

CE Joan XXIII school, L'Hospitalet. Catalonia-SPAIN

SOCIAL COMPETENCE AND SOCIAL SKILLS PROGRAM

Cognitive Skills: We make sure that students who have social integration problems practise the principles of Spivack & Shure

1. Causal thinking: = *Aptitude to determine the root or reason of one problem*
2. Consequential thinking = *Aptitude to foresee consequences of a fact or thing said*
3. Alternative thinking = *To imagine the most possible number of solutions for a certain problem*
4. Perspective thinking = *To understand why a person thinks or acts in a certain way*
5. Means-end thinking = *To plan aims and analyze resources to programme actions*

Moral Values: We apply the Kohlberg stages:

1. Obedience and punishment orientation: -How can I avoid punishment?
2. Self-interest orientation -What's in it for me? -Paying for a benefit
3. Interpersonal agreement and conformity: -Social norms. -The good boy/good girl attitude
4. Authority and social-order maintaining orientation: -Law and order morality
5. Social contract orientation
6. Universal ethical principles: -Principled conscience

Moral Dilemmas: What alternative to choose

Emotional Education: Development of appropriate skills and intelligence to strength self-esteem and confidence and develop appropriate and creative communications skills

Social Skills: Form students to understand how important is to:

- Say no
- Ask for help
- Apologize

Intercultural knowledge

It is necessary to know about the cultural differences among societies. These competences are acquired in our school from different ways:

- Social sciences subjects like History and Geography open the mind to different cultures, traditions and ways of living
- Religion helps to show the different beliefs and values
- Foreign languages study approach culture and understanding
- European Citizenship subject research in different aspects and involves exchanges of students hosted in families
- Non verbal communication told by immigrant students shown in films, explained by travellers or read on magazines
- Solidarity bonds with schools in Third World

Affective and attitudinal competence

It involves empathy, respect feelings and understanding of different societies. It depends mainly of the family background. However it is developed in our school mainly dealing with the following:

- Emotional Intelligence principles applied in most situations
- Education for the Citizenship classes to control the negative attitudes and offer better sensitiveness towards the different
- Tutorial teachers of the class group present strategies
- Orientation Department run by psychology and pedagogy specialists reflect with students affective aspects

Behaviour and intercultural skills. Fight against stereotypes

Adaptation is necessary in all intercultural relations to ensure mutual understanding. Some activities help to develop it:

- Behaviour flexibility worked in theatre classes by means of drama situations and in teacher and group class meetings
- Working by projects in teams with immigrant students
- Clear and direct speaking avoiding slang or colloquial expressions in some language classes
- Use of nonverbal resources to ensure each other understand
- Never use generalizations of nationality, religion, race, socioeconomic origin. Address always personally by name or pronouns

CONFLICT MEDIATION

- Class group delegates have an essential role for the group cohesion, help in the planning of exams and works with teachers, and help those students with academic or social problems
- The role of their students delegates are to facilitate a good class environment; help to solve conflicts and class problems; have a good relationship among teachers and students
- Psycho pedagogical Department ruled by pedagogy and psychology experts form delegates and help to solve conflicts, where students delegates cannot act.

BULLYNG

Prevention of bullying

Create a positive school environment

- By teaching of **social positive values** during tutorial classes.
- By forming in **Social Competency** in such items like: *Social abilities, Moral, Cognitive abilities, Emotional Intelligence, etc.*
- Introducing positive solutions like acting **assertively**, instead of inhibition or acting aggressively.
- Promoting **student participation**: students' delegates, student commissions for events and to help other students in difficult subjects, etc.
- Organizing **students excursions and trips** to stay together and know each other much better outside the school

Develop a clear code of conduct

- Containing specific "**rights**" and "**duties**".
- **Signed by students and their families** at the beginning of school year

Detection of bullying

- By passing **a questionnaire** given by conflict mediators
- By the study of the class **sociogram**
- By information from classmates, families, teachers or victim.

Intervention against bullying

- **Knowledge of the bullying context** by interviews to tutorial, classmate witnesses, target, aggressors and families.
- After that, act by **meeting and talking** to some of involved people who can stop that bullying and show the consequences if it continues.
- Minor problems may be solved **by students who are formed as conflict mediators.**