

Best Practices

Greece

The present document summarizes a selection of best practices, activities, projects and interventions that aim to improve prevention and intervention mechanisms in cases of cyberbullying and bullying in schools in Greece.

Schools, teachers, educators and facilitators try to fill in the gap that exists in schools, related to the prevention actions on cyberbullying. In this framework the educators are implementing activities with the students in order to raise awareness on the topic of bullying and cyberbullying as well as on violence incidents. Moreover, various organizations have proposed action protocols to facilitate detection, prevention, and intervention. A few of these have been implemented in schools and teachers have been educated on the topic. Below, a selection of best practices are presented, including their main characteristics and results of interventions performed in the schools.

Beyond the summarized information three main points of each practice/protocol/intervention are highlighted on the left side of the page. Moreover, the original sources used to create these summaries are presented at the bottom of the page.

Live Without Bullying (LWB)

01 Raise awareness on cyberbullying

02 Educate key actors

03 Provide immediate support

Contextualization

Live Without Bullying program is supported by the Greek Ministry of Education and has been evaluated by COFACE Families Europe as a Good Practice to confronting bullying.

General description

Live Without Bullying is an initiative of KMOP, a civil society organization in Greece, with extensive experience in direct provision of social services and implementation of social initiatives. LWB is based on an online counselling platform where young people and adults chat directly to trained and experienced psychologists so as to be assisted in incidents of school and cyber bullying. The counselling procedure is free of charge, anonymous and confidential, based on a person-centred, cognitive behavioural approach.

The program provides webinars for teachers and parents and an online game for the teenagers.

Participants

Students, children, parents and educators are getting informed and supported by professional psychologists specialized in bullying issues.

Development of the activity

For using the platform participants need to:

- 1) Register – anonymously or not, specify the age, gender is not required
- 2) Write the first message & wait for the respond
- 3) Speak directly with a trained professional psychologist
- 4) Make your own action plan with your counsellor

Results

Since 2016, the LWB platform has supported more than 30,000 students, and our message has reached hundreds of thousands of people in Greece.

For more information:

LIVE WITHOUT BULLYING. (2020). Retrieved December 2022, from Live Without Bullying: <https://livewithoutbullying.com/en/about-live-without-bullying/>

KMOP. (2020). Live Without Bullying. Retrieved December 2022, from KMOP: <https://www.kmop.gr/tag/live-without-bullying/>

“Empathy”

Experiential exercise – Role play

01 Raise awareness on bullying/cyberbullying

02 Awaken children to the emotional state of the children involved in

03 Present practical solutions

Contextualization

In the context of the project European – AntiBullying Campaign and the campaign “DO THE DIFFERENCE.... TALK NOW”. The activity was conducted in the 5th Gymnasium and 2nd Lyceum in Nea Ionia, Athens.

General description

The material that is described was designed by “The Smile of the Child” for the program Europe’s AntiBullying Campaign. The Greek organization was the leader of the project that it was funded by the program Daphne III of the European Union. The project is about fighting bullying at school, with cyberbullying being one of the aspects that are being addressed.

The project finished in 2013 and during the projects implementation the international partnership succeed the following results:

- Research in EU level
- Website with information on the topic, direct counselling for students, teachers and parents, etc.
- Creation of an Interactive Educational Tool
- Design and implementation of the European Anti-Bullying Campaign

The material that was developed in Greece in the context of the third output of the project was used by educators in different schools.

The original cross media Interactive Educational Tool has a form through which the observer of the film can intervene in multiple ways in the development of the story. The Interactive Educational Tool maintains this format and presents two stories of bullying: one in the school environment and the other in the online environment. The user can select the story they want and then select the profile of the child through whose perspective the story will be viewed. In particular, he can choose between the child who bullies, the child who is bullied or the child who observes. So, he sees the story from the "eyes" of the child he has chosen and then with structured choices he can choose the development of the story and finally the ending.

The naturalness of the spaces, the child actors, the stories based on real events give a strong dynamic to the tool and make it particularly attractive among children. The aim of this tool is:

- To explain the phenomenon of bullying
- To awaken children to the emotional state of the children involved in bullying
- The presentation of practical solutions

Audio-visual material was used and students watched it by section, choosing the story of the victim. In the 3rd grade the cyber violence topic was chosen.

Participants

Students of the 3rd class of the 5th Gymnasium in Nea Ionia, Athens and their teacher(s).

Development of the activity

- 1) Watch a short film, where the story unfolds and the narrator is the child who is subjected to violence. (A list that has been created can be found [here](#)).
- 2) Divide the children into 6 groups:
 - Child subjected to violence – bullying
 - Child who uses violence – bullying
 - Child who passively observes
 - Child who observes and participates in violence
 - Parents and
 - Teachers
- 3) Each group sits in a circle for discussion and is asked to respond to a worksheet:
 - Child subjected to violence – bullying
You are the child being bullied. Write in your diary your thoughts and feelings about it. (What do you think about yourself and others - classmates or adults? What are you afraid of? Why don't you react? What do you expect and from whom?)
 - Child who uses violence – bullying
You are the child who bullies. Write in your journal your thoughts and feelings about this. (What do you think about yourself? What image do you have of yourself? Why do you bully a classmate? What do you feel when you do this? Aren't you afraid that it might get out? Aren't you afraid of the consequences? Don't you care that you're hurting a person?)
 - Child who passively observes
You are a child who is aware of what is happening but remains uninvolved. You don't join in the "fun" but you don't react either. Write down in your journal your thoughts and feelings about it. (What do you feel when you see a child suffering? Why don't you react? What could you do to help?)
 - Child who observes and participates in the violence
You are the child who knows what is happening, laughs about it, thus encouraging the abuser. Write in your journal your thoughts and feelings about it. (Why are you encouraging the abuser? What do you feel when another child suffers? Why don't you react differently?)
 - Parents
You are the father or mother of the child being bullied. You notice a change in your child's behaviour and by talking with them you learn that they are being bullied. Write in your journal your thoughts and feelings about this, and ways in which you are thinking about how to respond.
 - Teachers
You are a teacher at the children's school and are informed by a student observer about this bullying incident. You decide to intervene and talk to the child bully. Write down what you intend to say to him or her so that your intervention will have an effect.

- 4) Each group reads out the answers on the worksheet to the other groups. After discussion, possible conclusions are drawn, bad handling and positive attitudes towards the phenomenon are identified.
- 5) Then the story is shown from other perspectives and with all the possible choices of the people involved and a discussion with the students is developed with all the concerns raised.
- 6) After processing all of the worksheets, overall conclusions were drawn about how our students perceive bullying incidents at school and how they deal with them. How they perceive the reaction and the possible options available to all persons involved.

Results

Students wrote down their thoughts and discussed them with the others. Through this discussion that come up the students were able to understand how important is the observers' role and how the observers can by their behaviour reverse the conditions and balance such a situation. They also recognized the importance of the slogan "Speak" and learned about the contact lines 10-56 of "Smile of the Child" or 116-111 of the Society for Psychosocial Health of Children and Adolescents (E.P.S.Y.P.E.).

This activity has been implemented for 3 years in a row at that school and a questionnaire was used the last two years both before and after the workshop. The results are the following:

- Students were able to better identify a bullying incident at school than before
- The percentage of the students that have observed bullying incidents is almost the same every year
- Students identify the power of the role of the observer
- Students understand that both the child that bully and the child that is facing bullying need help
- The observer has a vital role and people need to break the silence etc.

For more information:

«ΕΝΣΥΝΑΙΣΘΗΣΗ» Βιωματική άσκηση – Παιχνίδι ρόλων (Διάρκεια 2 διδακτικές ώρες / τμήμα). (2014). Retrieved from Εκτός προγράμματος...η ψηφιακή ματιά του 5ου Γυμνασίου και του 2ου ΓΕΛ Νέας Ιωνίας!: <https://ektosprogrammatos.wordpress.com/%CF%83%CF%87%CE%BF%CE%BB%CE%B9%CE%BA%CF%8C%CF%82-%CE%B5%CE%BA%CF%86%CE%BF%CE%B2%CE%B9%CF%83%CE%BC%CF%8C%CF%82/%CF%84%CE%B5%CF%84%CE%AC%CF%81%CF%84%CE%B7-6-%CE%BC%CE%B1%CF%81%CF%84%CE%AF%CE%BF%CF%85-2013-%CE%B7%CE%BC>

Το Χαμόγελο του Παιδιού. Europe Antibulling Campaign (E – ABC). Retrieved from Το Χαμόγελο του Παιδιού: <https://www.hamogelo.gr/gr/el/collaborations/europe-antibulling-caign-e-abc/>

EUROPE'S ANTIBULLYING CAMPAIGN. Retrieved from <http://www.e-abc.eu/>

Teaching life values Through fairy tales

- 01 Raise awareness on bullying/cyberbullying
- 02 Develop of mental resilience, critical thinking, acceptance of diversity
- 03 Alternative educational perspective (through fairy tale)

Contextualization

Prevention is the most important step in the fight to deal with intra-school violence, especially when it focuses on preschool and first school age, where the basic characteristics of the child's personality are formed. With the aim of prevention, in this specific intervention the power of the fairy tale and the attraction it exerts on children was utilized in order to activate their cognitive, emotional and moral internal powers. The fairy tale, modern or popular, is a multidimensional means to achieve this goal. It has all those elements that characterize an activity as attractive for children: action, scenario, movement, theatricality, play, imagination that cover and permeate all cognitive subjects and respond to modern learning methods.

General description

Literary actions aimed at strengthening the mental resilience of all students in small primary school classes were developed based on Zafiroula Mylonas' fairy tale: "The Flower Fairy and the Dragon". The emphasis was not on violence and the forms in which it manifests itself (that might have led to imitation of bad behavior, due to the young age of the students), but on values such as acceptance of the different, understanding of others, respect, collectivity, cooperation, friendship, individual and social responsibility.

After telling the tale, a question spontaneously arises: "Does evil return to the one who causes it?" The answer can be given by each reader. For the finale, young readers can lead the fable to a different outcome themselves. In the question asked about the further course of the dragon, the children are asked to choose the best solution or way out. So, the reading pleasure remains until the end.

Participants

The intervention was implemented in 1st and 2nd grade students of 16 primary schools (13th of Stavroupolis, 4th of Eleftheriou-Kordeliou, 1st of Eleftheriou-Kordeliou, 1st of Menemeni, 12th of Kalamaria, 1st of Evosmos, 14th of Evosmos, 36th of Thessaloniki, 37th of Thessaloniki, 3rd of Thessaloniki, 8th Thessaloniki, 18th of Thessaloniki, 3rd of Nea Moudania, 2nd of Nea Triglia, School of Flogitones-Plagia, School of Plateos Imathias).

Development of the activity

The intervention begins with the narration of Zafiroula Mylonas' fairy tale: "The flower fairy and the dragon".

"The Flower Fairy and the Dragon" is a fairy tale that touches on big issues in a magical and allegorical way. After the fairy tale was presented, discussion and interpretation followed. This was designed in an experiential and active approach to have the possibility to problematize and develop personal values as well as social and emotional skills.

Knowledge about school violence can be imparted through teaching, but skills and values such as respect for diversity, communication, empathy and critical thinking are only learned through experience. Thus, fun, experiential and interactive methods were applied, such as group discussion, role play, free associations, discussion in small groups, hypothetical scenarios, which allowed the students to learn by playing.

The children were asked to discuss the following dilemmas and to argue in favor of each point of view. The activity was organized in two groups. One that is in favor of one point of view and one in favor of the other.

- The fairy can't find her glasses and doesn't know what to decide. To give up, since without the magic glasses she cannot make the shades, or dare to do so without being sure of the result?
- The meadow turns orange. It is completely different from everything else. What do you think? Will everyone reject it or accept it for what it is? Why; How can a classmate be different? Do we reject them or accept them as they are?
- The dragon returns the glasses to the fairy and asks her to make everything as it was before. How do you think the fairy will react and why? Will she be happy to have her glasses and ignore the dragon's bad behavior or will she get angry and fight with him because he stole them from her before and because of that she had a hard time?
- In the end, what decision will the dragon make? Will he flee to another forest in search of peace, or will he stay, change and befriend the flower fairy?
- With the aim of cultivating empathy, we encourage children to change their perspective by playing journalists. So they interview the flower fairy and the dragon, asking them to tell us how they perceive the story and to describe their feelings.
- We act out scenes from the fairy tale and students fill in the emotion chart for each character. Comparisons are made and discussion follows. Specifically, we recommend:
 - Dramatization of the last scene as described in the fairy tale (the dragon returns the glasses to the fairy). Sentiment analysis.
 - Dramatization of the last scene with a change in the fairy's behavior. She gets angry with the dragon for taking her glasses and a fight ensues. Sentiment analysis.

Also, in the editing we suggest text production activities (e.g. breaking news with the theme: "the magic glasses are lost" or "a different meadow in our area: dangerous or beautiful?"), change of title, naming of heroes, etc. There is opportunity for constructions such as masks for the heroes, puppets, tinted glasses, mixing colors (with watercolors) and creating a painting in the classroom. We can change the illustration.

Finally, in the Environmental Studies lesson, we have the opportunity to cultivate ecological awareness by creating a conceptual map with the flowers that grow in a meadow (those mentioned in the fairy tale and others that we find) and a conceptual map with the ecosystem of the meadow (insects, animals).

Results

The children's response was positive. The students collaborated and completed the activities, developed individual initiatives within the group, enjoyed the telling of the tale and approached the tale in the suggested ways. They were actively involved with dilemmas and practiced decision-making. They recognized the emotions of the characters and tried to understand each other's point of view.

The above activities contributed to the development of children's creative imagination, expression and critical thinking. The teachers reported that engaging with the story and the group activities contributed significantly to the creation of a positive classroom climate as they were enjoyable and motivated all the students. There were quite a few children who had problems making decisions when the dilemmas were raised. Through pleasant activities, the children touched on difficult and important issues such as values, acceptance of the different, the sense of duty. Also, a colleague, having the images of the dragon and the fairy in her class, encouraged the children to classify some behaviors according to who they fit (e.g. fighting at recess would suit the dragon).

In conclusion, we emphasize that the fairy tale is an important tool in the hands of the teacher, because as a genre it is familiar and accessible to children, it is dynamic, flexible, adaptable, timeless and works to support the implementation of programs in the classroom.

The overall expected results after the implementation of the activity include:

- Awareness from an early age, for the attitude of modern man towards social changes (entertainment, learning).
- Cultivating capacity for flexibility and adaptability (skills).
- Trying to accept the new, the different (positive attitude).
- Adopting an alternative perspective (knowledge).

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>

The scapegoat phenomenon

Management of problematic situations at school

01 Prevent bullying/
cyberbullying by
training the teachers

02 Examining different
perspectives and
actions

03 “Positive reframing”
and “backdoor”
techniques

Contextualization

The aim of the workshop is to demonstrate, through a systemic perspective, that in order to deal with dysfunctional (e.g. violent and aggressive) behavior of students, a change in attitude of the school teachers themselves is primarily required.

General description

First, a case study will be given in order to illuminate the scapegoat phenomenon through the interaction of individual specificity with group dynamics. Then, two techniques for changing teachers' positions and perspectives will be proposed, the technique of positive reframing and the back door technique, with the aim of broader change in the class group.

Each system has all the resources it needs to solve its problems. To identify resources, we do not focus on diagnosing people with problems, but on changing the "problematic" situation through the construction of solutions.

Such an approach to systemic counseling significantly empowers teachers in the development of a good school climate resulting in the positive psychological connection of students and teachers with the school and therefore, the cultivation of those conditions that promote mental resilience in the school community. Therefore, through our interventions we ensured that:

- Each behavior should be taken into account within its context (e.g. the school classroom).
- Prefer circularity over linear causality: everyone's behavior in the classroom affects and is affected by the behavior of others. That is why a broad observation of behaviors in interaction is extremely important for understanding the communication that occurs in any social context.
- To ask ourselves, what does this behavior do for our students?
- What does the student in need gain? According to the basic axiom of communication in systemic counseling: "There is no behavior without meaning to the person who does it. The students, even through a very annoying behavior, want to achieve something useful for their self-respect and development, to give their teacher a message, mainly to get his attention."

A shift from traits (e.g. aggressive), to relationships was suggested. Example: When aggression is considered as a characteristic and part of the student's personality, it is not logical to hope to change the behavior, but only to suppress it. However, if it is considered as a behavior that is part of a sequence of behaviors in interaction with each other, then the problematic behavior can change, as the teacher participates in the relationships that are formed in the classroom, therefore also in the relationships that constitute the exclusion.

In this way, changing their own behavior can be the catalyst for changing these relationships: if the teacher changes their perspective towards the student they help and influence the student, but also the other students in their behavior change. The change of the teacher concerns his thoughts, feelings, expectations and ultimately his behavior. Thus, his initial negative emotions, anger, frustration, guilt, feeling powerless, gradually give way to a positive emotional availability towards the aggressive and violent student.

Participants

The workshop was attended by 23 teachers (19 women and 4 men) of primary and secondary education (in roughly equal proportions) from various prefectures of Central Macedonia.

Development of the activity

In circle: Familiarity of participants (name, status) and expectations ("What do you expect based on the title of the seminar?"). This is followed by brainstorming about the scapegoat phenomenon and dividing the participants into five groups.

The animator reads a case study, which is a real incident that the manager of the Youth Counseling Station was asked to deal with in the past. It is about a Primary student, named "George" with intense aggressive behavior towards his classmates, both verbal and physical violence, who eventually becomes socially isolated. In the case, evidence is presented about his family, the dynamic movements of some other parents to change the school environment and the various pedagogical manipulations of the principal, the teacher of his class, the teachers on call, the full-time teacher, the teacher at the last school year. Most of these manipulations seem to have failed, while some (e.g. changing department) probably contributed to the worsening of the situation and the "construction" of the scapegoat for our student. The negative impact of the above on the student's self-image and self-esteem is evident from some of the student's comments, which are read by the facilitator at the end of the narrative of the case study.

After the narration, the teachers of each group are asked to discuss their feelings about the case they have just heard a) among themselves and b) in the plenary. Then questions/problems are shared which each group will process and present to the plenary, through role game:

- 1st Group: "You are invited to be George's voice: How does this student think, how does he feel, what does he say and do?" (Someone impersonate him speaking in first person)
- 2nd Group: "You are invited to be the voice of teachers (teacher, principal, last year's teacher, substitute teacher, full-time teacher): How do they think and feel, what do they do?" (everyone takes a role).
- 3rd Group: "You are invited to be the voice of George's father and mother. How do they think and feel, what do they say and what do they do towards their child, the school, the other parents?"
- 4th Group: "You are invited to be the voice of the parents of George's classmates: How they think and feel, what they say to their children about George and what they say at school and to the others involved? What are they doing; (division of roles? e.g. 'victim' mother, parents who are favorable in one direction or the other, etc.).

- 5th Group: the participants in this group are invited to discuss among themselves and present to the plenary their findings regarding the questions: "What forms of violence do you identify in our history?" and "Which of these should the school manage in your estimation?"

After the presentation of the groups' work, follows the presentation of the intervention that took place and its theoretical framing. Then, the "positive reframing" and the "backdoor" techniques are presented with references (examples) to the case study, as auxiliary tools for teachers in the management of problematic situations at school. This is followed by the discussion of the group's conclusions with references to stimuli or difficulties of each participant in their own professional context and proposal of other points of view. Closing the workshop and saying goodbye to the group, after each participating teacher has answered a written workshop evaluation sheet (Feedback sheet).

Results

The emotional change and availability of the teacher, which was proposed in this workshop as a best practice, ultimately allowed the teacher to observe, explore, imagine and understand differently the problem and the excluded student in order to devise pedagogical ways of intervening by considering the dynamics of the class.

The basic techniques for changing the teacher's perspective and consequently changing his/her attitude and finally changing his/her students were as follows:

- Positive reframing: an event was given a different meaning, as it was placed in another frame ("frame"), a frame which changes the meaning of the event. In the school environment, the teacher was asked to find a new perceptual "framework" for the problematic behavior, a frame that was positive, matched what was happening in reality and was reasonable for the people involved. Thus, the teacher first shaped the reframing and then changed his own behavior to be consistent with it.
- The backdoor technique: This technique only addresses non-problem behaviors or characteristics of a person, so it is considered easier for many teachers. Based on this reasoning, the teacher had to comment positively on something that was initially presented as positive or at least neutral (e.g. the student's good handwriting). It was found that although these comments do not address the students' problematic behaviors, they nevertheless influence them as the students' sympathy for that teacher is cultivated resulting in the creation of a channel of communication).

After completing the workshop, the teachers were asked to fill in a feedback sheet.

The majority of them commented that they liked the proposed techniques and some mentioned in particular the technique of positive reframing. They reported that they really liked the experiential way of approaching the subject and the empathy they experienced during the role plays, that they gained knowledge and ideas, and most stated that they "hold" that the teacher is the one who must first change his perspective and to look for other, more positive interpretations of his students' behaviors.

They described positive feelings, e.g.: "I am very satisfied, the positive view of things helped me", "I am very pleased, I feel relieved", "Satisfied, entitled for some things I did in class", "as we say all these examples, I was mentally in the classroom and seeing what I could handle better", "I got stronger"...

Difficulties or dissatisfaction were not reported, only one participant stated that he had difficulty with the role play. Regarding the last question about other issues that concern them, two teachers expressed an interest in a similar activity with a case study of high school students, another two were interested in issues of cooperation and management of "difficult" parents and one participant referred to the case of her "invisible" child class and how we deal with it.

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβιάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>

Prevention of school violence and cyberbullying

Through visual arts and theater

01

Raise awareness on school violence and cyberbullying

02

Increase of self-knowledge and self-esteem, development of soft skills like social, emotional and cognitive abilities

03

Develop respect for the right and the feelings of others

Contextualization

Art and the power of aesthetic experience can help prevent school violence and bullying. Modern innovative pedagogical tools bring us closer to art and provide us with criteria to get rid of assumptions that make human relationships and communication difficult. Visual Arts and Theater help us break free from prevailing conventions, challenge prevailing assumptions, cultivate a new way of thinking and adopt long-term positive attitudes and behaviors.

General description

The present research work (project) was implemented in the context of an interdisciplinary Health Education program for the prevention of conflicts, school violence and bullying. Its goal is for the young students, using visual arts and theater, to get to know themselves, their classmates and learn to manage their conflicts and problems.

The program was organized according to the needs of the school unit and in cooperation between teachers and students. The school, responding to the challenges of the times, is called upon to redefine not only its role, which remains unquestionably socializing, but its way of acting and especially the pedagogical tools it uses to intervene and overturn stereotypes, prejudices, attitudes and behaviors.

Visual Arts and Theater were chosen as means of preventing and managing the phenomenon of school violence, hoping not only to deal with the phenomenon immediately within the school environment, but also to adopt long-term attitudes and behaviors that will characterize the future social action of students as citizens in the wider society.

Participants

A total of 49 students of the 2nd Model Experimental Primary School of Ioannina participated in the specific program.

Development of the activity

Within the framework of the program, specific cross-thematic actions were implemented. The activities that took place per thematic section are summarized below. The main concern during the learning process was the prioritization of the activities, as well as the correct distribution of the available time for each teaching activity.

- 1st module: "I know myself and others. I'm boosting my self-esteem." Pupils become teachers for 5 minutes, describe in writing and orally their inner and outer characteristics, talk about themselves in class (I like, I don't like, what I do well, what I don't do well, what I will try to do) and they make collages with photos (faces of the world).
- 2nd module: "I express my feelings - Empathy (I try to put myself in the other person's shoes)". Students build the garden of emotions, play games with emotions, represent their friend (role exchange), draw a classmate and describe him, paint portraits rendering emotions with the subversive collage technique (Picasso), represent emotions with movement and facial expressions (pantomime).
- 3rd module: "Interpersonal relationships and social skills". Students offer their help, give something to their friends, declare what they can/can't, want/don't want, think, dream, negotiate their interpersonal relationships and problems and propose solutions and ways to manage them by making comics in group work.
- 4th module: "I manage my emotions". The students act out dramatized situations (representation of a problem), dramatize with music and movement the fairy tale of Evgenios Trivizas "The mackerel and the fagri", play role-playing games (Forum theater) where they manage by improvising conflict situations and propose solutions.

Results

The students through the intervention:

- improved their ability to know themselves and their individual characteristics (external and internal),
- to gain confidence in themselves and to respect the diversity of others,
- practiced skills necessary for the full development of their social, emotional and cognitive abilities, tried to manage their emotions and solve problematic situations,
- raised awareness of issues of respect and recognition of diversity in accordance with the principles of multicultural coexistence,
- cultivated critical thinking and imagination through visual arts and theater,
- developed respect for the rights and feelings of others.

The students participated with enthusiasm and a spirit of cooperation in all the activities of the project. Concepts such as peace, reconciliation, solidarity, harmonious coexistence, acceptance of otherness in the context of a society of justice without barren confrontations, conflicts and violence were cultivated in this way. All of the above is in accordance with the fundamental principle that the school is in a permanent effort and seeks to mitigate unwanted and violent behaviors in order to be a microcosm of a society, where the students will lay new foundations.

The students through the productive process of critical thinking and reflection and the experiential and aesthetic experience shaped and reshaped perceptions, attitudes and behaviors, regarding the negotiation of their interpersonal relationships and the management of conflict situations in the daily life of school and in their wider social environment. Their conclusions were extended as an act in the school reality through their behavior in activities and games and the cooperation they indicated with their classmates.

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>

Prevention of aggressive behavior

Based on the philosophy of peers

- 01 Prevention of bullying/cyberbullying/violence between peers
- 02 Development of trust, cooperation, autonomy, participation and equality
- 03 Conflict resolution

Contextualization

The philosophy and methodology of the intervention is based on the peer model, which means that the individuals themselves undertake the education of their peers, while the prevention officers have a supporting role. The philosophy of the peer program is applied in many European programs, both in the prevention of addictions and in the prevention of aggressive behavior. The Anti-Narcotics Organization (OKANA), with which the NIREAS Prevention Center has scientifically collaborated since 2001, joined the Pan-European Network EURONET, which aims to develop and implement special methodologies and interventions related to the prevention of addictions and the promotion of psychosocial health teenagers and parents inside and outside the school context. One of these practices proposed by the Network is the peer model. The specific model has been implemented by the NIREAS Prevention Center in recent years in groups for teenagers and it seems to have positive results. It was considered, therefore, that it is a model that can be applied to children of a younger age as well, related to research data, as its basic principles are autonomy, co-decision, cooperation, participation and equality. Besides, it aims to strengthen the relations between the members of a group, a key component in the prevention of aggressive behavior.

Peer means equal, equal. Peers are those who have the same characteristics, the same age, the same interests, the same problems and use the same language among themselves. The term peer education is used to describe situations where members of a group educate or inform their peers about a variety of topics. Peer education is based on the model of imitation and peer influence precisely because it assumes that people talk more easily to people their own age. In other words, students talk more easily to their classmates not only because they share common characteristics and interests, but because they use a common language and communication codes. It is an approach that encourages collaboration between peers and encourages young people to take an active role in the educational process rather than being passive recipients.

General description

The special characteristics of the intervention are, firstly, that it is based on the cooperation of the prevention officers, teachers, directors, parents and students of each primary school, secondly, in each school, the prevention officers train the teachers, then the students and then the parents them and thirdly the teachers participate in the experiential workshops of the parents. Particularly, in each class the students choose some of their classmates, based on specific criteria, who will be their representatives. After attending an educational workshop on the prevention of aggressive behavior, the representatives undertake to train their classmates with the help of the teachers.

In this intervention, the teacher is not an independent unit, who will implement a Health Education program for their students on the topic of school bullying. On the contrary, they are considered as a part of the school community who will cooperate on an equal basis with students, parents, the principal, other teachers and prevention staff.

The student has an active role in the educational process and decides for himself on issues that concern him. Through communication and collaboration with teachers, the parents recognize how their own behaviors and emotions affect his child's attitude at school.

Peer education differs from other models because it focuses primarily on the relationships that will be developed between the individuals and systems involved and leverages the relationships of trust, cooperation and support between them. Moreover, it does not impose a rigidly defined structure, rather it describes ways to acquire knowledge. A knowledge that ultimately comes from the learners themselves through active participation, creativity, communication, exchange and mutual support.

The education of students aims to strengthen peer groups and friendship within the school in a variety of ways (activity groups, programs to strengthen interpersonal relationships, etc.), as it appears that the development of interpersonal relationships and the cultivation of an atmosphere of altruism and empathy they work protectively. Strengthening the emotional and social skills of children is essential. How I make a friendship, how I maintain it, how I break it, concerns all students and is directly connected to their sociability, but also to their relationship with themselves. Children need to learn to form bonds with their classmates and to be able to maintain and respect their individuality and diversity within these relationships. They also need to learn to listen to others and their feelings, but also learn to recognize and express their own feelings.

Teachers play a very important role in such an effort, as they are the ones who can largely ensure the climate and policy of the school. They need to be trained in supporting their students in such matters, as they are part of their daily reality. Thus, the goal of teacher training is primarily to strengthen their own skills related to the prevention of aggressive behavior, such as self-esteem, trust, group dynamics, cooperation, managing emotions and conflicts, and self-observation.

Of course, the role of the family is also decisive, and through education it can prevent aggression. Parents need to be aware of the issue of aggression and the recognition of their own behaviors that reinforce the aggression of their children. Communication and cooperation between school and family is also very important. Parent education aims at all of the above.

Participants

A total of 15 teachers, 202 5th and 6th Grade students and 126 parents participated, from 9 primary schools of the Prefecture of Kilikis.

Development of the activity

A. Planning (September-November 2015)

- 1) Informing the Director, School Counselors and School Activities Managers of Kilkis Primary Education.
- 2) Implementation of an 18-hour experiential workshop for teachers on the following topics: trust, cooperation, communication, self-esteem, emotions, conflict management, facilitator skills, team dynamics and training in peer philosophy and methodology. 2 to 4 5th and 6th grade teachers (classroom teachers and specialty teachers) from each school (up to 4 primary schools with six seats or more) can participate in the workshops. These workshops take place in the afternoon.
- 3) A margin of 2 weeks during which the teachers investigate whether or not to proceed with the implementation of the program, while at the same time the Prevention Center communicates with school unit managers and informs them.

B. Application

- 1) In each class (5th and 6th) of each participating school, 6-hour experiential workshops are implemented for the students on the topic of the prevention of aggressive behavior at school. The workshops are carried out by the prevention staff and the teachers at the school during the program hours.
- 2) Informing the parents about the implementation of the intervention on the day that the checks are given to the school by the prevention officers and the teachers.
- 3) Implementation of experiential workshops for parents, lasting 8 hours, with topics: self-esteem, communication, expression and management of emotions, conflict management, causes of aggressive behavior, role of victim-victim-bystanders, prevention of aggressive behavior. The workshops are held in the afternoon by the prevention officers and the teachers also participate.
- 4) The student representatives together with the teachers transfer knowledge and experiences to the rest of the students, determine the actions and implement them.
- 5) At the same time, supervisory-supportive meetings are held between prevention officers and teachers, prevention officers, representatives and teachers.
- 6) Evaluation- closure of the program.

Results

In this model, the relationships of trust, cooperation and support between the members of the group were utilized. Especially in the classroom, children who already knew each other found it easier to express their opinions and concerns, even about topics they had difficulty discussing with adults. It was simply necessary to strengthen the feeling of teamwork.

The effectiveness of the training was largely judged by 5 key principles governing the model and was largely achieved:

- Autonomy. The structure of education is such that it provides the possibility of free decision and action. That is, the members of the group themselves decide how they will organize and operate. Thus, the children had the autonomy to decide how to inform/educate their peers.
- Co-decision. It is the joint decision-making between adults and children, but also between peers. They were not given something ready, they themselves through discussion and negotiation took responsibility for their choices.
- Cooperation. The model is based on cooperation between adults and children, but also between peers. Team members were encouraged, set goals together and worked together to achieve them.
- Participation. The program is based on the active participation of all team members to the extent that everyone wants and is able. Thus, the children took initiatives on issues that concern them.
- Equality. This model advocates the equal value of all team members. Enhanced respect and equality in adult-child and peer relationships. In other words, the child was recognized as an equal partner in the educational process.

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>

Emotional Intelligence Program

Teaching Concepts Through Simulations

- 01 Prevention of intra-school violence
- 02 Emotional intelligence activities
- 03 Promotion of communication, cooperation and participation

Contextualization

The prevention programs are interventions inside and outside the school with the aim of raising the awareness of teachers, children and parents. The school, therefore, as part of the social system, using holistic approaches, plans and implements actions (good practices) per level of intervention: school, class, teachers, students, parents, community with the main aim of changing the climate of the school and creating contexts that do not reproduce violence.

According to the ecosystemic approach, school violence and school bullying are not isolated incidents, but are manifestations of social phenomena (problems), which are "mirrored" in the Greek school. Consequently, in order to prevent and deal with them, the causes that cause them should be sought by studying the narrow (family, school) and the wider environment (community, neighborhood).

Adopting the ecosystemic approach, without ignoring the individual level of problem solving, the interest is mainly directed at the systemic level. When a student exhibits problematic behavior, this is a malfunction of the overall system. The student is not targeted as the one solely responsible for his behavior, since the generative causes are sought in the interactions between the participants in the specific environment (parents, teachers, classmates, etc.). Therefore, "in order to correctly and holistically interpret the problematic behavior of students, various parameters of the school and the wider social system should be studied".

General description

The main objective of the intervention was the design and implementation of a didactic proposal for teaching concepts in the spectrum of emotional intelligence, as a contribution to the problematization/dialogue around the issues of the prevention of intra-school violence.

The teaching proposal was structured in ten (10) lessons-activities with themes-concepts, such as trust, friendship, negotiation, cooperation, etc. Literary texts, still and moving images (photo, cinematography) and kinetic actions were used to create simulated situations inside and outside the classroom. The students simulated daily negative emotional situations that occur in the school environment (isolation, various manifestations of violence, conflicts, etc.) with the aim, through the dialogue, of acquiring skills to manage their emotions, empathic skills, but also negotiation skills conflicts.

Participants

A group of thirty-five (35) teachers (classes and specialties) of Primary Education, who work in different schools, participated. The teachers worked as one in the informal network of teachers, and implemented the actions in an equal number of school classes (A to 6), for a total duration of six months.

Development of the activity

The core of the first teaching intervention was the ten (10) long lessons with the application of emotional intelligence activities in thirty-five (35) school classes (A to 6) of the primary school.

The term "courses" is schematic and established for communication purposes (first course, second course...). The courses were held in the period November - April.

For each lesson-concept, the corresponding material folder was created. The lesson plan (instructions, activities, worksheets) and the corresponding teaching material (audio-visual material, texts, etc.) were delivered/sent to the teachers at a rate of one per fortnight electronically.

The content of the teaching proposal was structured in ten (10) lessons-activities. Each "lesson" targets a concept. The ten theme-concepts:

1. Trust
2. Friendship
3. Learning to listen
4. Words are not meant to hurt
5. Feeling and recognizing emotions
6. Anger management Negotiation
7. Anger management Negotiation
8. Respect
9. Cooperation
10. Prudence - Responsibility - Order.

The previous experience of implementing similar programs (educational programs, teaching proposals, publications, etc.) was used to formulate the teaching proposal.

The prerequisite characteristics of the activities:

- They do not resemble every day, school-based actions. They have a playful nature, so that they are attractive to children, attract their interest and seek their participation. At the end of each lesson, it is suggested to carry out expression activities using various forms of expression (music, visual arts, movement, creative writing).
- They avoid teaching, moralizing, the promotion of social stereotypes (violence, racism, sexism, nationalism, elitism, religious beliefs, anti-democratic models of behavior, negative attitudes towards the elderly and people with disabilities, etc.).
- They seek to search and reveal implied concepts as they are not limited to the representation/reproduction of dominant social practices and behaviors or the projection of socially acceptable values, but in the projection of opposing practical and ideological views (views of the world that are displayed and views of the world that are hidden).
- They offer children the possibility of forming a free position towards things through dialogue, avoiding the teacher's verbalization.
- They look forward to the expression of the children's experiences and emotions, projecting the world the child lives in, and posing morally existing problems-dilemmas (cognitive conflicts) to the children, to which they are asked to propose solutions (signing a contract), feeling the reality.

The teachers had the possibility to choose the time (day or days) that they will teach within the teaching fortnight, the frequency (one teaching or more or less per fortnight), the realistic time they will allocate for each teaching (two teaching hours or more hours), the inclusion of the courses in the weekly schedule or the change of the order of the courses.

In addition, the teachers had the flexibility to change the teaching material, change the teaching stages, choose the activities or plan and implement new activities. After all, the number of activities proposed in each material folder obligates the teacher to choose those activities that fit the profile (desires, abilities) of his/her students, the communication needs of the class as a group, the available teaching time etc. It is characteristic that in the material folder of the fifth lesson: I feel and recognize emotions, more than two dozen activities are proposed for implementation.

The teachers also had the possibility of editing the texts or other products (images, etc.) produced by the students and publishing them in ways that they (in collaboration with the students) would choose.

Another characteristic of the didactic proposal is that of creating communicative conditions. Literary texts, still and moving images (photo, cinematography) and kinetic actions were used to create simulated situations inside and outside the classroom.

The students, participating in indirect events, simulated daily negative emotional situations that occur in the school environment (isolation, various manifestations of violence, conflicts, etc.) with the aim, through dialogue, of acquiring skills to manage their emotions, skills empathy, but also conflict negotiation skills. The dialogue, the individual and group submission of proposals to address the issues led to the conclusion of a relevant contract.

The teaching steps:

1. Creation of simulated situations - indirect experience of events
2. Expression of students' feelings
3. Group meetings, dialogue
4. Suggestions for dealing with situations
5. Agreement-contract
6. Expression activities.

Results

In terms of the effectiveness of the actions, positive elements were reflected in the organization of the class and the development of a positive psychological climate (development of dialogue, reduction of conflicts, development of conflict resolution skills, application of teamwork processes). The teachers found the two-way relationship between the positive psychological climate and the implementation of emotional intelligence activities.

The didactic proposal proved to be feasible and practically implementable for all school classes of the experimental application under the present conditions. It is characteristic that no teacher left the program. The implementation of the actions proved to be feasible also by teachers of specialities. However, there were cases where the application was linked to specific problems occurring in the classroom.

The activities were included, by the choice of the teachers themselves, in the hours of the Flexible Zone, in which no specific subject is taught, but are available for the implementation of cross-curricular activities. Teachers were looking for realistic teaching time to implement more activities. The teachers state that their expectations from the implementation of the activities were met quite a lot.

The students' participation in the activities is characterized as enthusiastic. Even the participation of students who, in other circumstances, stayed away from class activities appears to be satisfactory. The teachers state that the reasons for the satisfactory participation were the lack of teaching, the playful nature of the activities and the creation of simulated situations.

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>

Designing and implementing a school program mediation

Peaceful conflict resolution at school

- 01 Resolve conflicts that might lead to violence bullying/cyberbullying
- 02 Promote tolerance, understanding and empathy
- 03 Improve school climate, cooperation and dialogue

Contextualization

Mediation is the confidential discussion of a dispute between two parties, conducted consensual, i.e. if both parties agree before a third, neutral party that has trained to mediate. School Mediation is a program and at the same time a process where students after they are trained in the context of a group of educators who take on the role of mediator, helping to peaceful conflict resolution between their classmates. The important thing in the process is the conflict management in the conflicting children themselves to seek solutions according to their needs and their wants. Taking over the process of solving the conflict effectively, the children themselves have the opportunity to recognize and experience their development process (their growth) socially, emotionally and morally.

Health Education Programs with School Theme Mediation started in schools of Western Thessaloniki in the 2010-11 school year and continues until today. Why mediation as a way of peaceful conflict resolution is not only for specialists but it is a tool that should be disseminated in everyday life, as a basic ability of individuals. Johan Galtung, Norwegian sociologist and major founder of peace and conflict studies in Oslo, sees mediation as an elementary technique, which should be made known and accessible to every human being, such as hygiene and disease prevention.

General description

The purpose of the workshop was to raise awareness among teachers on conflict management issues between students at school with the personal responsibility of those involved and the assistance trained student mediators in the role of 'catalyst' of the conflict resolution process for the benefit of all involved.

Through active - participative processes within the framework of the workshop an attempt was made to inform/familiarize the participants with the way of peaceful conflict resolution/ differences between classmates at school with the help of peers, i.e. School Mediation. Issues of definition, conditions for the effectiveness of School Mediation were discussed between peers, the basic principles of the method, its techniques and limits. Information was given on how we organize a Health Education program on School Mediation, how we educate students – mediators to become a 'bridge of communication' between those involved in incidents of violence or school of intimidation, in order to find space, time and a way to peacefully resolve their differences.

They discussed issues of methodology and educational materials that can be used in its application program. With the method of simulation, the participants, assuming roles, dramatized with based on a real scenario the mediation process practicing the steps followed by the mediators. So they had the opportunity to see the mediators' way of working and to discuss the questions on the process as well as problems one may face teacher - coordinator of such a program during its implementation at school.

Participants

A total of 36 high school students participated in this specific intervention.

Development of the activity

By starting a School Mediation program and leveraging team dynamics, through activities, mediators are trained in 2-hour meetings on the following topics: Acquaintance - Group Purpose - Expectations / Member Motivation - Contract / Group Rules - Active Listening / Empathy - Team cohesion - Building trust - Recognizing emotions - Coping with of anger - Putting aside anger - Confidence and determination - My individual rights - Violence in our lives - Conflict Resolution - Existence of Alternative Solutions - Mediation Process - Simulations – Virtual mediations.

After 12 - 14 two-hour training meetings of the group the mediators entering into a role facilitator / 'catalyst' / 'communication bridge' can:

1. Help stakeholders find appropriate space, time, and a way to communicate with each other.
2. He listens and helps them hear and understand each other using communication techniques
3. Listens and helps each other to understand the feelings of the other
4. Does not give solutions, does not judge, does not criticize
5. Helps the disputants to find an agreement that suits them, in which no one will be a loser but both will be mutually gained.
6. He/she is interested in the development of the agreement

First, the participants were introduced. A circle was created by rearranging the chairs. The arrangement in a circle achieves better communication and interaction in the group eye contact between all participants. Also, the circular arrangement gives the image of equality between the members but also between the members and the coordinator / animating teacher. As everyone is at the same level within the group, everyone is given the opportunity to learn from everyone, both the coordinator and each of the participants, without hierarchy or authority.

The introduction round happened in a gamified way. Each participant introduced himself/herself (name and school or other status), mentioned his/her previous knowledge of school mediation and what he/she expected from the workshop. Then pass the ball to the next person until all participants have finished. It was clarified which of the expectations of the members could be satisfied in its context laboratory and which ones were not, the design of the laboratory was presented in order to achieve the goal and requested the consent of the participants and the active participation of all in order for the group.

Issues of the theoretical background of the assisted mediation program were discussed in the presentation, such as the definition, the clarification of the mediation term, the proposed way implementation, the proposed training materials, the proposed training structure, the follow-up support of mediators and the evaluation. The possible difficulties were discussed, and some were pointed out milestones in implementation.

Then, the participants were divided into two smaller groups in order to work collaboratively, discuss a scenario and prepare a mediation simulation. It was given to each group a hypothetical scenario of intra-school conflict with requests, assuming roles involved and mediators, to practice in the mediation process. The time given to groups was 20 minutes to prepare and rehearse the mediation steps to then the presentation of the dramatization of each group to the plenary. Discussion followed, what helped and what not in the positive outcome of a mediation and questions were formulated on practical issues implementation of the program and the peer mediation process. Material was given with mediation protocol, evaluation and bibliography. Finally, there was an evaluation of the workshop with free expression of the participants on what they think from experience.

Results

The management of conflicts by the students themselves was something new in educational practice and attitude and time was required to evaluate the results. Nevertheless, students and teachers who have been involved in the implementation of a school mediation program evaluated positively the results both at the individual and group/societal level and suggested its continuation program referring to the positive results of the application.

More specifically, some of the results were:

- It resolved existing conflicts and helps prevent and deal with future ones.
- Taught useful life skills
- Contributed to the emancipation of students and increases their self-esteem. (Development of responsibility-self-image)
- Presented a model of an effective alternative perspective to threats and violence. (Dialogue-Cooperation)
- Promoted tolerance, understanding and empathy
- Defused tensions so that members of the school community, teachers and students can focus integrally on education
- Improved the school climate
- Reduced disciplinary measures

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβιάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>

An episode of narcissistic rage at school

Possibilities and limits of pedagogical and counseling interventions in the Greek school then and now

01

Prevention of violent incidents, bullying and cyberbullying

02

The key role of the teacher

03

Relate to an actual incident

Contextualization

According to Kohut, developing and maintaining a healthy self requires the fulfillment of three basic needs. These needs are:

- The mirroring need: the individual's need to feel recognition, acceptance, affirmation and appreciation, especially when exposing something important to the same and to the significant other.
- The idealizing need: the individual's need to feel that he is a part and protected by an admired and respected other.
- The individual's need to experience an essential similarity with the significant other (Alter ego or twinship need), which is connected to the experience of feelings of similarity (likeness), mental affinity (kinship) and fellowship with other human beings.

Giving emphasis in the process of developing a coherent self in the web of interpersonal relationships with significant others, Kohut introduced the concept of narcissistic rage as a result of the frustration of any of the three fundamental Needs. Narcissistic rage is an unmanageable, traumatic ordeal for a fragile self, which he experiences as a threat to his elemental coherence, and which arises automatically and explosive emotional reaction to the threatening situation and can be interpreted as a sign of (threatened) shattering of the self.

General description

The starting point of the work is a real incident of school violence which a teacher experienced at the beginning of his educational career. The behavior of the violent student can be adequately described as an episode of "narcissistic rage". The concept of narcissistic rage was proposed by American psychiatrist and psychoanalyst Heinz Kohut, founder of the psychoanalytic approach to the Psychology of Self Psychology. Narcissistic rage is an automatic emotional reaction of one of a subject with a fragile self in a behavior that the subject perceives as an insult or humiliation and gives him feelings of unbearable shame. The paper briefly presents the concept of narcissism of anger (Kohut, 1972) and, based on this concept, an interpretation of the student's behavior is proposed. This interpretation highlights the possibilities and limits of pedagogical and counseling interventions for the management of similar incidents in the Greek school today in contrast to the past.

Participants

The present incident involved the teachers and students of the school unit in which the incident took place.

Development of the activity

Antonis was a first-year high school student, with excellent results and a lively mind, with a demeanor that he was anxious at times, but also introverted. One day, in the history lesson, on occasion a discussion about ancient Greek statues, he publicly admitted that he feels uncomfortable at the sight of the naked female body. During the next break, a fierce fight broke out between Antonis and Giannis, who was one of the weakest students in Antonis' class. It seems that John whispered the confession of Antonis to the guys in the next section, who approached Antonis and mocked him saying something like: "That's right! You can't bear to see naked women...". When Antonis angrily demanded the reason from Giannis, he cursed him "f...". Antonis grabbed Giannis by the neck. The ephemera professor led Antonis to the Principal's office.

Three points, I think, allow us to characterize Antonis' reaction as an episode narcissistic rage:

Antonis' reaction was explosive and unpredictable, to the extent that the school teachers were faced with a painful surprise (some expressed it openly to Antonis: "how were you able to react like that? I didn't expect that from you"). § Antony chose to vent his anger on someone from all perspectives and characteristics weaker than him (while not facing those he considered equal or stronger). The contribution of the weaker one in the offense unleashed an outburst of narcissistic rage against him ("eh, no and him..."). One could say that Antonis' choice to clash with John shows the limits of his narcissistic world. § Behind the public confession of Antonis, which was the occasion of the conflict, there is an insecure, vulnerable self and feelings of guilt and shame (perhaps a splitting) against the emerging sexuality during adolescence. With his public confession, Antonis revealed a vulnerable, therefore completely personal, point of himself and indirectly asked for understanding and help. He experienced the reaction of his classmates as mockery.

Results

Antonis of the actual incident was never punished. Maybe the school principal took notice of the overall image of the student until then. Perhaps, also, he thought that they should either be punished so o Antonis as well as Giannis or no one. However, one of his comments to Antonis' mother ("It's a pity child to have such a problem. Greek culture praises the human body...") shows that he suspected that the basis of the problem is deeper.

Today there is an institutional framework and an experience, so that we can validly argue that the management of similar incidents can be thorough. The teachers participating in the Action Team Prevention of the school can have a decisive role in the management of the incident immediately and at medium term level. In the medium term, the reintegration of its protagonists is a very important episode in school life, the healing of wounds and the elimination of any stigma. In perspective this includes the application of mediation practices. Beyond the institutionalized interventions, it is important to remember that always the attitude and behavior of sensitized, empathetic teachers to self-traumatized students, like Antonis, can be a catalyst for mental changes.

The Counseling Manager could contribute to the management of similar incidents at Youth Station as a representative of a consulting service provider belonging to education. Some of the goals of the counseling support of a student who, like Antonis, manifested one explosive, narcissistic anger could be the following (corresponding to Antony's anger characteristics): a) recognize the feelings of shame and humiliation that triggered the explosive reaction, b) to recognize the intensity and explosiveness of his reaction, compared with the stimulus of the insult, to realize that he "lost control", c) to recognize and take issue with the fact that he directed his anger at the instigator but not at the sole culprit of the insult.

The broader goal (served by the previous three) is for the student to discern that his reaction is associated with a wounded self-esteem and to escape the dangers of both defensive (through rationalization), self-justifying entrenchment ("I did him good, he should learn to be more careful with me another time...") as well as overwhelming guilt ("how could I have behaved so;").

In the case of Antonis, the final goal of the counseling support would be to accept the discipline of his emerging sexuality so that it is integrated with the rest of his psyche. It is about an extremely difficult target, which requires particularly delicate manipulations and discretion. It requires, also, the cooperation of the parents, as the way each teenager experiences his sexuality depends on the history and present of family relationships.

For these reasons, the teacher-consultant should be prepared to refer to a similar incident and suggest a specialized, long-term intervention – which, however, in the current situation, is impossible in the context of one public body. Given, moreover, that the management of sexuality is a critical stake for every teenager, the incident of Antonis is a reminder of the perennial deficit of the Greek school in subjects of psychosexual education.

And since the comment I just made is pessimistic, I want to finish vice versa. It is hopeful that in Greek public education, through institutions such as School Violence and Bullying Prevention Observatory and initiatives like this conference, we have the possibility, in addition to the other many goals, to touch upon and discuss issues that bring to the fore the respect that the unique person of each student deserves. The dynamics of the face we want each of our students to benefit from.

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβιάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>

"I know - feel - react"

I respect diversity

01

Awareness of similarities and differences and discovering the final "distance" between them

02

Team cooperation

03

Elimination of stereotypical perceptions that might lead to bullying/violence and cyberbullying

Contextualization

Why this choice of topic:

- It is considered necessary that even the self-evident things should be said
- Social exclusion and violence are encountered in the everyday life of citizens
- Need for deep understanding of oneself and one's feelings
- Deep understanding of the "other", the "different" in any form (due to gender, age, religion, disability, sexuality) and his rights.

The prevailing stereotypes about disability are based on the medical model, leading to the manifestation of negative perceptions and behaviors, emphasizing not only the lack of knowledge but also the absence of a deeper understanding of disability. The child initially perceives the world mainly through differences and less through similarities. Each different person is important and the school must respond to the needs of the time.

The acceptance of diversity through the path of respect, understanding and cooperation highlights the uniqueness of the individual as well as his needs and abilities. The educational community is given the opportunity to overturn negative perceptions, reinforce positive behaviors and ultimately respond to a diverse society. The "other" is an important member of the group and its diversity in the school space should provide opportunities for interaction.

Stereotypes express the "knowledge" that people think they have about certain peoples, social groups or categories of people (e.g. disabled, foreigners, race, elderly, gender, homosexuals, etc.) An important element of this social knowledge is that the data concerning reality are not approached in objective terms. Stereotypes are put into operation with a non-rational automaticity, negatively affecting judgment.

General description

Children's perception of difference follows in time the perception of similarity. Disabled people and disability in general are presented to them by adults as something "different", "inferior" and many times as something that should cause them pity or even frighten them. In our effort to modify such perceptions and stereotypes, the present inter-school action was implemented, within the framework of the School Activities Programs.

Its implementation was aimed at raising the awareness of mainly students (but also teachers of General Education) on Special Education issues, with the ultimate goal of reducing intra-school violence. The fairy tale "Elmer the Elephant Parsley" was used as a basis, which deals with issues of diversity and coexistence. Elmer's presence was pervasive throughout the Program, both in terms of construction and philosophy.

We started by exploring the previous experiences, perceptions and stereotypes of children and teachers, offered our knowledge and perspective, used common experiential activities as a vehicle and ended up capturing new meaningful perceptions and life attitudes towards diversity and its relationship with violence.

Participants

12 students of the Special Kindergarten of Chalkida, 12 students of the E1 section of the 6th Dim. School of Chalkida and 8 students of the Integration Department of the 6th Dim. Chalkida School participated in this action.

Development of the activity

1. Activities of the children of the 6th D.S. Chalkida

Snake board game. We go up and down stairs depending on how we treat Elmer. 10 A4 size triplets depicting different moments from Elmer's story. Felt finger puppets depicting Elmer in various phases of the story. With plasticine, he made a mother with her son Elmer in different phases of the fairy tale, thus decorating the corridors of the school.

2. 1st Visit of the 6th Board of Directors Chalkidas at the Special Kindergarten of Chalkidas

Before the visit: Recording the children's feelings regarding the disability and the upcoming visit to the Special Kindergarten of Chalkida: Fear, wonder, anxiety, joy and even disgust and reluctance to come. Sending photos of children of the Special Kindergarten by mail on the 6th Dim. "Choice-undertake" by the children of the Primary School. Their "acquaintance" with them - disability now has a face - a name. Cards with the names of the Kindergarten children.

During the visit: Getting to know the children. Embarrassment is gradually reduced and positive ways of approach are created. Familiarity with the educational material of the Kindergarten and the school premises. Group activity "Elmer". On a large surface the children drew Elmer and the mainstream children provided help where needed by "guiding" the hands of the special kindergarten children

3. Visit - discussion at the 6th Board of Directors. Chalkida

At the request of the children of the 6th grade, a visit was made to their place by the teachers of the Special Kindergarten and their impressions and feelings were discussed. Fear gives way to joy and satisfaction. Even the child who did not come because of fear began to express curiosity by stating that he would be at the next visit. One of the children cried more redemptively for previous feelings. The visit ended with a big hug from teachers and children.

4. 2nd Visit of the 6th Board of Directors Chalkidas at the Special Kindergarten of Chalkidas (Gaitanaki)

On the occasion of Halloween and with the help of a dance teacher, the children of both schools danced the traditional merry-go-round hand in hand. The children, relieved of the stress of the first visit and the discussions that followed, felt more comfortable and liberated.

5. 3rd Visit of the 6th Board of Directors Chalkida at the Special Kindergarten of Chalkida (Sea)

Group work with the theme of the sea (sand, waves, shells, fish). On each fish we placed a photo of children or teachers respectively. Final message "In our own sea we are all different, but we swim together."

Results

An attempt was made to identify each one's own basic feelings:

- Based on the feelings I recognize in myself, I make sure to express myself with respect both to myself and to others.
- As I want or don't want something, I accept that others can be different depending on what they feel and I accept at the same time that all people feel the same emotions
- I learn to express yes and no but also to accept yes and no when I like something or when it bothers me respectively
- Diversity as defined, expressed or manifested has the same important value for everyone
- Diversity is multidimensional, it concerns "separate" people but when meeting with others it gives the opportunity for new experiences
- Awareness of similarities and differences and discovering the final "distance" between them
- Contact with new educational materials.

Pedagogical results:

- Execution of simple commands
- Team cooperation
- Social interaction and proximity: ability of the child to be close to other people (tolerance of noise-music, tolerance of physical contact, movement in a crowd, appropriate body distance from other people)
- Elimination of stereotypical perceptions, which related to minority groups
- Formation of positive patterns of behavior, attitudes and values towards persons belonging to minority groups in the school community.

For more information:

Περιφερειακή Διεύθυνση Π.Ε. & Δ.Ε. Κεντρικής Μακεδονίας και Συγγραφική ομάδα. (2016). ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ «ΣΧΟΛΙΚΗ ΒΙΑ & ΕΚΦΟΒΙΣΜΟΣ». In Σ. Γρόσδος, Α. Κόπτης, Χ. Πουμπίδης, & Α. Τσιβάς (Ed.), (p. 449). Θεσσαλονίκη. Retrieved from <http://www.kmaked.gr/site/phocadownload/praktika.pdf>