

Experimentation of the Teaching Source “Pikas method or shared concern method”

Web link: <http://www.pikas.se/scm/>

<i>Level of difficulty</i>	<i>Name of the partner school</i>	<i>Name of the teacher(s) involved</i>
<i>Easy</i>	<i>Secondary school Saint Dominique - Neuilly sur Seine</i>	<i>Astrid de Vaumas (headteacher). The people conducting the interviews are 4 : the school secretary, the secretary in charge of travel, a primary school teacher, an English teacher</i>

Level of difficulty

Easy as long as this method is recognised in the school and the teaching team is involved

Description of the experience

Please describe your experience:

- number of students and age range
- development of the experience
- strong and weak points

4 students in 6th grade (11 years old) are involved : 3 boys (called : bullies) and one girl (called : the target). The boys make all kinds of nasty comments on the girl : they make fun of her appearance (ears, glasses) and her first name. The harassment takes place during recess, in the corridors, on the stairs and in the self.

Several interviews are carried out, in pairs, with an adult and the person concerned.

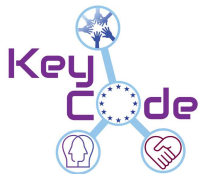
Typical interview:

- 1) I am concerned about C's situation, which is not going well. Have you noticed anything?
- 2) If so: what? What could you do to improve the situation?

Write down the proposal(s)

See you next week, make an appointment to review the situation.

- 3) If not, can you pay attention this week? I'll see you next week so that you can tell me what you've noticed.



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- 2 interviews were taken with C. (the target). (7/10 and 5/11).

At the end of the second interview, the situation improved, the mockery stopped.

The behavior of the three bullies is different. While bully n°1 (IP1) seems calm, lucid, self-confident, minimizes the facts, bully n° 2 (IP2) is much more emotional and realizes very quickly that he made a mistake, and bully n°3 (IP3) realizes afterwards that he has hurt C.

- 2 interviews with bully 1 (6/10/2020 and 6/11/2020): awareness of responsibilities, apologies.

- 2 interviews with bully 2 (5/10 and 9/10): regained his calm, asked for forgiveness, the mockery stopped.

- 2 interviews with bully 3 (5/10 and 9/10) : mockery has stopped

Strong points of the experience:

- The interviews lead the students to become aware of the impact of their actions on others, to think about the solutions they can put in place to deal with the situation. It is a process that forces reflection and awareness and does not punish. Situations can quickly find a positive outcome for everyone.

Weaknesses of the experience:

The limits are the behaviors of children in great psycho-logical suffering.

Please state whether you would suggest the use of this teaching source or not. Please motivate your insights.

This method is effective in dealing with harassment problems at school. It allows you not to accuse or blame the bully but to ask for his or her help in resolving the situation.

In most cases, the situation improves.

Teamwork is also very important for the application of the method.

Needs of the classroom to be addressed

Put an end to a conflict situation in the 6th grade.

Case of harassment in a 6th grade class : 3 boys (bullies) and 1 girl (target).

Validation of the teaching source

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Testing carried out on 2 October 2020: A case of harassment has been reported by an educational supervisor



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