



VIRTUAL REALITY
TO HELP TEENS WITH SOCIAL
AND EMOTIONAL LEARNING

BOOKLET:
The Adult's Role



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FOUNDATION

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PRESENTATION OF THE PARTNERS

JASMIN ROY FOUNDATION



The primary mission of the Jasmin Roy Foundation is to fight bullying, violence and discrimination against elementary and secondary school children. Its goal is to promote caring environments for students by supporting and organizing various initiatives that provide more effective intervention with victims, aggressors and witnesses. The Jasmin Roy Foundation's team is committed to finding long-term solutions to the problems of violence and bullying in all walks of life; the Jasmin Roy Foundation's team also seeks to create caring and positive work environments by preventing harassment as well as elder abuse.

INSTITUT PACIFIQUE



Since 1976, the Institut Pacifique has been developing programs and services to prevent violence and psychosocial problems among youth in early childhood education, schools and communities. Over time, the conflict resolution expertise and reputation of the Institut Pacifique spread beyond the Montreal region and throughout Quebec, Canada and abroad. The Institut Pacifique promotes peaceful conduct on a daily basis in order to prevent these problems and build violence-free environments.

SHERBROOKE UNIVERSITY



A prestigious and modern institution, Sherbrooke University (SU) is one of the top-rated universities in Canada. Recognized for its human dimension and its innovative character, it is distinguished by its student-centred culture and various initiatives to promote everyone's success.

SU is also distinguished by its comprehensive programs at all three levels, covering a broad range of disciplines (nearly 400 degree programs). The University offers a diversified program that meets training needs, particularly at graduate levels (research programs, master's programs, continuing education, microprograms and customized training).

The high quality of the work carried out by its professors has enabled SU to acquire an excellent international reputation and to participate in major discoveries and innovations in various disciplines. Significant investment by public and private partners in recent years has also enabled it to modernize and develop new high-calibre research infrastructure.

It is a rewarding human and academic experience to study in SU's dynamic and stimulating environment.

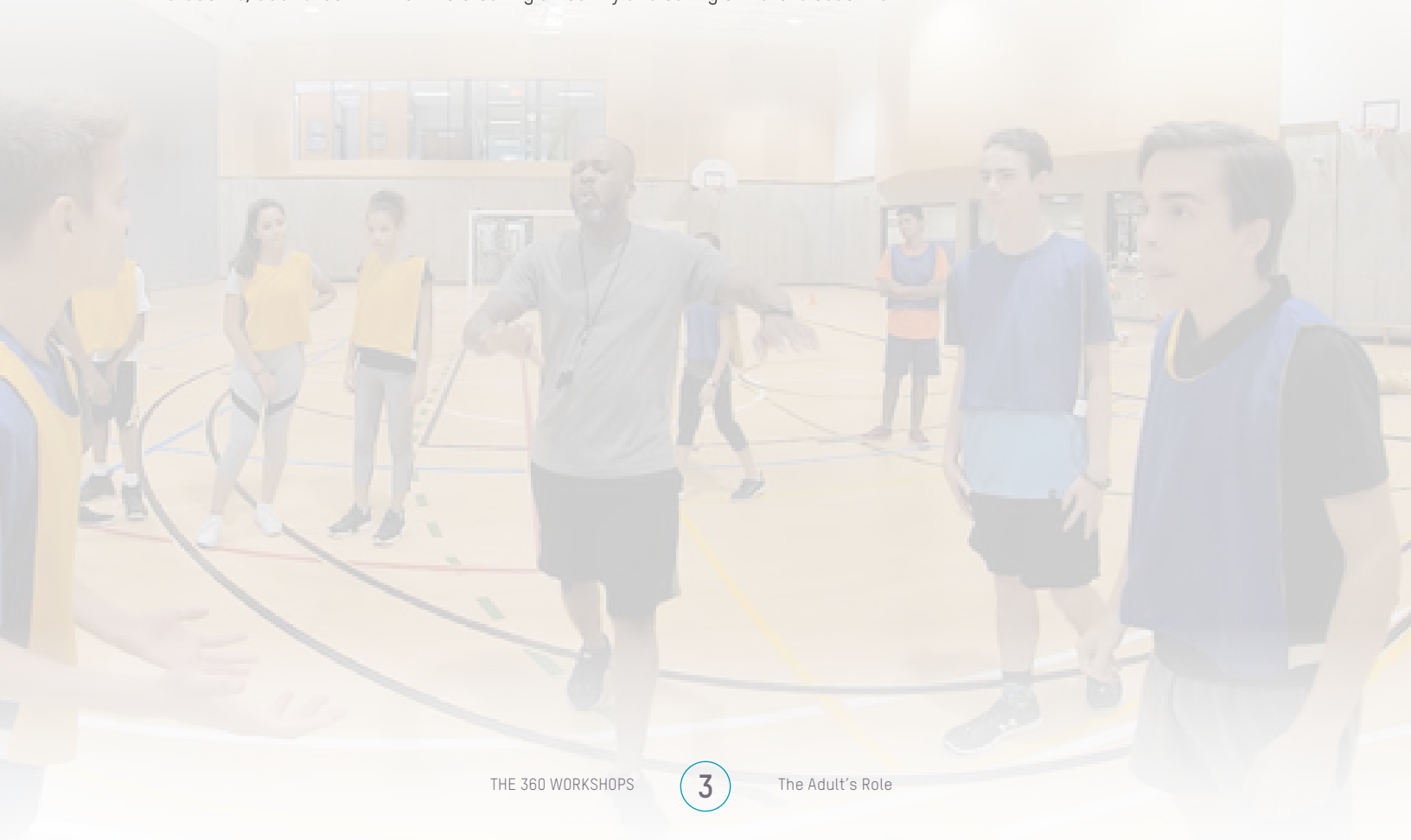
THE ADULT'S ROLE

This booklet makes an important link between the learning acquired during *The 360 Workshops* activity and the role of adults in schools as role models and as facilitators in violent and bullying situations. It highlights the importance of their role of providing support for students' social and emotional learning (SEL).

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SCHOOL CLIMATE

Research shows that a positive and caring school climate is an important resilience and well-being factor; it also plays a key role in preventing violence and bullying. In addition, there is a well-established link between a positive climate and the quality of learning, academic success and the extent of victimization in school (1). To optimize various positive impacts on students, adults' commitment to creating a healthy and caring climate is essential.



ADULTS AS ROLE MODELS

THE IMPORTANCE OF BEING POSITIVE ROLE MODELS

Adults who work with students play a key role as role models. Students initially learn by example and by observing others around them.

Although there is evidence that the development of students' SEL is beneficial in personal, social and academic terms, it is equally important that adults do not simply teach SEL, but also apply it to their daily lives.

While it is not always easy to be a consistent role model for students for a variety of reasons – personal, professional or due to a complex work environment – it is important not to overlook the influence that adults can exert on them through their behaviour.

STRATEGIES FOR BEING A GOOD MODEL

1 Know yourself

To promote the learning of skills such as emotional and behavioural self-control, positive assertiveness, listening, communication, empathy, civility or ability to check students' perceptions, it is important to be aware of our own strengths and challenges. It is equally important, if not more important, to show students that we can be wrong and have limitations. It is essential to show them how to react and bounce back when we have reached these limits. Recognizing everyone's daily progress and learning also means helping students realize that they always have an opportunity to improve their interpersonal relationships and well-being.

2 Promote and be a role model for SEL development on a daily basis

As adults intervening in schools, we can be role models for students by helping them develop SEL, but also by applying SEL. It is important that adults' actions are consistent with their speech. That way, students can experience the adults' practical application of a theory that was taught. To do so, it is important not to trivialize any situation and to take advantage of every opportunity to demonstrate social and emotional skills as a positive role model for students. In addition, speaking openly and clearly about your own thought processes, communication, self-control, etc. makes it possible to explicitly highlight SEL. A good role model can also take a positive and constructive approach to students' difficulties and emphasize their strengths.

3 Create a climate of trust and openness

Building a climate of trust, a positive group feeling that stimulates thinking, play and communication fosters SEL development and offers many personal and academic benefits for students. There are also various impacts on interpersonal relationships, such as inclusion and openness to diversity. To strengthen each of these components, adults can set an example of inclusive behaviour that promotes openness to diversity by building trust with students. This can be achieved by supporting inclusive behaviour, but also by taking a clear stand against discriminatory remarks or attitudes.

4 Be consistent and coherent in the adult world

It is important that students grow up in an environment in which a common and consistent message is conveyed by the adult world (Beaumont et al., 2014). Although it is true that everyone is unique and that it is unlikely that school professionals will unanimously agree on the same pedagogical approach or view, schools are governed by a code of conduct, an education plan and values advocated by the community. It is also recognized that the positive effects of educational actions are maximized when these actions are planned, coordinated and involve as many people as possible. The commitment of all these players promotes consistency with regard to the messages conveyed, behaviour observed as well as intervention, thus yielding better results. This consistency encourages learning and the integration of concepts and behaviours. Members of the school community (students and adults) must feel socially, emotionally and physically safe. By following and consistently applying these guidelines, adults in schools help students grow up in a safe and healthy environment in which the guidelines are clear and the same for everyone. To do so, it is important that adults have time for discussion and consultation specifically addressing the interaction among students.

NOTE: The booklet *360 Workshops - Practical Application to Everyday Life* provides practical strategies to promote the development of students' SEL as well as examples of adults' behaviours and attitudes to be adopted in order to be positive role models for students.

THE ROLE OF ADULTS IN DEALING WITH VIOLENCE AND BULLYING²

As an adult working in a school, you are likely to experience violence and bullying on a daily basis. To foster a healthy and safe climate and promote mutual respect, you have the responsibility to always intervene. It is also necessary to establish an effective dialogue among various school professionals, since adults can implement various actions and behaviours to deal with violence and bullying in a coordinated and consistent manner.

- 1. Put an end to inappropriate behaviour in front of students** by asserting that the observed behaviour is unacceptable at school;
- 2. Lead them towards the expected behaviour** by reminding them of the school's rules and attitudes advocated;
- 3. Check whether the observed behaviour is an isolated act of violence or a case of bullying** by finding out whether the victim has already experienced this situation before. If so, find out whether other adults in the school have already provided support;
- 4. Refer the situation observed to the competent persons** by taking into account the school's bullying protocol in order to monitor the situation;
- 5. Provide follow-up** by asking the victim whether the situation has stopped or is continuing. If the violence or bullying is continuing, provide the necessary support and resources based on the anti-violence and anti-bullying plan in force at the school. Remind witnesses of acts of violence and bullying that reporting it to responsible adults is also part of proper follow-up, as well as encouraging good behaviour as soon as the student who has behaved inappropriately makes some efforts to change.

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