

EDUCATION PROFESSIONALS

WORKSHOP 2.

“The bond: the key to a safe space”

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Recover spaces for traumatized children in community settings



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SERIES “CREATING SAFE SPACES TO PREVENT VIOLENCE”

WORKSHOP 2. The bond: the key to a safe space



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Recover spaces for traumatized children in community settings

The activities in this pack have been designed to be easily implemented by following this guide.

We have calculated the time to plan the session (2 h in total). You can choose to do the full session or just one activity.

In italics, you will see specific notes on how the activity works.

"Between quotation marks you will see the text to address the participants".

ACTIVITY 1: THINKING TOGETHER. EPISTEMIC TRUST

INTRODUCTION (15 MINUTES)

Facilitator: "Welcome everyone! Today we will work with a methodology called Thinking Together. Fonagy and Allison's epistemic trust concept will serve as the basis for today's activity. Individuals are willing to trust interpersonal information's authenticity, relevance, and generalization. Humanity's characteristic ability to teach and learn from each other is enhanced by this particular form of trust. A teacher who generates trust in themselves implicitly instills trust in what they teach. *Thinking Together encourages* individuals to become more mindful when facing challenges. The concept of mindfulness refers to facilitating and reclaiming thinking capacity. We are now showing you a highly illustrated video about this process (<https://www.youtube.com/watch?v=sq61A5wGC8o&t=363s>, 00:00-7:22).

Mindfulness exercises increase our ability to communicate with students. Classroom situations and conflicts prevent us from thinking clearly and speaking coherently. As a result, it is important to improve our mindfulness capacity when dealing with students in certain situations. Communication can be improved by thinking clearly. You should consider the other person's perspective and empathize without getting confused, as well as keep both viewpoints in mind."

1) TASK ASSIGNMENT (3 MINUTES)

"Once we have this foundation, we can start "Thinking Together." Thinking Together provides a framework to assist conversations, like **runway lights** at an airstrip that guide an airplane out of fog to land safely. Here is a challenge that occurs in the faculty room when a colleague is stressed over work-related issues: First, **who will present the case** (the consultant)? **How much time do we have, and who will be our moderator?** "

*As part of the first step, 'task assignment,' we agree on how much time we have for the exercise and who will moderate it. There is a time limit of 25 minutes here. The **facilitator** will explain the time allocated for each step, and the moderator will ensure time adherence and guide each one.*

2) CASE EXPOSITION (7 MINUTES)

Following the agreement of the time and moderator, one of the group members explains the situation or case that causes distress (topic: Distressing Situation within the school context).

3) MOMENT OF MINDFULNESS (8 MINUTES)

Moderator: "Our goal here is to empathize with our colleague's emotional state. While listening, we focus more on their emotions than on the problem itself. There is no attempt to find a solution or provide one. **Think about how we would feel if we were in a similar situation. We must be aware of our feelings and imagine theirs.** As a result, you can freely express what you feel while listening to your colleague. Let's talk ahead, tell us about the situation."

Pass-out: Facilitator "The moderator, or another member of the group, explains the case from her or his perspective. The colleague who presented the case listens without intervening. Other colleagues can clarify the content."

4) RETURNING TO PURPOSE (7 MINUTES)

Moderator: "The person sharing the story describes how he or she felt, whether it helped them, and what enlightening insights he or she gained. This phase involves both the consultant and the other colleagues focusing on the content and proposing solutions. The teacher who presented the problem might be better able to think and find solutions (remember that stress levels have decreased, allowing for more fluid thinking). Everyone can contribute to solutions."

FINAL REFLECTION (20 MINUTES)

Facilitator: "Well done, and now that we're wrapping up, what will you take away from the "Thinking Together" activity?"

Possible ideas: This activity has helped us with reflection, thinking, and thinking without judging others, knowing how important it is to reduce anxiety in order to think clearly. Listening and feeling listened to are acts of non-judgment. It is important to work shoulder-to-shoulder with colleagues.

TOTAL TIME: 60 MINUTES

ACTIVITY 2: SHARING STRATEGIES TO BUILD BONDS

TECHNIQUE 1-2-4 (15 MINUTES)

First, individuals will think individually (1 minute), then in pairs (5 minutes), and then in groups of 4 (5 minutes).

What resources or strategies do you use to bond with students? Once each person has decided on their 5 resources, move on in pairs (5 minutes) to reach a consensus on 5 resources, and then in groups of 4 people (5 minutes).

Sharing: Ask each group to share the resources they have chosen and write them on chart paper.

SETTING BOUNDARIES (15 MINUTES)

To begin, the importance of setting boundaries with students will be explained, and the difference between authoritarianism and boundaries will be highlighted.

“Setting boundaries means clearly defining expectations and acceptable behaviors in the classroom. It's not about being authoritarian or imposing rules without a reason. Instead, it's about fostering respectful relationships between students by providing a framework that allows them to understand boundaries and responsibilities.

Authoritarianism, on the other hand, involves excessive power and control without considering students' opinions and needs. As a result, students may become resentful and have difficulty participating actively in class.

To create an environment where all educational community members feel safe and valued, setting boundaries is essential. Students know what is expected of them and what they can expect from teachers when boundaries are clear. Learning is more effective when trust is present.”

Participants are asked to think about a situation in which they had to set a boundary with a student. Ask them to describe how they feel in that situation, as well as how they would react as teachers and students.

REFLECTION QUESTIONS (5 MINUTES)

How easy is it to establish a bond with students without neglecting boundaries? Are we used to it? When we establish a bond with students, how do we feel? Do we share our resources and strategies? What happens to adults? Are we bonded? What can we do to foster faculty bonding as a team?

IN THIS SESSION, WHAT DID WE LEARN? (10 MINUTES)

TOTAL TIME: 45 MINUTES

ACTIVITY 3: SHARING RESOURCES TO BUILD BONDS

CLASS QUESTIONS

This resource consists of a series of questions that can be used with Mentimeter/Kahoot/Polleverywhere to assess the overall mood of the class on a specific day. Ideally, start by asking only the first question. As you progress through the course, and after addressing emotions and emotional well-being more in class, incorporate the other questions.

- How do you feel today? [Terrible // Bad // Not so well // Okay // Fair // Quite Good // Good // Very Good // Excellent // Fantastic].
- How do you define feeling well?
- Describe your current mood with a word.
- What emotion are you experiencing right now? [Happy // Scared // Frustrated // Curious // Serene // Energetic // Hopeful // Curious // Happy // Thoughtful // Balanced // Intrigued // Relaxed].
- What stresses you out at school? [Exams // Group projects // Public speaking // Pending assignments].
- How do you relax after a tough day? [Reading a book // Listening to music // Exercising // Watching a movie // Hanging out with friends].

RESOURCES/ STRATEGIES

"It's time to share resources and strategies for building bonds with students. Creating a list of what we use in the classroom would be helpful."

If they don't arise in the faculty, here are some resources or strategies:

1. *The exam should conclude with a question like this: "How did you do on the exam? Did you study? Did you find it difficult?"*
2. *A good sense of humor. We need students to pay attention in class, but smiling, laughing, and sharing light-hearted moments with them helps them feel more comfortable.*
3. *Exams can be assessed using emojis.*
4. *Understand classroom dynamics by paying attention to their reactions.*
5. *Link exam content to their hobbies and interests.*
6. *Exams and activities can be customized.*
7. *Engage students in the study process.*
8. *Consider their opinions and listen to them.*
9. *Tell an anecdote.*
10. *Use their names when addressing students.*
11. *Start the class by asking if anyone has any experience they would like to share (5 minutes).*
12. *During the first five minutes of class, share a joke with the class.*
13. *Feel free to share your bad day with the class.*
14. *Play music you like*

BUILDING BONDS

Now is the time to share resources and strategies to build bonds with students. Here are resources or strategies to offer to teachers if they are not discussed during the faculty meeting.

