



2.3 INTERNATIONAL MASTER CLASS ON EDUPRIS METHODOLOGY



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THE THOUGHTFUL TEACHER METHODOLOGY

Introduction

Criminal justice involved youth are known to have experienced more neglect, family problems, abuse and other traumas than those in the general population. Many have experienced violence or have an incarcerated family member. Poverty, family losses, addiction, or a myriad of other conditions may have heightened fears and feelings of powerlessness.

For youth living in an environment of trauma, simple survival is a priority. Living in survival mode stunts development which creates problems that increase over time. Relationships are impaired and the ability to focus on school, hobbies, and the basic enjoyments of life are eroded. So too, does the learning process become impacted and even fully interrupted. Therefore, educators in the criminal justice system must be creative when engaging this population and work to design unique opportunities for learning.

Social Learning Theory informs us that we are social creatures, who learn by watching others with whom we identify, whether that be parent, sibling, friend, or trusted adult. From those experiences, we learn how to behave properly, deal with the ups and downs of life, and make good decisions. When pro-social behaviors aren't readily seen, social skills can be difficult to learn.

Play is a component of early development which can improve analytical abilities, the understanding of strategic methods, and perhaps build team-based skills. It is also a social process and manner in which to teach youth how to develop their imagination and learn appropriate social skills.

We know the brain learns from experience. Giving youth the chance to win during games allows them the opportunity to feel a sense of accomplishment, learn how to be a good winner, and even feel joy. Perhaps more importantly, by giving youth a chance to lose during game playing and then recover, games are proactively helping build emotional resilience. How else to learn to regulate our emotions, but through practice? And that's critical for youth who've endured trauma and are learning to gain control of their emotions. Game-based learning embeds social and emotional skills into academic content.

This training 'The Thoughtful Teacher' was designed to offer insights and practical lessons into the importance of using games while educating justice-involved youth. As juveniles who may be distanced from the engagement of learning, we bring them closer to educational opportunities through games and seek to connect amidst play.

THE THOUGHTFUL TEACHER TRAINING

A two-day training event was offered in Krakow, Poland on February 4 and 5, 2023. The intent was to provide teachers and/or facilitators with the opportunity to learn foundational elements of group facilitation via presentations and discussion on Day One. Events on Day Two then provided the opportunity to design and facilitate groups utilizing learned elements for behavioral practice via games (see attached games) and allowed time for feedback.

DAY ONE TRAINING

After introductions and ice breakers, the following content was provided.

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SOCIAL LEARNING THEORY

- Humans can learn by observing others
- Consequences influence how a person will act in a given situation
- People model observed behaviors by those with whom they identify
- Personality development occurs within a context of social experiences & interactions
- These interactions help determine cognitive structure

Discussion

Social learning theory was developed by Psychologist Albert Bandura and suggests that social behavior is learned by observing and imitating the behavior of others.

Walk through each bullet and provide examples; also pull thoughts/ examples from audience.

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SOCIAL LEARNING THEORY

- Think of a time that YOUR behavior was affected by watching someone else
- Draw a picture of that experience

Exercise

Handout to each student: blank paper and colored markers/pencils. Explain we are going to think about how SLT was involved in our lives. Think of a time that YOUR behavior was affected by watching someone else's behavior and draw a picture of that experience.

Example: I saw my sister get spanked for stealing a pen from a plant store and because of this, I have NEVER stolen anything in my life. In this example, I would draw a plant and a pen, with the pen X'd out. Draw what represents your experience, but don't worry about too much detail.

Some students will draw a picture with GREAT detail and colors; others will draw stick figures with a pencil. Either is OK; we are all different (this is one of the lessons). If students are struggling with an example, ask them to think of older siblings, family members, room-mates, etc. Events from years at higher education are a goldmine as we learn so much during those times!

Ask for volunteers to share their picture and story; keep watch of time for how many examples are possible. The purpose is that some people LIKE to verbally share their stories and learn more from the process of speaking and sharing.

Why did we do this? It illustrates the importance of Social Learning Theory as each one of us has a story. The people we work with are ALWAYS engaged in watching us and learn from watching our interactions and behaviors. What they witness helps to shape who they become.

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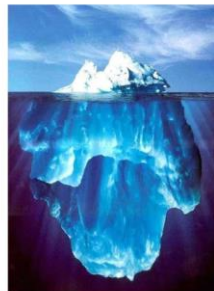
KNOW YOUR AUDIENCE

- Learning Styles
- Personality Types
- Indicators of Academic Resilience
- Trauma Informed

Discussion

We can't be all things to all people, BUT the more we know about someone, the better we can connect with them. The better the connection, the more positive the impact can be. These items will be BRIEFLY reviewed.

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Discussion

How many people have seen this photo? Icebergs = 10% above water; 90% below. Have you seen it used as a model to describe people? When describing people, it represents that above the surface is the behavior people show us, but it's only a small percentage of who they ARE in total. Below the surface is the VAST majority of what makes them an individual: their family history, cultural knowledge, experiences, the cognitive structure of how they think – this is what CREATES the behavior that we see. All the rest is not viewable, so we need to ask about it and learn about them. We can CONTROL the behaviors above the water (electronic monitoring, incarceration, etc.), but we can only change behavior if we get to what is below their surface (cognitive structure). Because of this, learning styles, personality types, and any historical traumas are important to know.

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KNOW YOUR AUDIENCE

- Learning Styles
 - Visual
 - Auditory
 - Kinesthetic/Tactile
 - Reading/Writing
 - Logic

Discussion

Ask group for examples of each learning style. This is the reason that we performed the drawing exercise. It is VERY important to imbed Social Learning Theory into our knowledge and we needed to make sure EVERYONE could retain this lesson, so that exercise integrated each of these learning styles. What are some creative ways you change your lessons to accommodate different learning styles?

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KNOW YOUR AUDIENCE

- Personality Types
 - Open
 - Agreeable
 - Extravert
 - Neurotic
 - Contentious

Discussion

Most experts agree that these are the FIVE main personality traits; but no one is ALL or NONE of these. Many personality tests are available to determine where/how we communicate based upon our personality makeup. Can you name a few? (Myers-Briggs, True Colors, etc.) Why is this important? Regardless of what test you use, the results help us to communicate with others more effectively!

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TRUE COLORS

- Gold
- Green
- Blue
- Orange

Discussion

This is NOT an endorsement, or advertisement, but as an example... True Colors was created by Don Lowry in 1978. In this system, students answer a variety of questions to determine their personality type. Gold = Logical/Linear; Green = Analytical/Theoretical; Blue = Emotional/Therapeutic; Orange =

Risk Taker Why is conducting such an exercise important? Because regardless of WHAT test you use, the results help us to communicate with others more effectively!

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KNOW YOUR AUDIENCE

- Indicators of Academic Resilience
 - Self-Efficacy
 - Coordination/Planning
 - Commitment/Persistence
 - Sense of Control
 - Calmness/Anxiety Management

Discussion

See write-up in EduPris Educator's Manual; pages 9-10

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KNOW YOUR AUDIENCE

- Trauma Informed
 - Realize the widespread impact of trauma
 - Recognize the signs and symptoms of trauma
 - Integrate knowledge into policies, procedures, practices
 - Actively avoid re-traumatization

Discussion

What is Trauma? Why is this important? Trauma-informed teaching starts with an understanding of how trauma can impact learning and behavior. With this approach, educators think about what student behavior may be telling them. And they reflect on their teaching practices to find ways to better support students who may be experiencing trauma.

Trauma-informed teachers provide a psychologically, physically, and identity-safe learning space where all students are members of the classroom community. Teachers who are trauma-informed get to know their students and build relationships based on their knowledge of individual students and their needs. Bullying can be addressed through lessons as teachers can use specific anti-bullying lessons to teach their students how to identify a bully, deal with a bully themselves, and help their classmates deal with a bully. Who can provide an example of their experiences?

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TREATMENT PRINCIPLE

- Cognitive behavioral
- Social learning models
- Role playing
- Reinforcement
- Graduated practice
- Resource provision
- Concrete verbal suggestions
- Extinction
- Cognitive restructuring

Discussion

The Treatment Principle is used in criminal justice to identify the steps of behavior change. We will identify each of these steps. The first is Cognitive Behavioral – we use this term all the time, but who can define this term? Ask for volunteers. The term cognitive means how we think and the term behavioral means how we act. Therefore, cognitive behavioral means how we think about how we act. Treatments we offer and/or skill building events should all be based upon cognitive behavioral elements, that inform the student about WHY behaviors should change. This can change their thinking about their actions.

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The Cognitive Model

External → Internal → Behavior



“Thinking Controls Behavior”

Discussion

Before we move to other steps, here is a visual of the Cognitive Model. It shows us that external events lead to behaviors, but its the internal thoughts that shape our behavior. Remember the iceberg? This thinking is *under the surface* of that iceberg, but causing the behavior that is seen. If we can change the internal analyses of an external event, we can change the behavior that follows. Example: If someone spills a drink on us, a thought of “It was an accident” will lead to very different behavior than if that same drink spilled on us led to the thought of “They did that on purpose”.

This is a wonderful tool to use with clients/students who have behavioral issues. Try to break down external events that led to poor behavior. What were they thinking? Learn the skill of “Stop and Think”. Perhaps changing those thoughts will allow the opportunity to learn improved behaviors.

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TREATMENT PRINCIPLE

- Cognitive behavioral
- Social learning models
- Role playing
- Reinforcement
- Graduated practice
- Resource provision
- Concrete verbal suggestions
- Extinction
- Cognitive restructuring

Discussion

We've already talked about Cognitive behavioral and social learning models. The importance of role playing is that students can learn muscle memory for new behaviors. Teachers must reinforce the positive attempts to learn new behaviors and offer opportunities for graduated practice. What does this mean? It means creating more difficult levels of practice to model real-life events. As an example, new skills can be learned in the classroom, but requiring skills practice in the community is a heightened level of practice because it does not occur within a controlled environment.

We must ensure that students have all resources needed to be successful. When practices or reports of practice show needed improvements, be very concrete with verbal suggestions. Once new skills are learned, the old behaviors will be extinguished and new cognitive restructuring is seen.

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STUDENT ENGAGEMENT VIA GAMES

- Involvement
- Pertinence
- Rewards

Discussion

We will talk about the importance of engaging students in learning, and much of this learning can be done through games.

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STUDENT ENGAGEMENT VIA GAMES

- Involvement
 - Group management skills
 - Reduces disparities in learning outcomes
 - Educational outcomes improve with integrated methods
 - Promote education as a component in criminal justice

Discussion

Group Management is KEY; the more we know our students, the better we can connect and ultimately manage the participants and the process. Understanding of personality traits leads to this connection.

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STUDENT ENGAGEMENT VIA GAMES

- Pertinence
 - What do your students care about?
 - Age specific activities
 - Connect lessons of game to real life

Discussion

What do students care about? Some games are gender-based (do you have examples?). If students are generally politically motivated; games with NEWSPAPERS and/or current events are good choices
Age specific activities: Not all kids are capable of all games.

Connect lessons of game to real life: WHY did we play this game? What lessons did you learn? How can you apply this to real life?

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STUDENT ENGAGEMENT VIA GAMES

- Rewards
 - Tangible vs. Intangible

Discussion

Define what is Tangible vs. Intangible

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STUDENT ENGAGEMENT VIA GAMES

- Rewards-Intangible
 - Increase support and social inclusion
 - Improve skills in decision making and problem-solving
 - Learn new attitudes to promote resilience
 - Obtain inter-generational collective learning
 - Discover more about individual client needs

Discussion

Intangible rewards can mean those for the teacher OR for the student. Also, always ask what is the benefit and/or purpose of this game? What are we trying to achieve? What are students supposed to learn?

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STUDENT ENGAGEMENT VIA GAMES

- Rewards-Tangible
 - What are some examples?

REWARD WHAT YOU WANT REPEATED

Discussion

Tangible Rewards mean a physical token or response for winning. What are some ideas? Points within system for perks (Perks = late night, movies, TV time, different clothes, food, candy) What about rewards for 'best sportsmanship?' 'most improved'? Consider what behaviors you want repeated. These are the behaviors that should be rewarded.

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TAKE-AWAYS

- What from today is sticking with you?
- What will you take back to work and apply?

Discussion

At the end of this DAY ONE of The Thoughtful Teacher, what is your feedback?

DAY TWO TRAINING

After review of Day One content, the following content was provided.

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GAMES FACILITATION

- Break into TWO groups
 - YELLOW and GREEN
- Each Group break into THREE TEAMS
 - Yellow = A, B, and C
 - Green = A, B, and C

Facilitator Instructions: Determine how many groups will be needed. This example of Two Groups comprised 30 students and resulted in 6 teams of 5 people each. Create the number of groups needed that best work for your training. There should be THREE final teams, which comprise approximately 4-6 people each. In other words, if you have a total of 12-18 total students, you only need ONE Group of the three teams. If you have 45 students:

- Three Groups of YELLOW, GREEN, BLUE (15 people each)
- Each Group breaks into three teams of A, B, and C (5 people each)

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GAMES FACILITATION

- Team A = 6 Hats
- Team B = Rose and Thorn
- Team C = What Do I Think

See Attachments for each Games Instructions

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GAMES FACILITATION

- 30 Minutes to confer with your team and design training
- Process and content
- What should we be considering?
- 45 Minutes to facilitate your training
- 15 Minutes to give/receive feedback to/from students

Discussion

Once the teams have been formed, but prior to leaving the room, ask them to consider the following questions within each group:

What should we consider in our games design?

Who will conduct which roles?

Timing of class/exercise

The BEST ways to engage students

Learning Styles, personality, trauma, graduated practice, everyone involved, rewards

These are some concerns for any facilitator to have an effective learning exercise.

GAMES FACILITATION

Example Time Schedule For Practice: Allows 45 minutes for class process and 15 minutes for Q&A

| | <u>11:00</u> | <u>12:00</u> | <u>1:00</u> | <u>2:00</u> |
|-----------------|--------------|--------------|-------------|-------------|
| <u>Teachers</u> | Team A | | Team B | Team C |
| <u>Students</u> | Team B | LUNCH | Team C | Team A |
| | Team C | | Team A | Team B |

Following this model allows each Team to facilitate a new game to students from other teams.

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GAMES FACILITATION

- Teachers/Facilitators:
 - What did you learn in facilitation?
 - How did you feel when receiving feedback?
 - How did students engage?
 - To what did students respond best?
 - Did you ask for students' input about what they learned?
 - What would you change?

Discussion

Allow open discussion with input from each group and team. Different groups will have different comments/input from the same game as they worked with different students and designed various delivery methods for student engagement.

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GAMES FACILITATION

- Students:
 - How did you feel when giving feedback?
 - What felt best for engagement?
 - What felt worst for engagement?
 - What did you learn?

Discussion

Allow open discussion with input from each group and team. Different groups will have different comments/input from the same game as they worked with different facilitators and received various delivery methods for student engagement.

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GAMES FACILITATION

- Everyone:
 - How will you take this learning experience back to your job?
 - Questions
 - Thoughts
 - Feedback

Discussion

Support any/all intentions for continuing the methods/practices learned. The purpose of this training is that engagement practices will be integrated locally and shared with co-workers.

THANK YOU TO ALL FOR ATTENDING THIS TRAINING EVENT~

Conclusion

Investing in pedagogical training for our justice-involved youth is essential. We know they have not had the opportunity to learn many pro-social lessons that assist with successful community involvement. Games may help some youth learn these lessons in a manner that is enjoyable, non-threatening, and actively engages the brain. What educators must do is connect the game's prevalent lesson with the understanding of how to utilize it for real world success.

We can do this by offering feedback opportunities. Following a game, questions may be asked such as 'What did you learn during this game?' or perhaps, 'How will you practice this while visiting your family?' Connecting learning events and their lessons to real world practice sessions are what assists in creating our muscle-memory for good behaviors. We owe it to our kids to provide these opportunities for growth and possibly even offer skills for success in the greater community.

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