory stimulation, and messages should be directly addressed to the pupil/child.**

⊙ to taste, the pupil/child may present behaviours that are defined as undesirable and it is not clear how to work with them, what to do. The pupil/child may present behaviours which are defined as undesirable and it is not clear how to work with them. **It is a good idea to introduce taste stimulation before lessons or other activities that are important for learning, and to contact the SI therapist to agree on a support strategy.**

⊙ The pupil/child has a seemingly age-inappropriate behaviour of a lack of control over his/her organism and sits in the classroom and suddenly has to get up to eat something immediately, drink water or go to the toilet immediately because he/she has problems registering hunger, thirst but also satiety, which can lead to eating disorders or dehydration, a problem with feeling physiological needs, urges to urinate, which results in signalling them when it is already too late.

**One can observe a lack of feeling the need to rest, an inability not to recognise the level of fatigue, even after quite intense physical exertion and, despite warming up the body, accelerated breathing, rapid heartbeat, he is unable to determine his well-being.**

2. The pupil/child **presents disruptive behaviour** that impedes his/her learning **due to sensory over-reactivity** - therefore, the pupil/child, through his/her behaviour, **avoids** receiving an excessive amount of sensory stimuli reaching the nervous system in the systems area:

- ⊙ Pupil/child with insecure gravitation does not like moving activities, will avoid gymnastics in gym class, may avoid contact with others due to a strong need for stability and stabilisation of the body, needs a stable position, feet must touch the ground, climbing stairs may not be feasible, fear of sudden braking, change of direction, problems in judging distances. **It is advisable to provide him with a chair that has support for his legs, possibly a footrest, so that he can sit stably in a place where he won't be exposed to the elements create a quiet corner in the classroom, a place, a sensory hiding place, a place with subdued light, access to headphones, relaxing music, a weight blanket, manipulative crumples, so that the pupil has the opportunity to regulate the nervous system by resting in a place that is friendly to him, without excessive stimuli**
- ⊙ Tactile, the pupil/child has an aversion to physical contact, a light touch may cause an overreaction, screaming, crying, information that someone has hit him/her and in fact typically grabbed his/her hand or touched his/her arm, but the reception of this touch is very unpleasant for him/her, he/she avoids handling his/her face, head, he/she may also have difficulty in cutting his/her nails, avoiding team games, keeping to the side of the group to control others in order to avoid tactile contact, the child prefers head-to-toe and usually loose-fitting clothing, is reluctant to take off shoes, avoids activities involving sticking, working with different textures, structures, etc. **It is worth: limiting the number of unexpected tactile stimuli, informing the child before anyone touches him/her, when organising the classroom space the pupil should have space so that no one accidentally touches him/her, it is worth remembering that during break activities, meals in the dining room, he/she should not be exposed to standing in a queue, where someone from each side may touch the child, which may cause an escalation of behaviour, which for the child will be a cry for help and for others an act of aggression.** Before carrying out an activity where the sense of touch will be stimulated, it is a good idea



to provide deep pressure on the shoulders or give the child the opportunity to do proprioceptive exercises, e.g. pushing, pulling, jumping vigorously in place, carrying heavier items.

- ⊙ The pupil/child squints, tilts his/her head, has poor concentration on the task, has great difficulty in transcribing from the blackboard to the notebook in a room with an excess of posters, flowers, announcements, in a space where it is very difficult for the pupil to concentrate and follow the flow of the lesson, and may therefore give the impression of being absent and uninterested. **It is advisable to minimise the excess of visual stimuli, reduce the number of decorative elements, colours in the room, introduce toned down, pastel, matt colours, and carpets without sharp multicoloured patterns, slogans and other facilities", it is necessary to equip the rooms with blinds, curtains absorbing light rays.** The pupil's/child's place of work should be away from potential distractions, away from the window and the sun's rays on the paper, notebook or desk. Allow the use of tinted glasses, place a hood over the head to limit side vision, allow the wearing of a baseball cap to limit the range of vision.
- ⊙ The hearing impaired student/child says it is too loud for him/her in certain places, is visibly agitated during breaks, celebrations, school, kindergarten, family, in supermarkets or at outdoor events, tries to drown out unpleasant or unfamiliar sounds with his/her own sounds, over which he/she takes control and creates what he/she considers to be a safe background, does not tolerate the shouting of others and covers his/her ears, he/she hears environmental sounds that others may not hear, e.g. a fan connected to a notebook, a projector, sounds of water running over radiators, gardening, fan in a plugged-in notebook, projector, sounds of water flowing in radiators, sounds of kitchen utensils, gardening. **What to do.** Reduce sources of unexpected auditory stimuli by e.g. closing windows, doors, soundproofing walls, putting cork mats on the walls, carpet on the floor etc. changing the

seating position of the pupil in the classroom, avoiding working, playing, studying in areas where there is roadworks, renovations etc. Where possible, hard reflective surfaces should be covered with carpet, rug or cork boards. It is a good idea to put on classical or relaxing music in the background or while resting, allow the child to wear noise-cancelling headphones, earplugs or headphones with music. It is useful to visualise instructions so that the child can be guided at any time what to do at the moment, to return to the activity at hand, or to ask for a break when disturbing sounds are present, which are very likely to cause undesirable disturbing behaviour.

- ☉ Taste, the pupil/child has difficulties when eating out, on trips, avoids particular tastes, cannot eat foods with a certain texture, structure, colour, avoids new foods.
- ☉ A pupil/child with a bad sense of smell may present an aversion to being in certain places or around certain people who have an odour that irritates our pupil. If he/she is over-sensitive he/she may refuse to perform tasks involving, for example, substances with different odours with different smells, he/she may have problems entering the changing room, exercising during PE lessons, the smell of other people's sweat may be unbearable, the smell of rubber trainers, shoes, metal handles, balls, for team games entering new places like restaurants, trips to the zoo, the swimming pool. A big call is the kitchen and school canteen, which, due to the intense smells and good associations for others, can be a trigger for the vomiting reflex. any air fresheners can also trigger difficult disruptive behaviour. It is worth: offering the child the use of a mask/nose plugs, when an odour is distracting and we cannot get rid of the source, it is worth referring the child to a specialist to start training in to de-sensitise the sense of smell.

- ☉ The pupil/child has a more intense feeling of hunger or thirst, which may cause more frequent discomfort, the desire to satisfy hunger or thirst "here and now" and, when this is not possible, getting angry, reacting by crying, a more intense feeling of physiological needs, which may require more frequent trips to the toilet more intense feeling of pain, even if it is only a slight blow, more intense feeling of changes in temperature (air, water, food), more intense feeling of body signals, for example the beating of the heart, more sensitivity to noise.
- 3. The pupil/child shows disruptive behaviour, gives the impression of being a withdrawn child or is judged to be arrogant because he/she "ostentatiously does nothing". It also happens during learning that some pupils/children do not learn by imitating others, they stand and look as if they are avoiding a task, they are often perceived as a lazy pupil/child and they do not have the ability to take advantage of this opportunity. Therefore, when a pupil/child has a **sensory motor disorder called dyspraxia**, he/she needs help with many activities, clear instructions on how to do a task, it is important to talk about what has to be done, to include rhythm to better remember the sequence, counting and counting out, and to learn how to do a task to remember the sequence, rhymes, rhymes to reinforce the movement to be done. Plan it well with the pupil/child, narrate while performing the task, name the activities to remember them. This requires the specialist help of a sensory integration therapist who can advise on how to work in the specific situation of the pupil/child. the specific situation of the pupil/child.

4. Another important reason for the occurrence of difficult behaviour during lessons in pupils/children is boredom, which causes pupils/children to either switch off and indulge in their own activity, or to want to attract the attention of others to see that I am, and want not to waste time activity does not respond to the needs of pupils with different challenges and needs. I speak in a monotone voice, I don't show anything, I don't activate anything, I make them rewrite a note from a book, I don't know why... I myself create the occurrence of difficult behaviour. It's worthwhile: appropriate introductory exercises, warm-ups
- It is worthwhile: by means of appropriate introductory exercises, e.g. warm-ups, to catch and show the skills and passions the tutee possesses, to find out the passions the tutee has, the strengths he/she would like to show off, the strengths that allow him/her to show that they are there and that he/she is good at something. Think of yourself when you are learning, when you are interested in a subject, how you and your relatives acquire knowledge.*

### So what's next? working with pupils/children with a group of - what next?

**It is worth** answering the question what am I/you/we for and what am I going for? How do I make contact? How do I conduct engaging activities? How do I keep things active or divide up tasks so that each student feels valued and cared for? Even more questions arise... The brain learns through experience and the brain only learns when it knows why it is learning. An important topic is for me to recognise the barriers to learning, which mean that not everyone can benefit, despite seemingly favourable conditions.



[Maria's Cakes on Facebook](#)

**It is worth** looking at the Pupil as a beautiful cake consisting of many pieces, delicious fruit, cream, nuts, fluffy sponge cake... it is worth seeing that it is not an ordinary cake, a homogeneous mass - but a CAKE with many amazing flavours and a variety of layers.

Working with a pupil/child is extremely demanding and our attitude must be open and flexible. We should implement activities, both at school and at home, in such a way that when we work with a child with developmental challenges, we focus as much as possible on the needs of that individual in order to minimise the possibility of challenging behaviour and disruptive learning opportunities. Our activities must therefore be at a high level and it is up to us to make sure that the pupil/child wants to participate. Therefore, when planning an activity/lesson with a pupil, it is important that I give the pupil the benefit of his/her knowledge, where and when he/she can use it here and now or in the future, to give a sense of security and space for action, etc. So, before I start the educational-therapeutic process, I answer the questions:

- ⦿ What do I want to communicate to my pupil/child?
- ⦿ How do I want to make the subject interesting?
- ⦿ What do I need to visualise?
- ⦿ How does my pupil/child learn, how does he/she take in information, how does he/she process it?
- ⦿ What makes him/her learn?

- ② What conditions do I need for my pupil to acquire knowledge and skills?
- ② What situations does he/she encounter that impede his/her learning?
- ② What information can I use about my pupil's passions and activities when organising lessons? etc.

Some people need to hear in order to be able to understand (i.e. only visual delivery of content is insufficient for a particular learner). Some people need to see, hear, act in order to understand the task at all and to be able to learn. It can also be observed that for some people working

It is also possible to observe that for some people working in a group with noise is not a problem at all, while for some people in the class noise causes restlessness, shuffling of shoes, flicking of pens and typical noises that can be heard in the classroom and the usual noises that can be found in the surroundings, sounds coming from outside the window cause a great deal of distraction and an inability to focus on the subject of the lesson, an inability to complete a task that may seem simple to others.

**It is worth:** recognising that everyone is different and everyone is unique, so this needs to be taken into account, the potential of each young person needs to be supported, and environmental changes need to be made when necessary for the learning process to take place.



## Examples on the organisation of activities at school and at home, exercises, subjects..etc.

**1. VISUAL INSTRUCTIONS** are an invaluable support for the student and the teacher, although often underestimated. Why? In the plethora of information a pupil at school has to take in, such as a change of class, a substitute teacher, a cancelled lesson, an unscheduled departure. When a pupil cannot remember what he/she is supposed to do at school, what he/she is allowed to do during lessons or breaks, he/she has a ready-made prompting, which allows him/her to self-control and self-organise, without the teacher having to give instructions, which are not effective anyway and do not teach independence. Verbal instruction teaches the young person to be dependent on the instruction of another person, who, when he or she disappears from the pupil's sight, disorganises the whole learning process.

### **An example of an activity plan for a lesson.**

1.	Listening to the teacher.
2.	I chime in when I want to ask something.
3.	I volunteer when I want to answer the teacher's questions.
4.	I write down a note in my notebook.
5.	I read the indicated content in the book.
6.	I solve tasks in exercises.
7.	I collaborate with a colleague in a group.
8.	I report the need for a break during class.

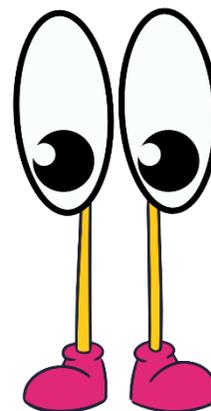
### Activities during the break.

1.	I use the toilet.
2.	I talk to colleagues.
3.	I go outside.
4.	I eat a second breakfast.
5.	I read a book.
6.	I walk down the corridor.
7.	I am talking to the teacher.
8.	I stay in the classroom.
9.	I use the room, the relaxation corner

### Activities at home, after returning from school

1.	I take my jacket off.
2.	I put my shoes in the wardrobe.
3.	I wash my hands.
4.	I prepare and eat lunch.
5.	I have the time off.
6.	I play with my siblings.
7.	I fulfil my duties.
8.	I prepare and eat dinner.
9.	The evening toilet and sleep.

### WE WALK - WE SEE

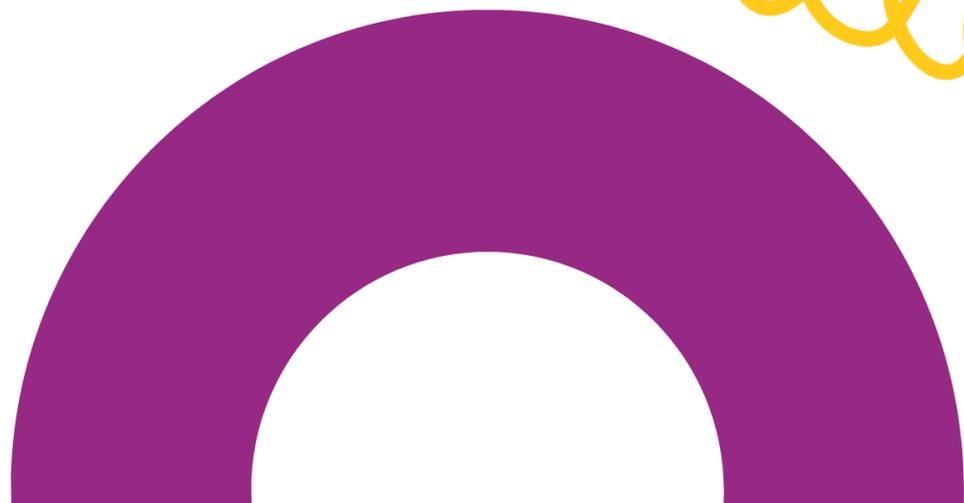


Pupils move freely around the classroom. On a specific signal e.g. 'stop', clapping, sound, they say 'good morning' to the person closest to them. They use a tone of voice to inform the person they meet of the emotional state they are in at that moment.

at that moment. The interpretation and statements of the pupils are not evaluated by the teacher or the pupils are an opportunity to discern their own emotions and show them to others -

happiness, sadness, joy, anger..etc.

Cooperation - the whole class holds a rope in their hands to form a circle and in this circle they move to different places in the school, being careful not to tear each other apart. Together they carry out instructions such as: stand on one leg, turn to the left, jump up, jump down, etc. turn to the left, jump twice, remembering to hold the ropes and keep the circle. The exercise helps to regulate the vestibular-proprioceptive-tactile system.



## Summary

For some of us, this text will open up a certain world often inaccessible to the subject teacher or parent. Perhaps for some of us, this text will be a stick in the ointment. Perhaps you don't agree with it at all, perhaps by reading it you have realised that when you went to school yourself no one cared about you, so you're not going to either. Unfortunately I have heard this argument many times from some teachers or parents. Therefore, read it read it, look for more information, consult other people, specialists. Because it won't help, no methods, no gadgets, no visual or auditory aids, etc., if you don't build a contractual relationship with the pupil/child. What resonates within you? Do you have any somatic reactions in your body? Or do you find "and there silly things" By reading this test you may have found and where is the prescription? Where is the list of things I have to do and tick off to make sure the student/child listens so they don't have challenging behaviour and not spoil the flow of the lesson. Where is the information that it is for him/her to conform and be like others..etc. School and home can be a good place for a student and in many places it already is and you can because it's WORTH it. It is worth adapting the environment, building relationships, basing your passions and interests on those of the student/child. Adjust the space so that they can learn and independently and with classmates. Create the conditions for him/her because it's **WORTH it.**

**P.S** How many times after coming back from school do you say enough, how many times during the week do you wonder if you still want to go to school. Pupils/children with behavioural disorders that are not dependent on them, that require support several times a day trying to get through, and sometimes even several times during a particular lesson or activity. If reading a text in terms of stylistic, grammatical, content or any other aspect made you uncomfortable, discomfort, it's even a good thing, because our people often end the day in discomfort, and they don't have to. Because it's up to us. Up to you and on me. So ... it's worth it because you can, you can because it's **worth it.**



# School of Our Dreams

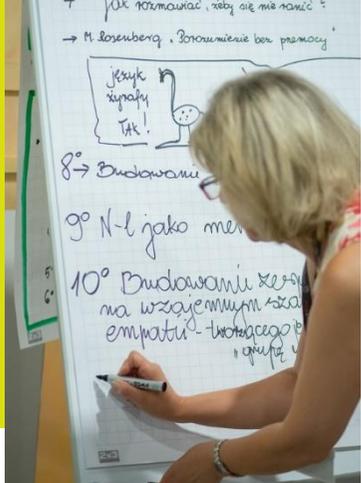
School of Our Dreams is a city-wide Konin initiative launched in 2019 on the initiative of the Youth Cultural Centre in Konin in partnership with the Konin City Government, education innovators, teachers, parents, students, educational and cultural institutions and non-governmental organisations.

We want to set in motion a change in the Konin education system. We are primarily concerned with changing the methods and culture of work that will lead to: introducing education based on relationships, empathy, respect, learning about each other's needs,

- ① reduce feelings of loneliness and insecurity among pupils, teachers and parents,
- ① reducing the stress experienced in the learning process,
- ① elimination of language that criticises, violates pupils' dignity and creates pressure,
- ① elimination of competition and valuing pupils as human beings based on grades,
- ① the use of methods that build the student's sense of worth as a human being,
- ① developing creativity, autonomy, responsibility for one's own learning process and the courage of children and young people to be themselves and follow their dreams,
- ① building the authority of the teacher on partnership and support of the student instead of using power and control.

We are carrying out a number of activities aimed at bringing about change and disseminating positive examples of activities used by Konin's educational institutions. The most important of these are:

- ① [Education Congress "School of Our Dreams"](#) (2019),
- ① [Developing a vision for the School of Our Dreams](#) (2020),
- ① [Mapping the resources of Konin's educational institutions](#) - which resulted in the development of 11 areas of change (2021),
- ① [Conference: Debate on assessment](#) under the patronage of the Wielkopolska Superintendent of Education in cooperation with the School Without Grades Foundation (2022),
- ① The exhibition 'It can be done differently' (2022) presenting the problems brought by the traditional system of numerical grading and its destructive effects affecting the psyche of young people and proposing a change,
- ① [Project "How not to be lonely at school"](#) – as part of which we are conducting a survey of feelings of insecurity and loneliness in all educational establishments in Konin among students, teachers and parents, and looking for innovative solutions to eliminate them using the Design Thinking method (2022-2023).





## Authors

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# SZKOŁA NASZYCH MARZEŃ



Iceland   
Liechtenstein  
Norway grants

Opracowanie w ramach projektu  
„Szkoła Naszych Marzeń - Jak nie być samotnym w szkole?”  
finansowanego ze środków Mechanizmu Finansowego EOG  
na lata 2014-2021 oraz z budżetu państwa.