

# *Teacher Training 2019*

*Behavior and conflicts new methodologies,  
motivation and cooperation strategies,*

*структуриран обучителен курс*

*Барселона, 14- 25.10.2019г*

*Грета Райковска-*

*старши учител, гимназиален етап*

**Добре дошли  
В  
Barcino school,  
Barcelona!**



**Тук времето  
се измерва с  
ПОЛОЖИТЕЛНИ  
ЕМОЦИИ**



# Първата седмица

# CLASSROOM MANAGEMENT

Classroom Management- Barcelona 14th-18th October 2019



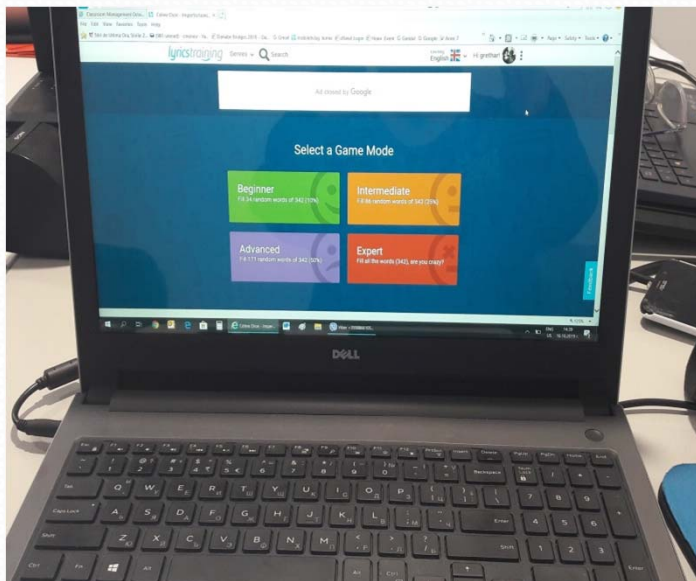
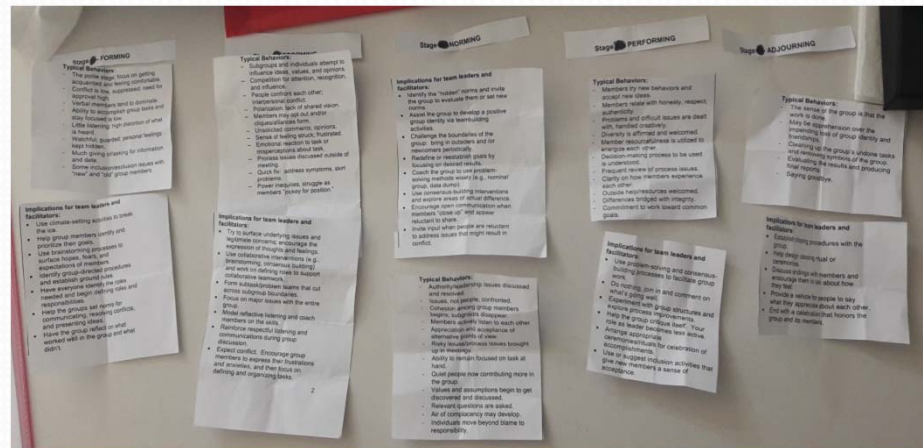
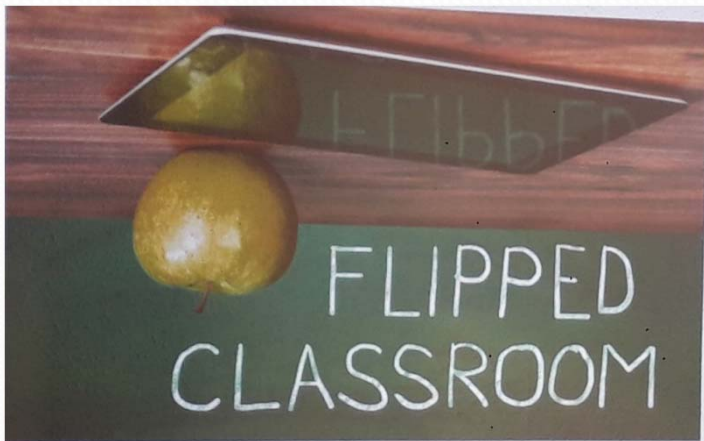
Day/Time	Monday	Tuesday	Wednesday
9:00-10:30	-Welcome & Warm-ups -Introductions	-Teacher-Centred VS Student-Centred approaches	-Behavior and Conflict Resolution: Peer Mediation
10:30-10:45	Break	Break	Break
10:45-12:00	-School presentations -Course Introduction	-Project-based learning	-Enhancing teamwork and cooperation among your students
12:00-12:15	Break	Break	Break
12:15-14:30	-Enhancing Motivation with Digital Tools: Managing your Classroom with Google	-Behavior, Emotions, and Rules: Managing your classroom with Emotional Intelligence	-Assessing your students with Pickers

Classroom Management- Barcelona 14th-18th October 2019



Day/Time	Thursday	Friday
14:00 – 15:30	-Project-based learning ( part II)	-Developing/Enhancing your rubrics
15:30 – 15:45	Break	Break
15:45 – 17:00	-The Flipped classroom and The Khan Academy	-Creative, Student-Centred Exercises -Is it really all about motivation? Best practices to use in your classroom
17:00 – 17:10	Break	Break
17:10-18:00	-Designing your own Flipped Classroom!	-Taking it home and making it happen: implementing what you've learned -Certificates

# Забавно, интересно и полезно!



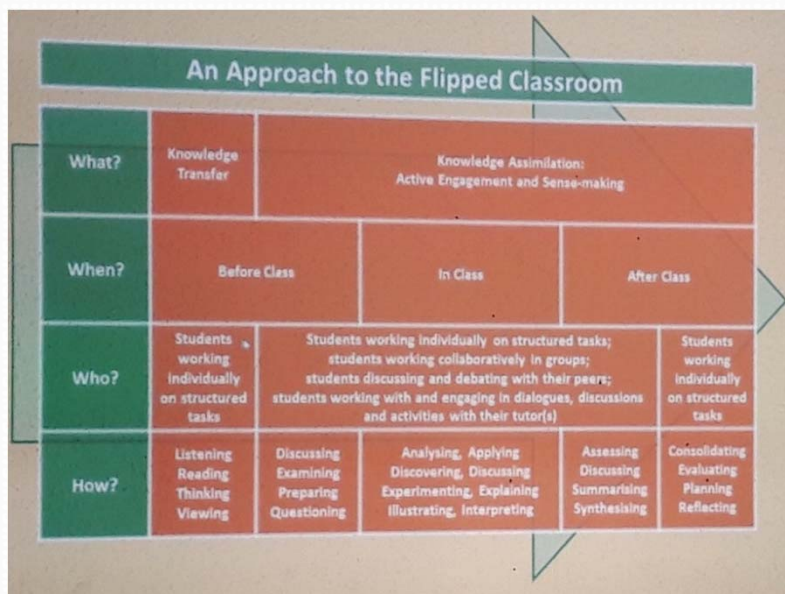
В клас времето минава в екипна работа,  
споделени практики и много нови знания



*E-Teacher Scholarship Program*  
**ESL Post-Secondary, Laura's Class,  
 Phrasal Verb Mini-Project**

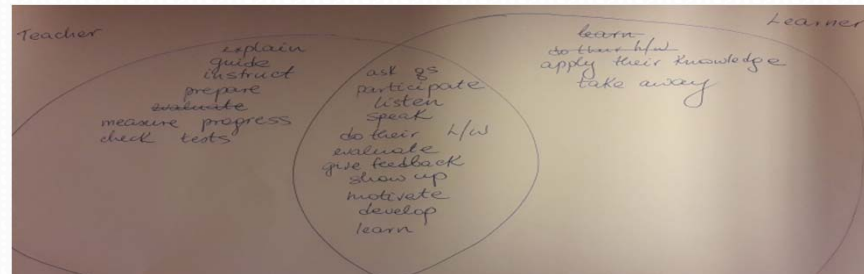
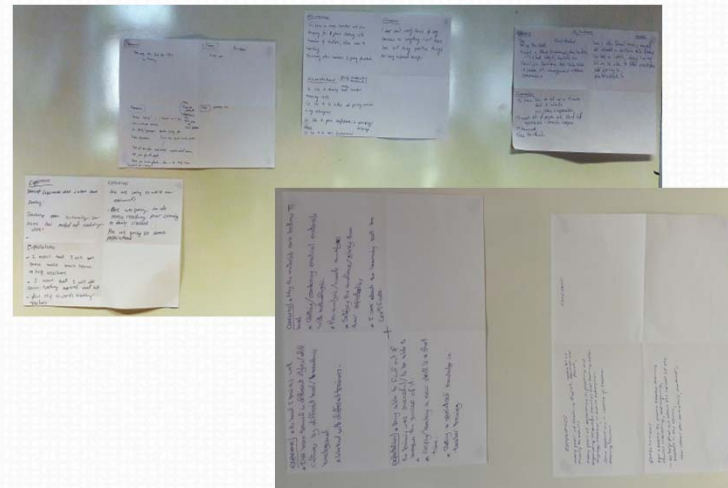
In this video, you will follow Laura's intermediate level oral skills class over several days. The teacher introduces the concept of phrasal verbs, and then involves students in a mini-project. Watch how the teacher addresses the concerns she raises in the interview later while in the class. Notice how the students interact with each other when creating the role-plays.

- The teacher talks about the project in several interview clips.
- The teacher introduces phrasal verbs and describes how they are used.
- The teacher introduces the project and distributes a handout.
- Students present their phrasal verbs to the class.
- The teacher processes each presentation afterwards.
- The teacher introduces the role-plays based on the student phrasal verbs.
- Students prepare the role plays.
- Students perform the role-plays and assess them as a group.





# Еразъм+ Отново в работна атмосфера...



# Why did you become a teacher?

1. enjoy working with children and young people
2. wanting to make a difference
3. variety. Every day is different
4. inspired by my own teachers at school
5. love of my subject
6. to have fun
7. great experience in my own education
8. having long holidays
9. family members work in education
10. avoiding having to use childcare if starting/having a family
11. poor experience in my own education
12. limited career options after graduating
13. other

A survey of 858 teachers carried out by The Association of Teachers and Lecturers (2015)

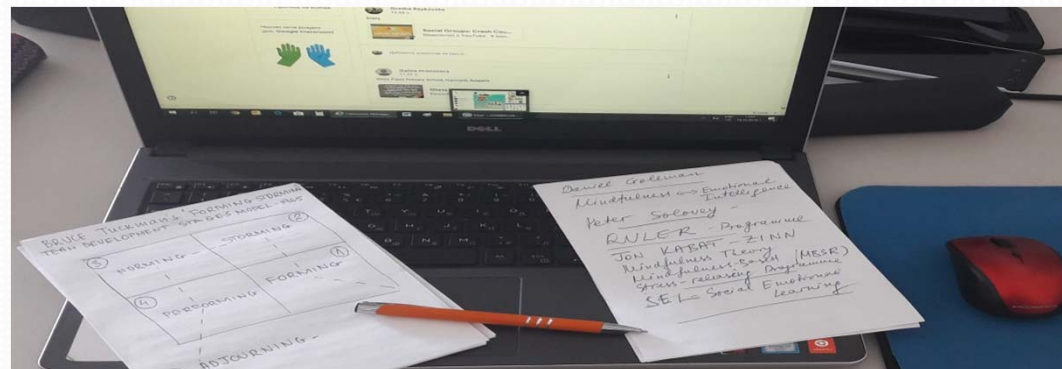
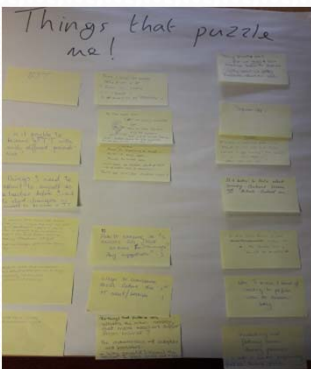
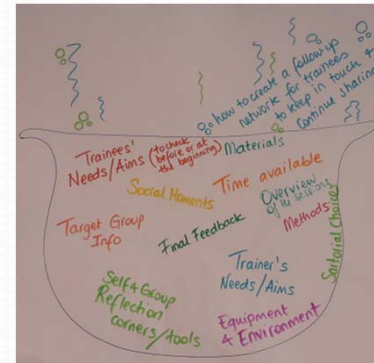
# Всичко започва от този въпрос...



Еразъм+

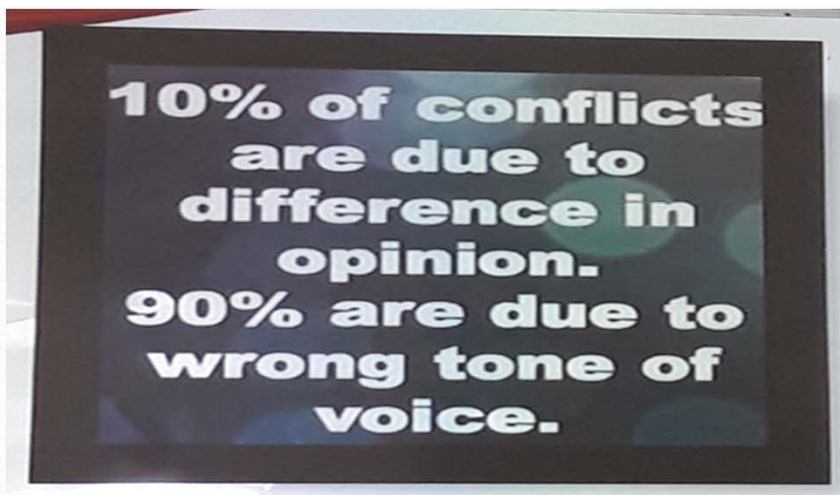
# Защо стана учител?

Childhood	Teenage	Adulthood	Middle age	Old age	Decrepitude	
WISDOM DEPENDENT CUTE TRAVEL	SHAMING CURIOSITY noisy SHAMELESS INNOCENCE PLEASURES play	relationships Smart ass will of hope expectations in life dramatic STRESS ADOLESCENTHOOD	RESPONSIBILITY THINK + FEEL freedom MATURE WISE maturity having serious responsibilities	Adult life Ours TURNING POINT new expectations about life ambivalent ideas or habits to keep feeling young	WISDOM FREE TIME They do know it all! reluctantly REGRET LOADS OF TRAVELLING	PEACE HOPEFULLY! FRAGILE DECADENCE LOVELINESS EPIPHANY FEAR Relief





# Седмица втора



Conflict Management, Emotional Intelligence and Bullying Prevention  
Barcelona



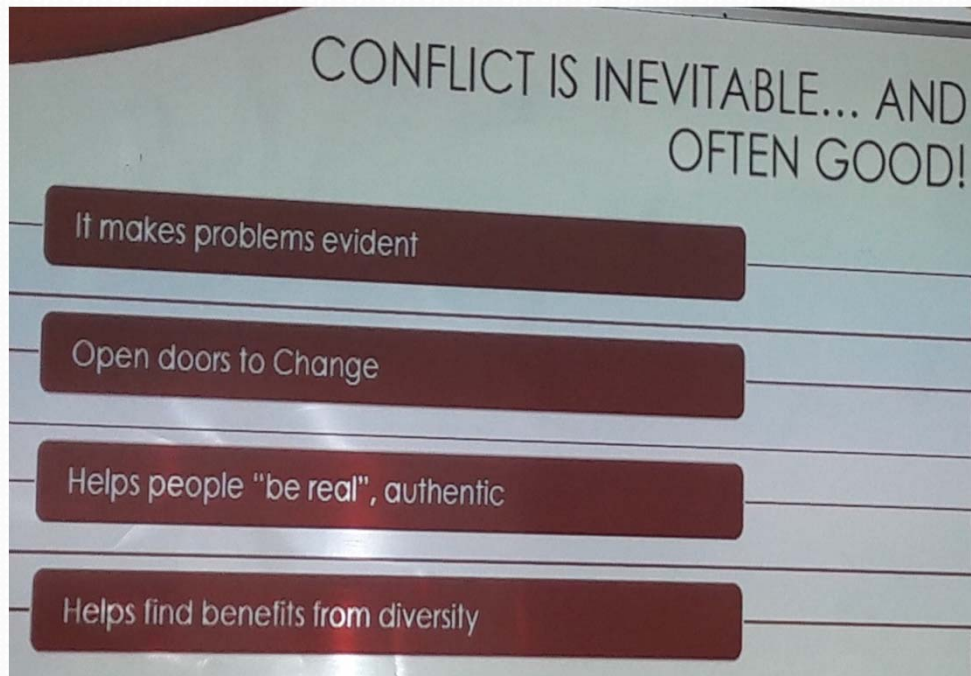
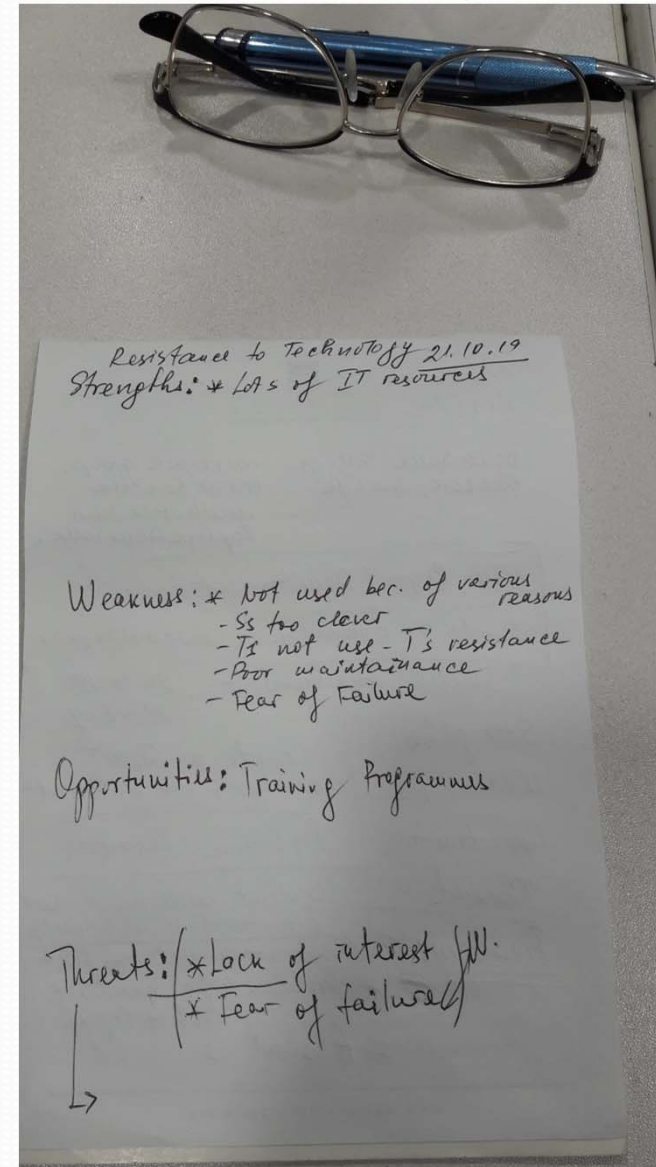
MONDAY 13.30-18.00	TUESDAY 09.00-13.30	WEDNESDAY 13.30-18.00	THURSDAY 13.30-18.00	FRIDAY 09.00-13.30	SATURDAY /
Welcome introductions Course Info	The positive side of the Conflict	Conflict management	Prevent and identify Bullying	Life skills education	Free Time
Break	Break	Break	Break	Break	
Presentations	Promoting a positive school environment	Emotional intelligence	Prevent and identify Bullying	Design an activity for your school	Free Time
Break	Break	Break	Break	Break	
WOT Analysis for teachers	Practical activity	Practical activity	Role plays	Roundup of abilities acquired,	Free Time
		GRACIA BARRIO TOUR AND TAPAS 19.00 (Optional)			

\*Besides the Gracia Barrio Tour The first day of the course you will be provided with options about tours in Barcelona to be held either during the week or on Saturday at your best convenience.

# В работна среда!



Еразъм+





Еразъм+

# Още много гледни точки и теми за размисъл ...

## PREJUDICES AND STEREOTYPES MAY BE BEHIND CONFLICTS

A **stereotype** is "...a fixed, over generalized belief about a particular group or class of people."

(Cardwell, 1996).

advantage: it enables us to respond rapidly to (new) situations because we may have had a similar experience before/hear about it; it is comfortable

Disadvantage: we generalize and makes us ignore differences between individuals

## WHO CAN BE IN CONFLICT AT SCHOOL?

- Student vs. Student
- Group of students vs. Individual student
- Teacher vs. Student
- Teacher vs. Teacher
- Teachers vs. Administration/Management
- Teachers vs. Families
- Families vs. Families
- Families vs. Administration



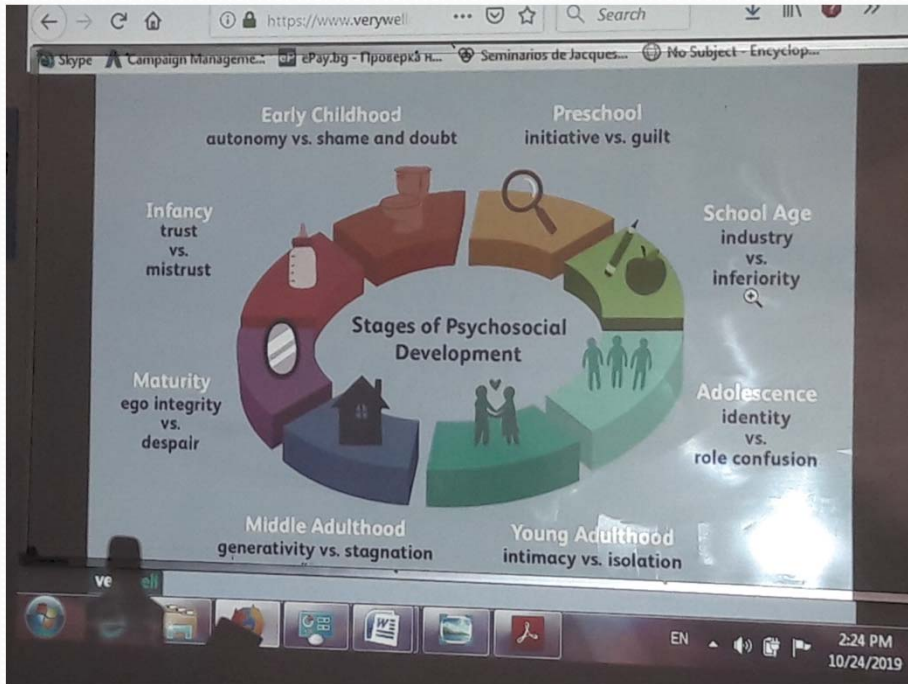
## *Traditional Gender Stereotypes.*

### Feminine.

Not aggressive.  
Dependent.  
Easily influenced.  
Submissive.  
Passive.  
Home-oriented.  
Easily hurt emotionally.  
Indecisive.  
Talkative.  
Gentle.  
Sensitive to other's feelings.  
Very desirous of security.  
Cries a lot.  
Emotional.  
Verbal.  
Kind.  
Tactful.  
Nurturing.

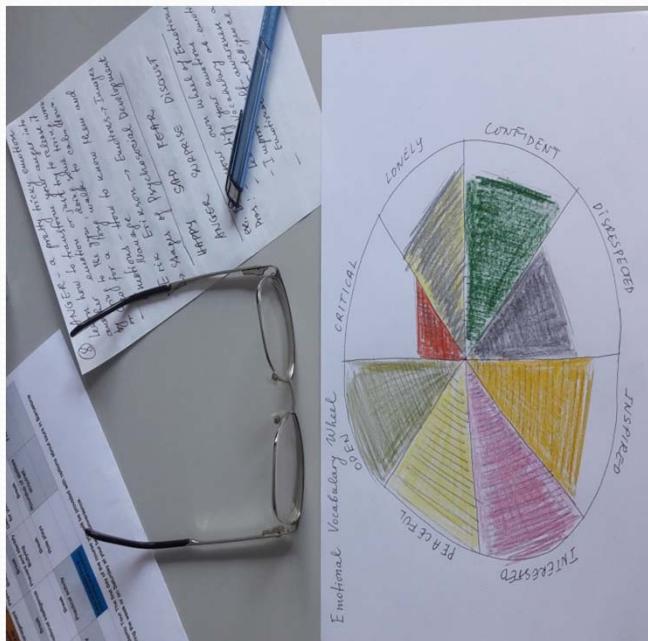
### Masculine.

Aggressive.  
Independent.  
Not easily influenced.  
Dominant.  
Active.  
Worldly.  
Not easily hurt emotionally.  
Decisive.  
Not at all talkative.  
Tough.  
Less sensitive to other's feelings.  
Not very desirous of security.  
Rarely cries.  
Logical.  
Analytical.  
Cruel.  
Blunt.  
Not nurturing.



## Emotional Intelligence, motivation and feelings

- The "know system" and the "do system";
- How emotion hijack the mind?
- How we hide painful emotions?
- Why we are misguided sometimes?
- Why fear and pain aren't necessarily bad for you?



## BULLING

- Bullying is an aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
- **Kids who Bully:** These children engage in bullying behavior towards their peers. There are many risk factors that may contribute to the child's involvement in the behavior. Often, these students require support to change their behavior and address any other challenges that may be influencing their behavior.
- **Kids who are Bullied:** These children are the targets of bullying behavior. Some factors put children at more risk of being bullied, but not all children with these characteristics will be bullied. Sometimes, these children may need help learning how to respond.

# Красива е Барселона...



# По улиците на Барселона...



Еразъм+





# Барселона, ще се срещнем отново...



Еразъм+

