



Romania



Greece

EUROPEAN SCHOOLS STAND AGAINST BULLYING

RESOURCE BOOK FOR TEACHERS

A COLLECTION OF GOOD PRACTICES



Italy



Portugal



Turkiye

CONTENT

INDEX

BULLYING

PAG 3-29

CYBERBULLYING

PAG 30-52

GAMES AND DRAMA LESSONS

PAG 53-75

OPENNESS TO OTHER CULTURES

PAG 76-93

DISCLAIMER

BULLYING

FREEDOM OF SPEECH

Teacher – Claudia Putura

School no 51, Bucharest

Themes	Discrimination, Gender equality, Violence
Age	13 – 14 years old
Duration	50 minutes
Class size	31 children
Type of activity	List making, prioritizing, creating a character, discussions (giving reasons)
Objectives	<ul style="list-style-type: none">• To understand the limits of freedom of speech• To understand the emotional consequences of using hurtful language• To practise skills for opposing hurtful language
Preparation	<ul style="list-style-type: none">• there are made 3 cardboard human body shapes• slips of paper with hurtful language, a handout, envelopes with quotes and sticky tape
Materials	<ul style="list-style-type: none">• markers, felt tips, sticky tape, scissors

Instructions

1. Announce the lesson's topic **1'**
2. Warm – up activity **2'**
3. Group students in 6 groups: **10'**

-3 groups should create 3 friends (colour the cardboard human shapes and also invent 'friends' by filling in a handout- **Annex 1**)

-the other 3 groups should discuss some hurtful words - **Annex 2** and decide which column they fall into (they need to decide in their group where they should be; they words can be used more than once) - **Annex 3**

4. The groups that created the human shapes present them to the rest of the students **5'**
5. Ask students belonging to the groups with hurtful language to come to the cardboard shapes and say the words towards a specific shape. Whenever a student says a word, the teacher tears a piece of it **5'**
6. Ask students to explain why the teacher tore pieces away **2'**

7. Ask students in the groups with hurtful language to put the pieces in their place with sticky tape and the students in the groups who created the 'friend' to discuss the same hurtful language and place them in the same handout

10'

8. Ask students:

5'

- do the friends look nice the same now as they did before?
- how can we understand the 'sticky tape'? what can we do in real life after we hurt people with words? is it enough? can we keep on hurting people and then stick the pieces hoping that everything is ok?

9. Discuss freedom of speech by asking questions such as these:

5'

- Should we always be able to say whatever we like?
- Should limits be placed on what we can say about our thoughts and beliefs?
- What kind of language would violate the rights of others?
- What kind of language would violate the reputation of others?

10. Ask students to look at the tables with hurtful language and ask questions such as these:
10

- Did some words appear in more than one column?
- Why do you think some people thought a word was not hurtful and others though it was painful or degrading?
- Does it matter how a word is said? Or by whom?
- Why do people use words such as these?
- Is hurting others by using words a form of violence? Why?

11. Words are very powerful and the activity today proved that. Ask each group to unscramble the words of some sayings about the power of words - **Annex 4** **5'**

Annex 1

OUR NEW FRIEND

NAME:

SURNAME:

AGE:

ADDRESS – CITY

COUNTRY

APPEARANCE (height, weight, hair, eyes, special features, clothes, shoes)

PERSONALITY TRAITS

FAMILY

PETS

HOBBIES

FAVOURITE:

-MUSIC

-FILM

-BOOK

-HOLIDAY PLACE

DISLIKES:

WHEN AND HOW YOU BECAME FRIENDS:

Annex 2

HURTFUL WORDS – FREEDOM OF SPEECH

You're ugly.	You're a loser.
You're pathetic.	You're stupid.
You're a cow.	You're fat.
You're smelly.	You're a fake.
You're trashy.	You're a cry-baby
You're cheap.	You're weirdo.
You're grotesque.	You're worthless.
You're a freak.	You're retarded.
You're a waste of space.	You're different.
You were born by mistake.	
Go kill yourself.	
No one likes you.	
I don't care why you're crying.	
Have you been living under a rock?	
What's it like to be a failure?	

Annex 3

Teasing / Playful / Not painful	A Little Painful	Moderately Painful	Very Painful / Degrading	Extremely Painful / Very degrading

Annex 4

QUOTES – FREEDOM OF SPEECH

BE SURE	TO TASTE	YOUR WORDS	BEFORE	YOU	SPIT THEM OUT	
ONCE	YOU SAID	THE WORDS	THEY CAN	ONLY BE FORGIVEN	NOT FORGOTTEN	
IF YOU	JUDGE PEOPLE	YOU	DON'T HAVE	TIME	TO LOVE	THEM
THE TONGUE HAS	NO BONES	BUT	IT	CAN	BREAK	A HEART
WORDS	ARE	THE MOST	DANGEROUS	WEAPONS	OF	ALL
WORDS	CAN	HURT	OR	HEAL.	WHAT DID	YOURS TODAY?
DON'T SAY	SOMETHING	PERMANENTLY	HURTFULL	JUST BECAUSE	YOU'RE	TEMPORARILY UPSET

ABOUT BULLYING

Teacher – Renzo Donati

Scuola Secondaria 1° Cocchi-Aosta Todi Italy

Themes	Bullying – “Choose to be different! “When given the choice between being right or kind, choose kind” – A precept taught by Mr Browne in the film Wonder
Age	11-13 years old
Duration	5 hours of 1h each
Class size	25
Type of activity	Reflexion about bullying and creating drawings in different bullying situations.
Objectives	<ul style="list-style-type: none">• To increase awareness of bullying and its effects on students• To develop soft skills and civic competences;To develop the English language and ICT, Art skills
Preparation	The bullying Phenomenon
Materials	Coloured pencils, cardboards, post it

Methodology- Cooperative learning

Instructions

We divided the class into 5 groups with 5 coordinator leaders

To each group we handed out a card with on, the following kinds of bullying situations: physical bullying, social bullying, verbal bullying and cyberbullying.

We asked to each group the following question:

- In your opinion which is the most offensive, that hurts much, kind of bullying?

The results were that social bullying, verbal bullying and cyberbullying were the most effective on the person because

“WORDS HURT MORE THAN THE SWORD”

At this point we asked to the groups to draw the three bullying situations.

The next step was to ask the groups to answer the following questions for each drawing situation:

1. If you see this bully behaviour taking place what non violent solution would you suggest?
2. You are the victim: if you were the victim of this bully behaviour, what non violent solution would you suggest?

They wrote their answers on post it and placed them under the relative drawings.

A general discussion was then opened by the teacher on the answers.

HERE ARE SOME OF THE ANSWERS:

You should report to an adult who will know how to solve the problem,

You mustn't react violently or hurt yourself

I would call the Police

If I was the victim I would not be frightened by this because the people who I don't know who insult me, don't exist for me.

I would just go and report everything to my parents or a person who I trust.

I would tell everything to a teacher.

I would never try to be alone but in a group

I wouldn't react violently to defiances

I would ask to the bully to repeat his words just like I didn't understand the first time.

Pardon, Excuse me, Can you repeat?

If possible I would answer with humour

For example if the bully states that my clothes are ridiculous I would just answer thanks for having told me I was just thinking the same thing!

ABOUT BULLYING

Teacher – Sofia Venceslau

Escola Básica Dr. António Augusto Louro – Arrentela (Portugal)

Themes	Bullying
Age	12 – 14 years old
Duration	100 minutes
Class size	20 children
Type of activity	Reflexion about bullying and creating advertising against Bullying
Objectives	<ul style="list-style-type: none">• To analyse and prevent bullying behaviors• To understand the short and long term emotional consequences of bullying
Preparation	<ul style="list-style-type: none">• To train for negotiation and mediation• To express assertive behaviors and condemn bullying through written advertising and films
Materials	<ul style="list-style-type: none">• Video exploration and advertising techniques• Computer, mobile phones• Sheets, markers

Instructions

1. **Announcement of the lesson's topic.**
2. **Promoting the joint viewing of the video (<https://app.escolavirtual.pt/lms/playerteacher/resource/544726/L?se=3092>), to start with an individual approach, by doing an oral comprehension test (Annex 1).**
3. **After correcting the test, we implement a class discussion on at least one of the following questions:**
 - **For what reasons will the video present those situations (and not others) as situations of violence?**
 - **Why do some characters in the video commit acts of violence against others?**
 - **What kind of feelings will the people who suffer the aggression (victims) and those who commit the aggression (aggressors or abusers) have?**
 - **What effects will the aggression have on people who suffer (victims), on those who commit them (abusers or aggressors) and on witnesses?**
4. **Challenging the students to watch the video again, this time to focus on the task of identifying changes in body posture in the characters who suffer violence when they decide to "cut with violence".**
(If you find it pertinent to the systematization, you can build lists on the board with the ideas that are being mentioned and gather greater consensus.)

5. Encouraging joint awareness that the characters' body posture changed from passive to assertive when they determined resistance to behavior: for example, changing from upside down to straight posture, from eyes on the floor to eyes in front, moving away from the context and people in which they were being attacked and approach people or contexts with values of respect and tolerance. In fact, body posture, being a communicational competence - passive, assertive or aggressive - is one of the factors that can determine the end or persistence of the act of violence.
6. Discussing with the class the concept of assertive posture, as opposed to passive posture or aggressive posture, as well as its importance in the way of dealing with situations of violence or bullying.
7. Proposing to the class to create written advertising or films condemning bullying situations. The class can be divided into groups or the students can do it alone. (Suggest to the students to consult the APAV website for Youth, if they want to know more about violence, bullying, causes, effects, who to talk to in case of involvement and how to intervene: <http://www.apavparajovens.pt/pt>).

Annex 1



ORAL COMPREHENSION ASSESSMENT – «BULLYING VICTIMS» – 7th GRADE
Ano Letivo 2019/2020

Soíla Venceslau

October/2019

Name _____ N.º _____ Class _____ Date _____

Evaluation _____

- The reporter's words are always accompanied by real or cartoon images. The main function of these images is:
 - make reporting more fun.
 - describe environments and situations in which *bullying* occurs.
 - show that bullying only affects young people in schools.
- The first interventions is by an unidentified person who reports:
 - the verbal assaults suffered at the university.
 - the physical and verbal aggressions suffered at school.
 - the verbal assaults suffered at school.
- To identify a victim of bullying, parents should watch for signs. Indicates at least four of which the reporter refers:

- reactions of fear and submission to having undermined individual sor groups.
 - refuses to go to school for fear of facing someone or a group.
 - aggressive behavior at home, with frequent involvement in feuds.
- Young victims of *bullying* are describe as children and adolescents:
 - sad, angry and unhappy.
 - sad, helpless and insecure.
 - sad, anxious and unmotivated.
 - According to the reporter's words it is urgent:
 - train teachers and assistants to help victims of *bullying*.
 - having school supervisors as in other countries.
 - bet on the prevention of *bullying* cases.
 - At the end of the report, the reporter cites the opinion of experts on the fundamental role of adults to end: the silence of innocent
 - the silence of the innocent.
 - the suffering of the innocent.
 - the silence of the victims.

Cotações:
10 right answers = 100 points

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FREEDOM OF SPEECH

Teacher – Harieta Tanasoiu

School no 51, Bucharest

Themes	Discrimination, Gender equality, Violence
Age	11 – 12 years old
Duration	50 minutes
Class size	32 children
Type of activity	List making, prioritizing, creating a character, discussions (giving reasons)
Objectives	<ul style="list-style-type: none">• To understand the limits of freedom of speech• To understand the emotional consequences of using hurtful language• To practise skills for opposing hurtful language
Preparation	<ul style="list-style-type: none">• The teacher draws the large shape of a heart on the board• On a white sheet of paper, students draw the outline of their hand, colour it beautifully and write the nice words they hear said to them or to others• students write offensive words on an arrow-shaped post-it
Materials	<ul style="list-style-type: none">• slips of paper with nice words and hurtful language, a handout• markers, felt tips, sticky tape, scissors

Instructions

1. Announce the lesson's topic
2. Warm – up activity
3. The teacher draws the shape of a large heart on the board and reminds the students of the "Great Commandment of Love" (Matthew 22: 37-40). Annex 1
4. On a white sheet of paper, the students outline their hand, colour it and write the beautiful words that were said to them. The teacher asks them what they feel, how they feel, and who reminds them of the words they write.
5. Students read the written words and the teacher sticks them on the heart shape on the board, praises them, and asks them how they feel.
6. The teacher asks the students to write offensive words on an arrow-shaped post-it. She asks them: what they feel and how they feel. Annex 2
7. The students write offensive words and read them, bring the posts to the board and stick them out of the contour of the heart, with the tip pointing towards the heart, the teacher ruffling one of their beautifully coloured hand after each post-it. The teacher asks them what they feel and how they feel (This is how someone feels when they are bullied).
8. The teacher and students try to straighten the ruffled "hands", but the heart cannot be mended (This also happens with the soul of the victim, witnesses, aggressors in case of bullying)

9. Ask students to explain why the teacher ruffle their hands

10. Ask students:

- Do the “hands “and the heart look the same now as they did before? Can they restore the hands and the heard the way they were at the beginning?
- How can we understand the ruffling of the hands? What can we do in real life after we hurt people with words? Is it enough? Can we keep on hurting people and then stick the pieces hoping that everything is ok?

11. Discuss freedom of speech by asking questions such as these:

5'

- Should we always be able to say whatever we like?
- Should limits be placed on what we can say about our thoughts and beliefs?
- What kind of language would violate the rights of others?
- What kind of language would violate the reputation of others?

12. Ask students to look at the tables with hurtful language and ask questions such as these:

7'

- Did some words appear on more than one arrow?
- Why do you think some people thought a word was not hurtful and others though it was painful or degrading?
- Does it matter how a word is said? Or by whom?
- Why do people use words such as these?
- Is hurting others by using words a form of violence? Why?

13. Game: “Stranger or Friend” Annex 3

2'

14. Words are very powerful and the activity today proved that. Ask students to unscramble the words of some sayings about the power of words –

5'

Annex1

THE COMMANDMENT OF LOVE

“You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbour as yourself. On these two commandments depend all the Law and the Prophets.“
(Matthew 22, 37-40)

Annex2

HURTFUL WORDS – FREEDOM OF SPEECH

You're ugly.	You're a loser.
You're pathetic.	You're stupid.
You're a cow.	You're fat.
You're smelly.	You're a fake.
You're trashy.	You're a cry-baby
You're cheap.	Go kill yourself.
You're a waste of space.	No one likes you.
You're a freak.	You're retarded.
I don't care why you're crying.	

Annex3

GAME: STRANGER OR FRIEND:

Under the guidance of the teacher, who changes the role every 15-20 seconds, the students walk around the class:

- STRANGER: Students walk around the classroom without talking, touching or looking each other in the eye.

- FRIEND: Students walk around the classroom and smile, greet, talk, hug.

ABOUT BULLYING

Teacher – Renzo Donati

Scuola Secondaria 1° Cocchi-Aosta Todi Italy

Themes	Bullying
Age	11-13 years old
Duration	4 hours
Class size	25 children
Type of activity	Reflexion about the different types of bullying
Objectives	<ul style="list-style-type: none">-To reflect on an example of bullying.-To identify the typical characteristics of bullying, such as repetition over time, intentional hurting of the other and imbalance of power between the bully and the victim.-Reflect on the emotions felt by the victim, and the possible short- and long-term consequences of bullying
Preparation	<ul style="list-style-type: none">• The video “Wonder”
Materials	Markers, Pens, coloured pencils, cardboard

Introduction

The projection in class of a film that talk about abuse and bullying at school can be a good starting point for reflection with the boys and girls, allowing them to address the issue from the point of view of the victim, the bully and the observers. Audio-visual stimuli present a character of variety and versatility and can be used within different disciplines. Moreover, the fiction of reality that characterises the projection is particularly suitable to stimulate and maintain the attention of pupils, with a strong communicative impact. Young people master iconic codes very well and are able to analyse audiovisual texts sometimes in greater depth than verbal ones.

First Step

The teacher shows the video and asks the students to sign down on a paper the episodes of bullying. He also asks to sign the presence of bystanders and upstanders. Then the students are arranged in a semicircle to encourage discussion. An outline that can help in leading the discussion can be the following:

- Is it bullying?
- Can you identify typical characteristics of bullying?
- Does bullying occur only once or several times?
- Are bully and victim on the same level?
- What are the characteristics of the bully and what are those of the victim?
- What is the bully's intent?
- What is the difference between bullying and teasing?
- What can be the short and long term consequences of bullying?

Second step Points for Reflection:

Bullying is a type of behaviour that is repeated over time, what can be the emotions that the victim feels?

What are the consequences of experiencing these negative emotions every day?

Who can the victim ask for help?

A BULLY OR A VICTIM?

Purpose: To make students aware of the characteristics of the bully and victim

Level: Secondary School

Material: 3 small boxes, A4 paper

PROCESS

1. Write down the characteristics of the bully and victim on individual papers. Mix all the papers you have written and put them in the first box.
2. Type BULLY in one of the boxes and VICTIM in the other and leave these boxes where all students can see.
3. Have the voluntary students pull paper out of the box by moving the first box in the classroom, and then have the students read it aloud. After the student reads the paper, ask him the question, " Bully or

Victim? " If the answer is bully, throw the paper in the bully box and the victim in the victim box. Continue the activity until all the papers are gone.

4. Make students realize that the characteristics of both the victim and the bully are actually undesired.

5. Share the emotions about the event and finish the event.

TRAITS:

They usually have more positive attitudes towards violence and use violence tools more.

Their self-control is low and they have low level of empathy.

The way they look at themselves is positive, and most of them are unaware of their level of aggression.

If they are male, they are physically stronger than other males.

They experience little or average anxiety and insecurity; but their self-esteem is not lower.

They anger easily.

They are generally popular and there are small groups who support them or try to be like them.

They are destructive, angry and reactive.

Their self-control is weak and their tolerance to inhibition is low.

Many are unaware of their level of aggression and have low levels of anxiety.

Self-esteem levels are higher and they're more extroverted.

They are all over.

they apply physical violence to the weaker ones by kicking, slapping, pushing, pulling.

They give nicknames.

They mock or diatribe.

They exclude one from the group of friends by not talking.

Şehit Polis Mehmet Çelik Ortaokulu, Izmir, Türkiye

SOCIAL INCLUSION

Teacher –Dora Riga

Gymnasio Platania

Themes	Discrimination, exclusion
Age	12 – 14 years old
Duration	1-2 teaching hours (45-90 minutes)
Class size	20-30 students
Type of activity	Reading, creative writing, acting out, drawing, critical thinking, discussions
Objectives	<p>Explore the concepts of difference, discrimination, inclusion and exclusion</p> <p>Empathize with people who have experienced social exclusion and discrimination</p> <p>Consider why people exclude and discriminate</p> <p>Become aware and more conscious of the impact of their behaviour on others</p>
Materials	Story, sheets of paper and colours for drawing & painting

Instructions

1. Warm – up activity

5'

Explain the meaning of inclusion and exclusion to students. Ask them to create two charts, one exploring how it feels to be included and the other exploring how it feels to be excluded. (e.g. Inclusion/ Exclusion: feels like..., looks like..., sounds like...). It can be done as a whole class activity.

2. Read the story. Choose a creature that you would like to be. Imagine that you heard about Bat. What might your thoughts be? Your task is to draw a picture of the creature you have chosen to be. Then write a speech next to the drawing giving your opinion about what happened. **15'**

3. Role-playing.

In groups of 3, act out the dialogues of the story. Take turns to play all three parts (the Bat, the Zebra, the Eagle).

Take a minute to think about this experience you've just had and then write down a feeling/emotion you felt while playing each one of these parts. (At least one feeling for each part). **20'**

4. Group activity.

Bat story did not need to end the way it did. In this part of the activity you are going to think about how things could have ended differently. Write your answers.

In the story Zebra says, "You're not an animal, you're a bird. You're not welcome and off you go." What could Zebra have said instead?

In the story Eagle says, "You're not a bird, Bat. You're an animal and you're not welcome. Off you go!" What could Eagle have said instead?

After Bat is told that he cannot attend the parties he flies away and cries. What could Bat have done or said instead? **15'**

5. Group activity.

A) Rewrite the story your way. Make it an inclusive funny story or inclusive crazy/surreal story etc (Could also be assigned for homework).

B) Act out your story. (Video) **20'**

6. Make a drawing of a party where both animals and birds are invited. Think of a slogan for the invitation to this party. **10'**

8. Discuss the following questions:

- Folk stories have been told over many years in many countries. What is the purpose of stories like Bat Story?
- Did this story make you reflect on your own life and behaviour? **10'**

THE BAT STORY

In the beginning when the world had first begun, all the animals lived over here and all the birds lived over there and one day the animals decided to have a party.

Just to celebrate the world and life itself.

And no one was more excited about the animal party than Bat. You know Bat, up all night; he is the perfect party animal.

So on the night of the party, Bat got all dressed up in his best party clothes, and headed down to the animal party.

And there was Zebra the bouncer, and Bat said, "Hello, Zebra!"

And Zebra said, "Hang on, Bat, where do you think you are going?"

And Bat said, "Party!"

And Zebra said, "This is an animal party, Bat."

And Bat said, "Yeah, I'm an animal, look I got fur, I got teeth, definitely an animal."

And Zebra said, "You got wings, Bat. You're not an animal, you are a bird and you are not welcome, off you go!"

Poor Bat.

He sat on the branch of this tree and he cried and he cried and his tears made the branch all slippery and he slipped around and oop! He fell upside-down. And he just hung there.

Until one day he heard about the birds having a party, "Yippee!"

He got all dressed up in his best party clothes and headed down to the bird party. There's Eagle the bouncer.

Bat said, "Hello Eagle!"

Eagle said, "Hang on, Bat, where do you think you are going?"

Bat said, "Party?"

Eagle said, "This is a bird party, Bat."

"Yeah, I'm a bird, see I got wings, definitely a bird."

Eagle said "You've got fur, Bat, and funny little teeth, you are not a bird, you are an animal, and you are not welcome. Off you go!"

Poor Bat.

He sat on the branch of this tree and he cried and cried and he slipped and he slipped and oop! He fell upside down and just hung there.

He still hangs like that today.

ABOUT BULLYING

Teacher – Renzo Donati

Scuola Secondaria 1° Cocchi-Aosta Todi Italy

Themes	Bullying – The issue on the newspaper
Age	13 years old - last class of Middle school
Duration	4 hours
Class size	24 children
Type of activity	Reflexion on how bullying situations are reported on the newspaper
Objectives	To stimulate reflection on bullying through a reworking of the theme that starts directly from the children. The activity is designed to stimulate critical thinking and the ability to argue and communicate orally. At the same time it allows to reflect on discordant positions.
Preparation	Debate of ideas
Materials	• Sheets, markers, laptop use of the net

Introduction:

The reading of news articles can be useful in order to make the pupils aware of the incidence of bullying in society and its consequences. It can also allow them to put themselves in the shoes of the various actors of bullying and understand their emotions and experiences.

News stories can also be used to question the role of the passive observer, i.e. the person who witnesses bullying or cyberbullying but does not intervene to stop the bullying.

First step: the pupils are asked to bring newspaper articles on bullying situations reported or surf the net to search articles on bullying issues.

Second step

Read the article together and make sure everyone has understood what is being said. Start a reflection together based on the ideas presented below and questions such as:

"The children who witnessed the incident without intervening, have any responsibility for what happened?

How come they did nothing?"

Then divide the class in two teams that will confront each other in a debate entitled "What should the boys and girls who witnessed the incident have done to help the victim?".

Each team will have to argue one of the following positions:

team 1: the 'spectator' boys should have separated the bullies and the victim;

team 2: the 'spectator' boys should have sought the help of an adult.

The rest of the class will observe the debate and at the end decide which team has found the best arguments and proposed the best actions to take.

After explaining the rules of the debate; the teams have some time to come up with their thesis and supporting arguments and to decide on a spokesperson or two. The teacher will underline that the aim is not to find 'a culprit' but to focus on 'what to do'. Once the two teams feel ready, the actual debate will take place:

The spokesmen of the teams, in turn, will have 3 minutes each to briefly present their position;

Then, in turn, each team, through their spokespersons, will argue their position. Each team will have between 5 and 10 minutes. If the spokespersons are in difficulty, their teammates can help them. While one team argues its position, the other team must listen in silence, thinking about (and possibly writing down) possible replies;

When all teams have made their arguments, they will have 5 to 10 minutes each to respond, either by supporting or countering, the arguments of the opposing teams;

At the end, the other classmates and the teacher, have to decide the winners of the debate, i.e. the team that has presented the best action strategy;

The teacher will then pull the strings of the activity, pointing out the strengths and weaknesses of the arguments and summarising the points made.

Moment of Reflection: 'Is the responsibility of the onlooker (passive bystander) important in bullying? If yes, how much? If not, why?";

"What, in your opinion, are the motivations of the spectators to remain passive?";

"Let's reflect on silence... Why is everything silent and why is it preferred to pretend nothing happens among passive spectators?

What effects does the spectators' silence have on the victim? And on the bully?";

CYBERBULLYING

Facing Cyberbullying the right way

Teacher –Dionysia Psychogiou

Gymnasio Platania

Themes	Cyberbullying
Age	12 – 14 years old
Duration	60-70 minutes
Class size	20 students
Type of activity	Discussion, videos, work in groups, critical thinking
Objectives	define cyberbullying and identify cyberbullying as a negative behavior recognise cyberbullying understand the emotional impact of cyberbullying develop ways to prevent or minimize cyberbullying
Materials	Computers or mobile devices connected to the internet, Video projector, worksheet and pens/pencils

Instructions

Step 1 (5-10 min)

Ask students about cyberbullying. Encourage them to share with their classmates examples of cyberbullying they have in mind.

Possible questions to help the conversation:

- What kind of technology is it used for?
- Is cyberbullying any different to offline bullying? Do you think it is worse or just different?
- Do the people involved in cyberbullying have to know each other?

Step 2 (5 min)

Introduce and play the video “When rumors escalate”

<https://www.youtube.com/watch?v=uVKb3Pu7Rd8>

Step 3 (25 min)

The students working in groups answer the questions about the video they have just seen (work sheet 1) and then there is a discussion using their answers.

Step 4 (5 min)

Introduce and play the video: “The cyberbullying virus”

https://www.youtube.com/watch?v=-5PZ_Bh-M6o

Step 5 (5-10 min)

The students discuss in groups the feelings that someone who is bullied may have. They add words that express those feelings in a Word Cloud. (mentimeter.com can be used for this purpose)

Step 6 (5-10 min)

The students discuss with their partners what someone should do to stop cyberbullying. They add it to a digital board. (mentimeter.com can be used for this purpose or a padlet)

Step 7 (5 min)

Conclusion- Round things up. Play the video “Promise”

<https://www.youtube.com/watch?v=Etobm4hnwcQ&t=156s>

Resources

<https://kidshelpline.com.au/>

<https://www.commonsense.org/education/>

<https://www.webwise.ie/>

Work sheet 1

Was Stacey bullied physically? Who bullied her?

Why does she think this happened to her?

Did the girl that was annoyed by Stacey kept sending messages?

Why do you think that the other girl kept bullying Stacey?

How was Stacey feeling?

Did she retaliate? Why?

Why do you think that the girl was sending those messages instead of talking to Stacey face to face?

Were there other people talking bad about her? Why? Did they know her?

Do you think they are part of the problem too? Why?

Who helped Stacey to overcome the situation?

Do you agree with Stacey that things would get worse if she would talk to the teacher?

If you were her friend what would you advise her to do?

What would you do?

In this video Stacey was bullied through messages and comments about her. Can you think of different ways of cyberbullying?

A CYBERBULLYING LESSON

SUBJECT: Cyberbullying

LEVEL: 5th,6th,7th,8th GRADE

DURATION: 40min

MATERIALS: web screen / smartboard

AIMS:

- To learn what cyberbullying is
- To ensure that young people realise that once something has been posted online, they cannot get it back.
- To understand what cyberbullying is and how it can affect others
- To recognise that cyberbullying can have serious consequences
- To be aware of cyberbullying and what to do
- To discuss the questions about cyberbullying with whole class

PROCESS:

Defining Cyberbullying :

The teacher presents the meaning of cyberbullying.

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include:

- spreading lies about or posting embarrassing photos or videos of someone on social media
- sending hurtful, abusive or threatening messages, images or videos via messaging platforms
- impersonating someone and sending mean messages to others on their behalf or through fake accounts.

Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.

Then they watch a video to strengthen its content.

Watching a short video about cyberbullying:

<https://www.youtube.com/watch?v=5wjKb4DAhI4&t=48s>

A short discussion:

To generate class discussion and interest in the topic by questioning students on their existing knowledge. Some questions you may wish to ask are:

- What sort of technologies can be used for cyberbullying?
- Is cyberbullying any different to offline bullying?
- Do you think it is worse or just different?
- Do the people involved in cyberbullying have to know each other?

After that we review with students the basics of data collection, analyzing, and interpretation of data by the help of the link:

<https://wordwall.net/resource/30198086>

Class discussion:

Students answer 10 questions as part of a group discussion of the ICT tool, wordwall like a game and to check their understanding and explore the topic.

OR alternatively

Small group work:

Students are divided into small groups and we provide them with a question to discuss and report back to the class.

Teacher explanation can be required.

CLOSURE:

Students share their ideas with the class or what they have discovered online about prevention of cyberbullying.

HOMEWORK:

The teacher wants them to prepare a mind map about cyberbullying.

A SHIELD AGAINST CYBERBULLYING!

Teacher – Gabriela Teianu

School no 51, Bucharest

Themes	Discrimination, Violence
Age	12 – 14 years old
Duration	50 minutes
Class size	28 children
Type of activity	discussion, project
Objective	To understand the concept of “cyberbullying” and its effects
	To discover methods to prevent and stop cyberbullying
	To understand the “roles” of the people involved in a cyberbullying situation
Preparation	prepare handouts with the case study, the shield and the hand

Instructions

1. Teacher announces the lesson’s topic 2’
2. Warm – up activity: SS read a case study on cyberbullying 3’

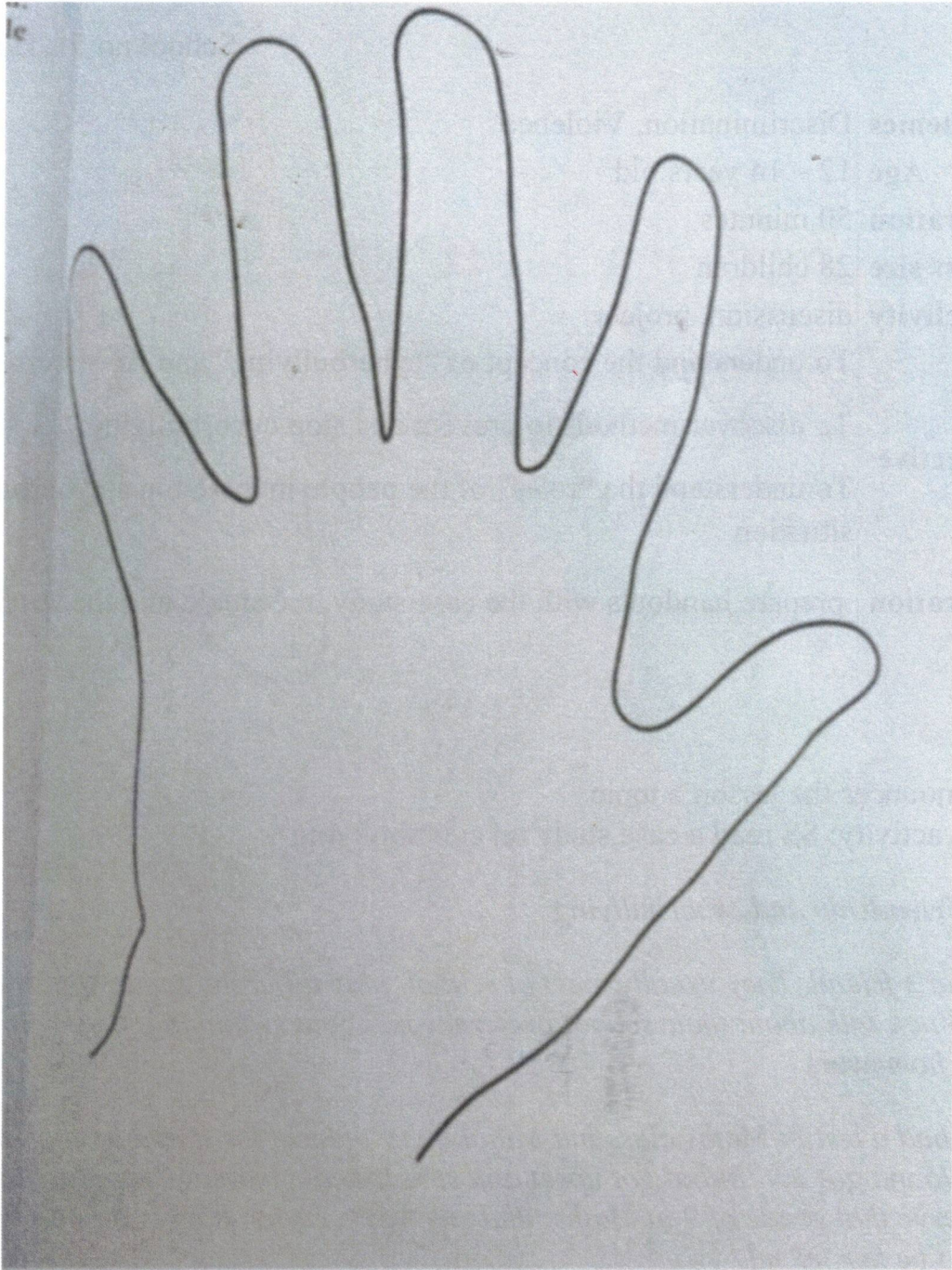
Case study – Friendship and cyberbullying

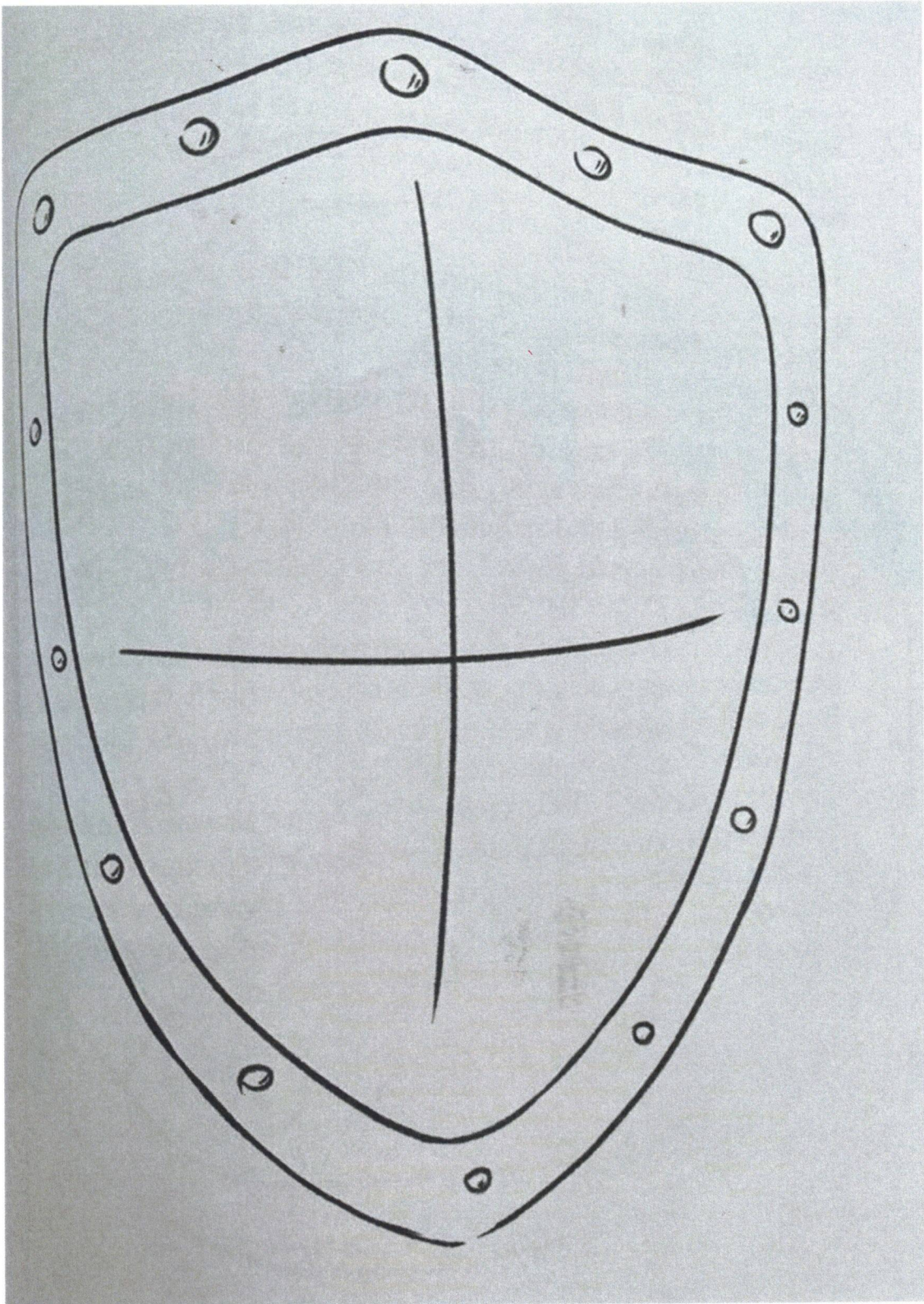
“Ioana is Mihai’s friend. They usually meet at school, play different games together (especially online), talk about their school preferences, about swimming, they help each other in doing homework.

One day, they had a test in Maths class but Mihai hadn’t learnt for it and he took the grade 6 while Ioana got a 9. Mihai got upset and sent Ioana a message reproaching her she didn’t deserve that grade of 9 in Maths, that she was a crying baby, and no one in her class wanted to be her friend.

More than that, Mihai spread some information on class WhatsApp group that Ioana was lazy, stupid and she wasn’t worth the grade 9. He also tried to persuade their classmates not to talk to her again as she was considered ‘a leech’.”

3. Teacher splits the class into 3 teams and asks SS to fill in the handout no 1. Students are asked to identify the forms of bullying in the text, the role of each person and to find 5 suggestions of reactions for each person involved (bully, bullied and bystander). SS are asked to improvise the dialogue 20’
4. Teacher discusses with the teams possible solutions to prevent and solve cyberbullying and each team fills in the handout no 2 (the shield) with slogans to help children prevent or solve cyberbullying. Each team presents the results. 25’





BE AWARE OF CYBERBULLYING!

Teacher – Claudia Putura

School no 51, Bucharest

Themes	Discrimination, Violence
Age	13 – 14 years old
Duration	50 minutes
Class size	28 children
Type of activity	discussion, project
Objective	To understand the concept of “cyberbullying” and its effects To discover methods to prevent and stop cyberbullying
Preparation	prepare handouts with questions on cyberbullying

Instructions

1. Announce the lesson’s topic 1’
2. Warm – up activity: SS watch a video with a cyberbullying account

<https://www.youtube.com/watch?v=qA1TJjJgdz8> 3’
3. Place students in groups of 4 and assigns roles for each student (READER of questions, WRITER of answers, one who CHECKS spelling, PRESENTER of answers) 1’
4. Each team gets a handout ANNEX 1 and they need to talk through all questions and write short notes on them 20’
5. Each team presents the answers for each question 10’
6. In teams, students go online and solve a worksheet with tips on cyberbullying

<https://www.liveworksheets.com/so1813777uk> 3’
7. In teams, students make a GUIDE OF SAFE INTERNET USE with tips and solutions they learnt during the lesson 5’

ANNEX 1

<https://www.unicef.org/romania/stories/cyberbullying-what-it-and-how-stop-it>

1. Am I being bullied online? How do you tell the difference between a joke and bullying?
2. What are the effects of cyberbullying?
3. Who should I talk to if someone is bullying me online? Why is reporting important?
4. How can I help my friends report a case of cyberbullying especially if they don't want to do it?
5. How do we stop cyberbullying without giving up access to the internet?
6. How do I prevent my personal information from being used to manipulate or humiliate me on social media?
7. Are there any online anti-bullying tools for children or young people?

ABOUT CYBERBULLYING

Teacher – Sofia Venceslau

Escola Básica Dr. António Augusto Louro – Arrentela (Portugal)

Themes	Cyberbullying: « CYBERBULLYING – WHAT WOULD YOU DO? »
Age	12 – 14 years old
Duration	From October 20th to December 17th
Class size	Approximately 25 children/class
Type of activity	Reflexion about cyberbullying and creating videos to aware, prevent and present solutions to Cyberbullying:
Objectives	<ul style="list-style-type: none">• To analyse and prevent cyberbullying behaviours;• To understand the short- and long-term emotional consequences of cyberbullying;• To train for negotiation and mediation;• To express assertive behaviours and condemn cyberbullying through films.
Preparation	<ul style="list-style-type: none">• Video exploration
Materials	<ul style="list-style-type: none">• Computer, mobile phones• Sheets, markers

Instructions

- October 20th and 21st:** Announcement of the project (in the classroom and in Google Classroom): interdisciplinary project between Portuguese language, English language and ICT, combining new technologies with teaching-learning-assessment, following the models of hybrid education - delivering the work guide (annex 1).
- November 2nd to 6th:** Brainstorming – Individually, the students have to identify words that describe Bullying and words that describe cyberbullying, in Portuguese and in English, using the «Mentimeter» app, in order to do a word cloud.
Mentimeter (bullying):
<https://www.menti.com/nvirgg4gn7>
<https://www.menti.com/66bg29tcug>
Mentimeter (cyberbullying):
<https://www.menti.com/qk83j468oj>
<https://www.menti.com/kvhchhr8bq>
- November 6th to 8th:** Awareness – Individually, the students, after seeing a video about cyberbullying experiences, have to identify the feeling they think a cyberbullying victim feels, using a Google Forms, in order to create another word cloud.

Videos:

<https://www.youtube.com/watch?v=-cAtiUvRa-l>

<https://www.youtube.com/watch?v=qA1TJjJgdz8>

Google Forms:

https://docs.google.com/forms/d/e/1FAIpQLSexV-7Fqg1AYMUxJu9IJm9tKkKWUwvve3f33Q7Vti-jjlizS_Bg/viewform

https://docs.google.com/forms/d/e/1FAIpQLSeKl2vmXvbzpcXBCqKwnGCB_W2XClgodD8ysRqCO4HtOXp02g/viewform

WordArt:

<https://wordart.com/3xl83zakyf22/cyberbullying>

<https://wordart.com/ivlnsecm7ozt/word-art%202>

4. **November 8th to 14th:** In the classroom, the groups are created and each group decides the poster they are going to work with, using a Google Forms.

Google Forms:

https://docs.google.com/forms/d/e/1FAIpQLSdGq4blpx2j_wCHvUdlst_Zz_wX97WpNbQSxnQJLK7D6gb1A/viewform

5. **November 8th to 14th:** The research starts in workgroups and each workgroup has to describe, in 20 words, cyberbullying and write the definition in Portuguese and in English in a padlet named «Cyberbullying».

Padlet:

<https://padlet.com/telmasilva5/Cyberbullying>

6. **November 8th to 14th:** A link for a genially presentation is given to the class, so it can guide their research.

Genially:

<https://view.genial.ly/617bedab8cf77b0dd59d7bfb/presentation-cyberbullying>

<https://view.genial.ly/6182d52763aa1f0dcc5b2412/presentation-cyberbullying9be>

7. **November 8th to 14th:** After seeing some videos about cyberbullying, individually, students have to answer some questions in a Kahoot game, and then some solutions are presented to them by some organizations, through internet links.

Videos:

<https://www.youtube.com/watch?v=Zw2ODkqZrbM&t=34s>

<https://www.youtube.com/watch?v=ynRBxjblxn4>

<https://www.youtube.com/watch?v=oSAPlx75aPc>

Kahoot:

https://kahoot.it/challenge/04570033?challenge-id=ebe37c72-8e6b-4bba-8ca4-76f5fb3eb688_1635613444385

PIN de jogo: 04570033

https://kahoot.it/challenge/05656677?challenge-id=ebe37c72-8e6b-4bba-8ca4-76f5fb3eb688_1635626280570

PIN de jogo: 05656677

https://kahoot.it/challenge/08434901?challenge-id=da76ee01-35d5-4625-90bb-3c6538d85c9e_1635551277677

Game PIN: 08434901

https://kahoot.it/challenge/03604302?challenge-id=da76ee01-35d5-4625-90bb-3c6538d85c9e_1635625173998

Game PIN: 03604302

Links:

<https://www.unicef.org/end-violence/how-to-stop-cyberbullying>

<https://www.cgd.pt/Site/Saldo-Positivo/formacao-e-tecnologia/Pages/cyberbullying-ajudar-vitimas.aspx>

8. **November 17th to 26th:** Each workgroup works in the classroom and prepares a discussion about cyberbullying and ways to prevent and fight it, writing it in the Kialo platform and then presenting it in the classroom.

Kialo:

<https://www.kialo-edu.com/p/81e477fc-67dd-4fde-ab5c-015bf5788e70/64920>

Debate in Classroom:

<https://flipgrid.com/s/AqBDV6XJXCW9>

9. **November 22th to December 10th:** Videos creation. Meanwhile, students have to send some pictures to the teachers so that they can be able to follow the work that is being done.

Video with students works:

<https://drive.google.com/file/d/189jzV-z93nm7ANWc1myWTuA-Hs2-fugb/view?usp=sharing>

10. **December 10th to 17th:** Presentation of the final videos in the classroom and via Google Classroom:

- Self-assessment and hetero-assessment of students and teachers, with proposals for improvements;
- **February 2022:** Presentation to the Educational Community – to other classes, via the school portal.

Some videos of the students:

Ciberbullying – What would you do?

Student's videos:

<https://drive.google.com/file/d/1MSjSZrCse0LBd8NWT-jVz8KjUWjcPYzw/view?usp=sharing>

<https://drive.google.com/file/d/1PH8dCui0mytG9UqUWjMpiaYmaCARErml/view?usp=sharing>

<https://drive.google.com/file/d/16s7Wrj9XQwTWPCjP2apSUsQUU9E9pZjZ/view?usp=sharing>

https://drive.google.com/file/d/19By-Uw34MHBNF_zVEyBaBT-OPGZbHDpC/view?usp=sharing

<https://drive.google.com/file/d/1JH41A9bcjZlo4o9glGYivtvvE3-XYV79/view?usp=sharing>

<https://drive.google.com/file/d/131YA1v571BlwI6kx5k7b1H3DHJl18ir1/view?usp=sharing>

https://drive.google.com/file/d/1Twjde_DIRZVME_ZxuFXDrQnzRMUL1H-J/view?usp=sharing

<https://www.powtoon.com/c/c9w4oKS1Cph/2/m>

https://drive.google.com/file/d/1NVk9_OSTEOC-K1jzDvWxt42LDIOMfnoi/view?usp=sharing

<https://drive.google.com/file/d/1jLy1pCkvSRBHjpxCHw2eH3eGBNhne0sO/view?usp=sharing>

Presentation of the Lesson in Italy:

<https://view.genial.ly/62371d798862b20011c5aa45/presentation-projectcyberbullying-what-would-you-do-a-scool-without-bullying>

GUIÃO DE TRABALHO – «CYBERBULLYING – WHAT WOULD YOU DO?» – 9TH GRADE
School Year: 2021/2021

Sofia Venceslau

OCTOBER/2021

Nome: _____ n.º _____ Turma: _____ Data: _____

Cyberbullying, what is it?

Cyberbullying involves the use and dissemination of defamatory information in electronic format through different methods of communication such as email, messages (text and multimedia), social networks, publication of videos and photos on electronic content dissemination platforms of a single person or group, deliberately and repetitively, and is intended to cause discomfort in the other.

[Bullying: what is it and how to deal with it? - PortalBullying](#)

Being a reality in our Society and our School, it is necessary to revisit this issue. For this, it's needed:

Activity «CYBERBULLYING – WHAT WOULD YOU DO?»:

- Create an original video, lasting 2 to 5 minutes, that answers to the question raised, based on previous research on *Cyberbullying*, presenting solutions, using for this the elementary functionalities of a video editing and production tool locally installed or available on the Internet:

1. Select a topic and, in groups, plan the various tasks and stages of the work to be carried out.
2. Collect, on Internet or through electronic devices, images (they can create their own images), sound and video in digital format, according to the production project in progress.
3. Analyze and select content according to the project.
4. Verify the respect for copyright and intellectual property of the selected information.
5. Integrate selected content from different types of digital media, based on the established aims for the current production.
6. Perform basic text, image, sound and video editing operations, using existing functionalities in the tool in use and/or in a standalone application. The text (oral and written) must be one in Portuguese and one in English.
7. It must include the logo of the School and the Erasmus+ project, «European Schools Stand Against Bullying».



8. Adapt the product to the proposed purpose – raise awareness of *Cyberbullying*, delivering solutions for the presented chosen situation.
9. Present the work result to the class.
10. These works will later be presented to the Educational Community.

(adapted from ae_itic78_3ceb_bullying_aluno_2018.docx)

SUPPORT RESOURCES:

<https://www.apavparajovens.pt/pt/go/o-que-e2>

<https://www.apavparajovens.pt/pt/go/menu-top-como-te-manteres-segura-o-seguranca-na-internet>

<https://www.internetsegura.pt/Cyberbullying> .

<https://www.cgd.pt/Site/Saldo-Positivo/formacao-e-tecnologia/Pages/cyberbulling-ajudar-vitimas.aspx>

<https://observador.pt/especiais/o-meu-agressor-anda-comigo-no-bolso/>

<https://www.saudebemestar.pt/pt/blog/psicologia/bullying/> <https://ipdj.gov.pt/bullying>

<https://www.centronoticias.pt/2017/04/29/existem-seis-tipos-de-bullying-fisico-sexual-verbal-social-cyberbullying-e-bullying-homofobico-cronica-do-psicologo-marcelo-costa/>

<https://www.tuasaude.com/sinais-de-bullying-na-escola/>

<https://www.tuasaude.com/como-combater-o-bullying/>

<https://www.aeva.eu/pt/noticias/dia-mundial-de-combate-ao-bullying>

<https://www.publico.pt/2020/09/16/sociedade/noticia/60-jovens-vitimas-cyberbullying-pandemia-agressores-indiferentes-1931643>

Web pages:

- *Bullying* portal- <https://www.portalbullying.com.pt>
- Victim support page: <http://www.apavparajovens.pt/pt>

Videos:

[Bullying - YouTube](#)

<https://www.youtube.com/watch?v=jP0SeZU-UiQ>

<https://www.dge.mec.pt/bullying-e-ciberbullying>

[Muda de atitude e combate o Bullying - YouTube](#)

<https://www.youtube.com/watch?v=JMeLEKvjVF0&t=2s>

<https://shar.es/aWYaEd>

<https://www.youtube.com/watch?v=lb1LBVq5emU>

[Dia mundial da luta contra o Bullying - YouTube](#)

<https://www.youtube.com/watch?v=jiuV5PyAqLU>

Videos «CYBERBULLYING – WHAT WOULD YOU DO?» (topics): Select only 1 topic.

O QUE FARIAS?



O Alex e o João zangaram-se. Logo a seguir todos os alunos da turma receberam e-mails do Alex a falar mal do João. O Alex ficou destrchado e jurou que não foi ele que enviou as mensagens.

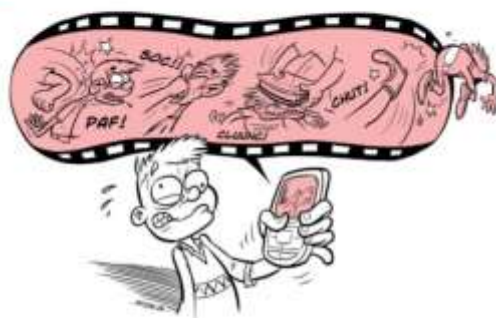


SeguraNet

www.seguranet.pt



O QUE FARIAS?



O João recebeu no telemóvel um vídeo com um amigo a ser espancado. Sente-se mal com a situação.



SeguraNet

www.seguranet.pt



O QUE FARIAS?



Na turma da Ana em Formação Cívica fala-se de respeito. A professora refere-se ao Cyberbullying e pede à turma para pensar em regras que o evitem. A Ana pensou escrever sobre regras de conduta na Net.



SeguraNet

www.seguranet.pt



O QUE FARIAS?



Um amigo do Alex está muito triste. Alguém lhe tem enviado e-mails ofensivos. O Alex acredita que este comportamento não é aceitável e quer ajudar o seu amigo.



SeguraNet

www.seguranet.pt



<https://www.seguranet.pt/pt/cartazes-o-que-farias>

Good work!
Teacher Sofia Venceslau

I – Alex and João got angry. Soon after, all the students in the class received emails from Alex saying bad things about João. Alex was devastated and swore he wasn't the one who sent the messages.

II - João received a video on his cell phone with his friend being beaten. He felt bad with the situation.

III - In Ana's class, in Civic Education class, they talk about respect. The teacher refers to the cyberbullying and asks the class to think of rules to avoid it. Ana thought to write about good rules of conduct on the Internet.

IV - A friend of Alex's is very sad. Someone has been sending him offensive emails. Alex believes this behavior is unacceptable and wants to help his friend.

CYBERBULLYING PUZZLE

Teacher – Ruxandra Vladescu

School no 51, Bucharest

Themes	Discrimination, Cyberbullying
Age	13 – 14 years old
Duration	30 minutes
Class size	28 children
Type of activity	discussion, project
Objective	To understand the concept of “cyberbullying” and its effects To discover methods to prevent and stop cyberbullying
Preparation	prepare puzzle pieces of different colours

Instructions

1. Announce the lesson’s topic 1’
2. Place students in 4 teams and gives each team one piece of puzzle:

Puzzle piece no 1: **I know** (students need to write what they already know about cyberbullying from personal point of view or experience)

Puzzle piece no 2: **I prevent** (students need to write ways to prevent cyberbullying from their own knowledge)

Puzzle piece no 3: **I can stop it** (students need to write solutions of stopping this phenomenon or suggestions in case someone is a victim of cyberbullying)

Puzzle piece no 4: **I can be helped** (students need to write who they can ask for help in case of being a victim of cyberbullying) 20’
3. Each team presents the piece of puzzle 5’
4. Each team places the piece of puzzle one to another and gets a poster with the title **“WE CAN’T STAND CYBERBULLYING!”** 4’



Lesson Cyberbullying

Teacher – Renzo Donati

Scuola Secondaria 1° Cocchi-Aosta Todi Italy

Themes	Cyberbullying – a great problem
Age	11-13 years old
Duration	2 hours and 30 minutes
Class size	24 children
Type of activity	Reflexion on Cyberbullying - raise awareness of the risks of inappropriate mobile phone use - help them develop empathy for those who are bullied and cyberbullied
Objectives	- make them reflect on their personal responsibility, as actors and as spectators, when faced with such situations, linking to issues of justice, respect and inclusion.
Preparation	Brainstorming on the difference between Bullying and Cyberbullying
Materials	<ul style="list-style-type: none">• laptop, internet use• mobile phones

First step 30 minutes

Brainstorming

Tell the students to write down in their opinion what is the difference between bullying and cyberbullying

TRUE/FALSE GAME

Slides are projected showing some statements on the topic, possibly in a provocative style, suitable for stimulating a debate. For example:

- 1) Internet has no rules
- 2) The Internet is perfect for making jokes, don't get upset: it's just a game.
- 3) Things said on the Internet hurt less than things said to your face.
- 4) There is no need to intervene, on the net everyone must learn to fend for themselves
- 5) If there are problems on the web, it is better not to involve adults, as this could be worse.

After each question students are asked to take sides (e.g. by a show of hands) in agreement or disagreement with the statement. Then ask for the reasons that led the pupils to one side or the other, leaving the possibility to change sides during or at the end of the debate.

Second step 45 minutes

2. CYBERBULLISM STORIES

Starting points:

Look at the following video

<https://www.youtube.com/watch?v=Y9D2PFD7nTI&t=4s>

Path of reflection

1. After proposing the initial idea (video), the students are asked to share and re-elaborate their thoughts on the following questions: - What emotions did you feel when you watched/heard this story? - how do you think the protagonists felt? - Why do you think so many people do not intervene when faced with these situations? - Is it easy to understand what the victim is feeling? - what are the signs that a joke has gone too far?

Third Step 45 minutes

Introduce the word EMPATHY by asking the students to formulate their own definition, then ask for concrete examples and ask in which situations it is easier and less easy to feel empathy for someone. Finally, when and why is being "empathetic" useful/uncomfortable/important?

The activity is concluded with a short video on the theme: - EMPATHY

<https://www.youtube.com/watch?v=UzPMMSKfKZQ>

Final Step 30 minutes

It is then proposed to rework the issues discussed through a practical activity by dividing students into 3 or more groups asking them to prepare posters to summarise the debate focusing respectively on:

- what signs indicate that a joke has gone too far?
- list of emotions linked to bullying and cyberbullying (name and example)?
- what to do if you are a victim of or witness a bullying/cyberbullying situation?

DRAMA AND GAME LESSONS

ABOUT BULLYING

Teacher – Ana Homem

Escola Básica Dr. António Augusto Louro – Arrentela (Portugal)

Themes	Bullying
Age	10 – 12 years old
Duration	500 minutes
Class size	20 children
Type of activity	Reflexion about bullying and creating drawings related to words against Bullying: <ul style="list-style-type: none">• To analyse and prevent bullying behaviours;• To help solving the short- and long-term emotional consequences of bullying;
Objectives	<ul style="list-style-type: none">• To express assertive behaviours and condemn bullying through drawings and relaxation techniques.
Preparation	<ul style="list-style-type: none">• Psychologists intervention and debate of ideas
Materials	<ul style="list-style-type: none">• Computer,• Sheets, markers

Instructions:

This project took place in several lessons.

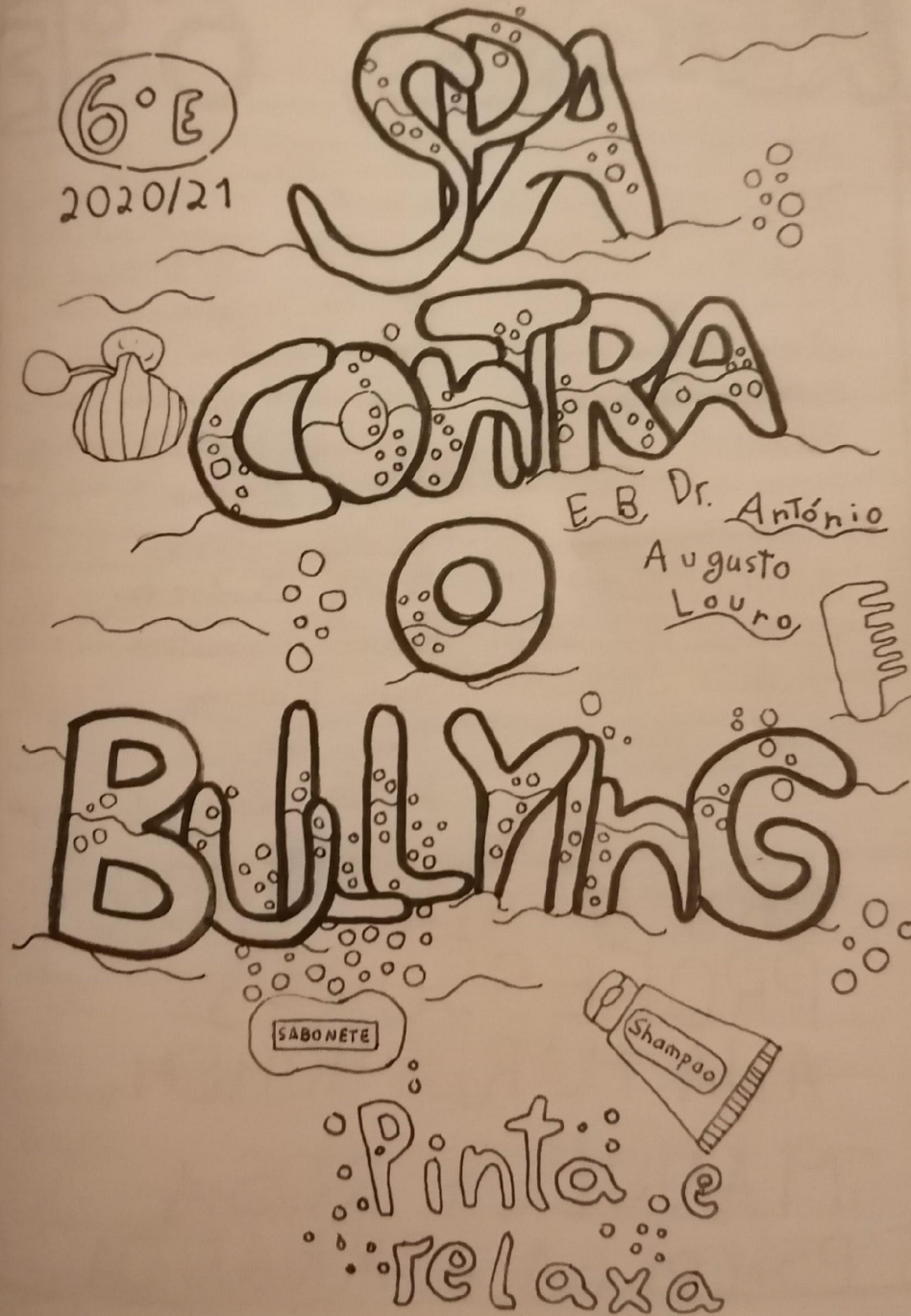
1. There was a debate and reflection about bullying, involving students, teachers, and psychologists of the school.
2. The students decided that the moment of relaxation could help to reflect and minimize the repercussions of the problem that bullying represents.
3. The students presented the idea of creating a book inspired by the anti-stress books of illustrations and decided the title: «SPA AGAINST BULLYING».
4. The students decided some key words that are important on the topic

Team	Solidarity	Friendship	Identification	Observe
Improve	Gratitude	Acceptance	Attencion	Safety
Unity	Affection	Communication	Respect	Solve
Have conscience	Sympathy	Like	Trust	Empathy
	Calm	Play	Love	

5. Those words were raffled, and each student drew an illustration based on its own word.

6. This illustrations in conjunction created the book «SPA AGAINST BULLYING».
7. In the last part of the book, there was a sheet of interaction where there was a question made: “What did change in me after having drawn and read this book?”
8. After the book was finished, it was distributed to the students of the school.

SPA AG

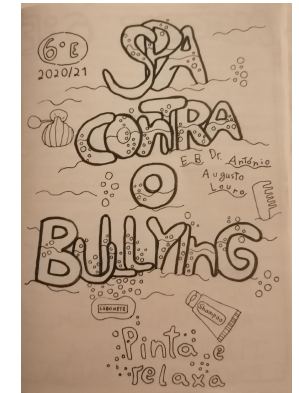


YING

uro
021



THE PROJET



- ✓ After a lot of debate and reflection about bullying, the idea appears.
- ✓ With the help of the teachers and psychologists of our school, the students of 6E class concluded that the moment of relaxation could help reflect and minimize the repercussions of the problem that bullying represents.



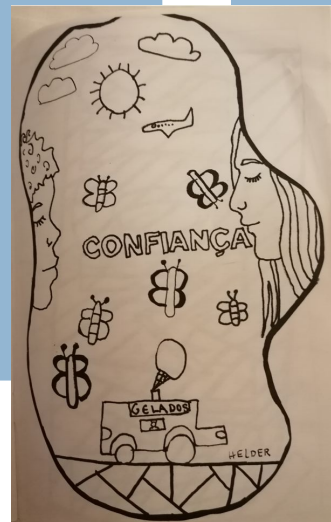
- ✓ Creating a book inspired by the anti stress books of illustrations.
- ✓ The book includes some key words that are important on the topic, such as “empathy”, “respect”, “unity”, “team”...
- ✓ The words were divided and each student draw an illustration, based on its own word.



THE WORDS...



Team
Improve
Unity
Have conscience
Solidarity
Gratitude
Anfiction
Sympathy



Friendship
Acceptance
Communication
Like
Play
Identification
Attention
Respect



Calm
Trust
Love
Observe
Safety
Solve
Empathy

In the last part of the book
“What did



there's a question made:
ing drawn

After the book wa

ents of the school.

PIZZA GAME- LESSON PLAN

SUBJECT: AN ANTI-BULLYING GAME

LESSON TITLE: PIZZA GAME

LEVEL: 5th,6th and 7th GRADE

MATERIALS: A cartoon disposable red plate, small pieces of papers in different colors

PURPOSE: To make students understand themselves, to create awareness about behaviours, to distinguish between the terms self esteem and self acceptance, to discover ways to build self acceptance through self talk and apply their own messages, to find new ways to stand against bullying, to constitute a meaningful whole

PROCESS:

- Plates in red are given to students
- Then papers are distributed one by one with a question and they are asked for answering the question by writing its answer on the paper and paste it on the plate
- They share their ideas in each question and try to know themselves and others

Questions:

- 1) What are you like? Write 3 words about your personality.
 - 2) How do you feel when you are kind to other people?
 - 3) How could you show kindness to someone you don't know
 - 4) Write your 3 friends you trust
 - 5) Write your 2-3 friends who make you nervous-what is the cause?
 - 6) When something bugs you, you do or you say?
 - 7) You calm down yourself by
 - 8) You are strong when
 - 9) You are a good friend because
- After all the papers are pasted they see themselves in a whole as a visual picture of delicious pizza. They are as if they see themselves. Now they have proofs what you are like.
 - Then they create messages for each other and share them with their friends

CLOSURE: The messages they find for each other make them stronger because they become aware of themselves and the others

The messages can be:

- Accept and respect self
- You perform well in your life
- You have self confidence and you can show it
- Just be kind and feel better
- Don't allow the others to hurt you
- Keep calm and reflect
- You are stronger than you think

- Now you have proofs that you are strong to stand against bullying. Congrats!!

BY ŐEHİT POLİS MEHMET ÇELİK ORTAOKULU-İZMİR-TÜRKİYE

GAME LESSON FOR BULLYING

Teacher – Renzo Donati

Scuola Secondaria 1° Cocchi-Aosta Todi

Themes	Empathy
Age	13 – 14 years old
Duration	1 hour
Class size	20 children
Type of activity	Game – Snakes and ladder
Objectives	<ul style="list-style-type: none"> • To improve di knowledge of Bullying and Cyberbullying playing • Learning by playing
Preparation	<ul style="list-style-type: none"> • there are made 4 cardboards
Materials	Cardboards feltpens

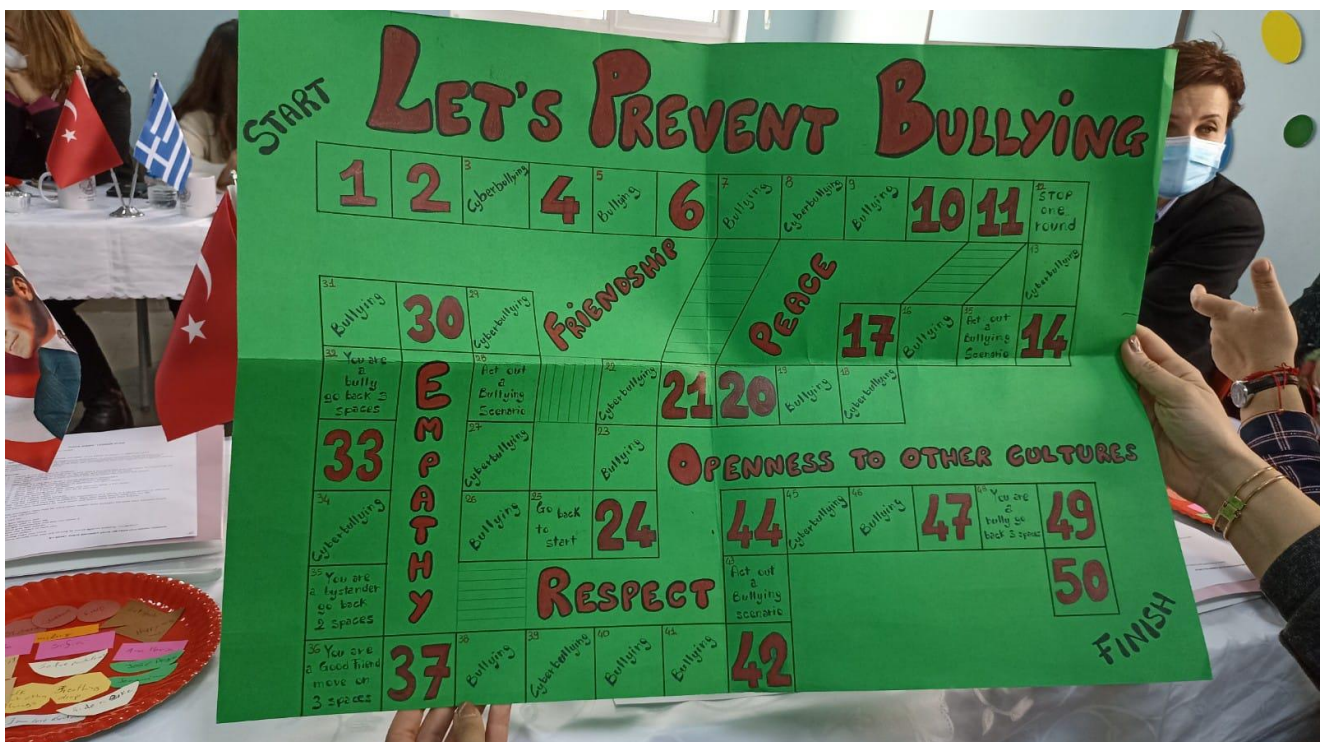
Instructions

The Class is divided into 5 groups of 4 children each. One of the students will check the right or wrong to the questions.

To each group is given a cardboard – Let’s prevent Bullying with a bunch of cards

On the cards are questions about Bullying and Cyberbullying.

The four students who will arrive first at the finish will play again to see the Winner of the LET’S PREVENT BULLYING GAME



QUESTION 8:

If you see someone being bullied at school, you should:

- 1) Not join in
- b) Tell a teacher or adult
- c) Tell the victim you saw what happened and didn't like it
- d) all of the above

QUESTION 11:

What is a bystander?

QUESTION 13:

If you see someone being bullied at school, you should:

- 1) Not join in
- b) Tell a teacher or adult
- c) Tell the victim you saw what happened and didn't like it
- d) all of the above

QUESTION 7:

What does "bully" mean?

PUT YOURSELF IN SOMEBODY ELSE'S SHOES

Teacher – Mirela Gherasim

School no 51, Bucharest

Themes	Discrimination, Violence
Age	11 – 14 years old
Duration	20 minutes
Class size	27 children
Type of activity	body language, verbal communication,
Objective	To begin the process of enabling the individuals to speak and listen To introduce the concept of bullying and actions have consequences
Preparation	A3 paper sheets, felt tips

Instructions

1. Announce the lesson's topic **1'**
2. Warm – up activity: ask students to draw the shape of their feet on the papers and cut them out (these are the “shoes”) **2'**
3. Place students in groups of 3 **1'**
4. In each group, students draw a ticket to choose the role: bully, bullied, bystander (mediator) **1'**
5. Teacher reads aloud different situations of bullying **15'**
6. For each situation:

bully: can mime the action or invent some replies

bullied: can mime gestures /say how he/she feels/ what will do after that/ how he/she would like the bully to behave

bystander/mediator: describes the bully's behaviour aloud, tries to mediate the conflict, tries to find solutions/ advice for the other students

The roles are not fixed, students change roles (‘change shoes’) and experience all roles in different situations.

Examples of situations:

Case 1

Mary has taken her sandwich out and is ready to have her lunch. Her classmate, Tom, goes past her and slaps her hand and Mary drops the sandwich. Tom says with mean voice “You can starve today”.

Case 2

Sarah has found out that her friend, Dora, wrote about her on social media many fake statements and now, her classmates are making fun of her.

Case 3

Mona is a very hard-working student in a good school. Most of the students have a good financial situation and come to school with designer clothes. Mona can't afford luxury clothes and her colleagues call her "poor".

THE BUNNY AND THE GREYHOUND

Teacher – Ileana Tomescu

School no 51, Bucharest

Themes	Discrimination, Bullying
Age	8 – 10 years old
Duration	45 minutes
Class size	28 children
Type of activity	puppet show
Objective	To adapt a story that helps prevent bullying for theatrical presentation
Preparation	The famous Romanian story “The Boots of the Greyhound” by Calin Gruia is adapted into a script with a bullying situation in school There are made hand puppets for all characters

Instructions

1. Announce the lesson’s topic 1’
2. Warm – up activity 1’
3. Discuss the story with the students :
4. Put students in groups of 7 and give them handouts with the script 2’
5. In each groups, students choose a character (Narrator, Bunny, Greyhound, Bear, Wolf, 2 other animals) 2’
6. In each group, students need to read the script for their characters 8’
7. With their hand puppets, students prepare the show in their groups 10’
8. Each group presents the show in front of the classroom 15’
9. At the end of the show, teacher asks students: 5’

How does the Bunny feel?

How is the Greyhound?

Who helps the Bunny and why?

Is the Greyhound a true friend?

Does the Bear have a right attitude? Would you have done differently?

Who is the bully? Who is bullied? Who is the bystander?

ANNEX 1

Bunny and Greyhound

In the Animal World, animals go to school exactly like children in our world.

On the first school day, little shy Bunny meets slender, powerful and agile Greyhound in the hall.

Greyhound: Hey, Bunny! You're so cute! It seems we're classmates this year. I think we'll be best friends.

Bunny (mumbles shyly and a little frightened): Sure! Why not?!

Greyhound: Are we going to the cafeteria to get something to eat?

Bunny: Yes. It's where I was going.

Greyhound: Oh, boy! I'm so hungry I could even chew a small, fluffy bunny. (*grinning and showing his fangs*)

Bunny didn't know what to believe. He was gazing at Greyhound in terror.

Greyhound: I'm only kidding, Bunny! What have you thought of? I want us to be friends.

Bunny: I want that, too. I don't know anyone here and I would like to have friends.

Bear, a grumpy giant, was at the counter in the cafeteria.

The Greyhound, being hungry and greedy, asked for 2 sandwiches, a cake and juice.

Greyhound: Hey, Bunny! Pay for these!

Bunny (*stuttering his words*): What???...I...I..only..have money to pay for my carrot.

Greyhound: Oh, yes, you will pay if you want to be my friend. (*and he showed his fangs again, bending over the Bunny menacingly which started to shiver*) Come on! Pay it!

Bunny: Oh! No! Is this how you understand friendship?

Greyhound: You said you wanted to be my friend. My friends do as I say!!

Bear (*with a thundering voice*): Hey! Someone must pay! There is a long queue behind you. I don't care who pays, but just do it! Do not stand here and quarrel!

Being cornered, Bunny flattened his ears with fear and sadness and, with his eyes in tears, gave Bear his 2 coins.

Greyhound grabbed the food and wanted to leave, but Wolf came and stopped him.

Wolf: If it's your food, you must pay for it, not Bunny. Why do you use him? Only because Bunny is smaller and more fearful? You should be ashamed of yourself!

Other animals: Yes, yes! Wolf is right! Leave Bunny alone!

As all animals in the queue were against him, Greyhound understood there was nothing else for him to do but pay for the food with his own money. Then, he left being very disgruntled.

Bunny: Thank you so much, everybody! Thank you! I was terrified that Greyhound would do like this every day from now on.

Other animals: It's not fair this way! We're colleagues and we must react like this when someone bullies somebody else. We must support each other.

Adapted from "The Boots of the Greyhound" by Calin Gruia

DRAMA LESSON FOR BULLYING

Teacher –Dora Riga

Gymnasio Platania

Themes	Empathy
Age	12 – 14 years old
Duration	about 60' minutes
Class size	20 students
Type of activity	Improvising, acting out,physical theatre
Objectives	<p>Empathise with victims,deeper understanding of their psychology</p> <p>Empathise with bullies, deeper understanding of their motivation</p> <p>Building self-confidence through physical movement and free improvisation/free expression</p> <p>Building team spirit through group work, improving relationships among students</p>
Materials	Pictures of bullying incidents

Instructions

1. Warm-up 2' min

Walking around the room, slowly moving their muscles, feeling their body.

2. Ten-second objects 5'min

Divide the class into smaller groups(4-6 students). Call out the name of an object and all the groups have to make the shape of that object

using their bodies while you count down slowly from 10 to 0. Examples of objects: car, plane, clock, volcano, fire.

3. Walking styles 7' min

Have them walk around the room adopting a neutral walk(not their own real life walk). Gradually give them words and see how their walk changes. Examples of words: afraid, embarrassed, proud, arrogant, confident. Last words: bully, victim.

4. Walking development 5 min

Have them walk in straight lines. They start walking like a bully and in the middle of the line they walk like a victim(3-4 times, so that it can be explored and developed).

5. Freeze frames 6' min

Divide them in groups. Provide them with a photo of a bullying incident or give them a description of a bullying incident (where-who-what happened). In 2' minutes they present their freeze frames.

6. Action tapping/ Thought tracking 7' min

Tap them on the shoulder and they have to speak the thoughts and feelings of their character in the 1st person. At the beginning this can be just one or two words until they gain confidence to express themselves. You can ask them specific questions like: what they feel about another character, what they are dreaming, what they want to do next etc.

7. Improvisation 10' min

Bring the scene alive for a few minutes with speech and movement. Initiate this by saying 'Action'. Let the improvisation for 1 or 2 minutes and stop it by saying 'Cut'.

8. Flashbacks 10' min

Assume the initial freeze frame. Clap your hands and the students have to move silently in slow motion to where their character was some time before (minutes or hours depending on your instructions).

They freeze again in the new flashbacked image and by using thought tracking we explore characters' motivation.

9. Flash Forwards 10'min

They move back to the initial freeze frame. Clap your hands and they move in slow motion to indicate where their character might be a short time after this moment. The new flash forwarded image can be brought to life for 1-2 minutes using improvisation.

PARKOUR GAME 1

Theme: Non-discriminatory rules and fair-play

Age: 10- 14 years

Duration:-

Class size: 20

Type of activity: Outdoor

Objectives: To improve friendship, to prevent discrimination among players, to create awareness of bullying with sports

Materials: balls,boxes and papers

<https://www.youtube.com/watch?v=amAL4v4idkk>

PROCESS:

We have 2 groups but they join the game as 2 buddy students.

Directions:

1. We prepare papers with questions and paste them on balls.

Question 1:

Threatening someone or calling someone a mean name

Question 2:

Spreading rumors about another person and purposely leaving someone out

Question 3 :

Bullying someone using a computer or cell phone

Question 4:

Purposely trying to hurt someone over and over again

Question 5:

Kicking, hitting or punching someone

Question 6:

Someone that watches the bullying incident and does nothing

2. Buddy students carry the ball between their backs and walk without falling the ball. When they finish the route,they put the ball into the correct box where the answer is written in it.

Answer boxes:

VERBAL BULLYING	PHYSICAL BULLYING	SOCIAL BULLYING	CYBER BULLYING	BULLYING	BYSTANDER
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PARKOUR GAME 2

Theme: Non-discriminatory rules and fair-play

Age: 10- 14 years

Duration:-

Class size: 20

Type of activity: Outdoor

Objectives: To improve friendship, to prevent discrimination among players, to create awareness of bullying with sports

Materials: balls,boxes, papers, paper glasses,traffic cone pins, different sports fields

<https://www.youtube.com/watch?v=amAL4v4idkk>

PROCESS:

* We prepare different types of parkour for 2 groups who will join the race with their buddies. We prepare different kinds of parkour choices. When they finish the parkour, they read the question and try to find its answer. The papers that we write on 4 answers have different colours. They give the answer paper to the teacher. They come in pairs for each question.

Question Box1	Question Box2	Question Box3	Question Box4	Question Box5	Question Box6
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Question Box1:

1. Physical bullying is using _____ to hurt others.

Answers:

Red card: 1. WORDS
Blue card: 1. TECHNOLOGY
Green card: 1. RELATIONSHIPS
Yellow card: 1. YOUR BODY

Question Box2:

2. If you are being cyber bullied, the most important thing you can do is _____

Answers:

Red card: 2. STOP COMING TO SCHOOL
Blue card: 2. TELL AN ADULT
Green card: 2. CRY
Yellow card: 2. NOT TALKING ABOUT IT

Question Box3:

3.Social bullying is using _____ to hurt others

Answers:

Red card: 3.TECHNOLOGY

Blue card: 3.WORDS

Green card: 3.BODY

Yellow card: 3.RELATIONSHIPS

Question Box4:

4.What can you say to a bully who is saying bad things about someone?

Answers:

Red card: 4.I don't like that person because they dress funny

Blue card: 4.If you don't stop, I'll hit you and make you sorry

Green card: 4.It's not cool to try and hurt other people's feelings

Yellow card: 4.You are idiot and no one likes you

Question Box5:

5.An upstander is someone who _____

Answers:

Red card: 5.take actions against bullying

Blue card: 5.watches quietly

Green card: 5.walks away from bullying

Yellow card: 5.fights with people who bully

Question Box6:

6>Your friend teases you all the time and you should _____

Answers:

Red card: 6.whine

Blue card: 6.cry

Green card: 6.tell him how you feel

Yellow card:6.tease him back

FÜSUN GÜZELORDU, ŞEHİT POLİS MEHMET ÇELİK ORTAOKULU, İZMİR,
TÜRKİYE

MIRROR ME, ECHO ME

Teacher – Claudia Putura

School no 51, Bucharest

Themes	Discrimination, Violence
Age	13 – 14 years old
Duration	10 minutes
Class size	even number of children
Type of activity	body language
Objective	To embody non-verbal communication and body language (posture, gesture, eye contact) that helps prevent bullying
Preparation	there is made a list of situations/ emotions/ words that are related to 'bullying' there are made cards with feelings

Instructions

1. Announce the lesson's topic 1'
2. Warm – up activity (body movements to warm up) 1'
3. Place students in pairs, students facing one another: 1'
4. Teacher reads situations/emotions aloud and students have to mirror each other in postures and gestures 5'
5. Each student gets a card with a feeling and, in pairs, one by one, they read the cards and his/her pair needs to say the same words in the same way. 2'

Examples of situations for mirroring each other:

- I'm new in school;
- I'm not sure what to do;
- I don't want to speak;
- I can't walk;
- I want you to be my friend;
- I like you;
- I can beat you;
- I hate you;

Examples of feelings for echoing each other:

I'm afraid;
I'm ashamed;
I'm terrified;
I'm lonely;
I'm ignored

OPENNESS TO OTHER CULTURES

A LESSON FOR VALUE OF OPENNESS TOWARDS OTHER CULTURES

SUBJECT: Discovering diversity through colors

LEVEL: 5th and 6th grade students

DURATION: 40min

MATERIALS: crayons and a coloring page

AIMS:

- Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences
- Realize that people are connected through shared experiences and interests
- Recognize that there are differences in every community and that creates a diverse and healthy community
- Be aware of diversity
- Discuss what it is like to be excluded from a group
- Find ways to be more inclusive

PROCESS:

Defining culture and diversity:

The teacher presents the meaning of culture and discussion begins.

- All cultures have stories. A culture is a group of people who have the same customs or way of life.
- Different cultures have different ways to explain how things happened.
- What we share in common and what our differences are.
- Discuss by questioning we are happy by being alone or with other people
- Teaching the word “diversity”
- Are the crayons diverse? Explain “diversity” in terms of individuals in our classroom/school/community—These differences make us unique and special. They make us who we are.
- They answer the question “Why do we like using different crayons in drawing pictures?”

Then the teacher divides the students into 4 groups and gives them the same drawing page. After then each group takes the different colors of crayons:

1st group: black crayon

2nd group: blue and yellow crayons

3rd group: blue,yellow,red and green crayons

4rd group: all different crayons

The teacher wants them to paint it with their own crayons. They are allowed to mix the crayons with each other.

When they finish the painting, painted pictures are hanged on the board and they discuss about them.

The teacher asks: “Which picture do you like best? Why?”

“Which picture symbolizes a place having one culture and more than this?”

“Should we show respect to different cultures?”

CLOSURE:

Students share their ideas with the class about the pictures.

ENRICHMENT:

-We are just like crayons. Each person is a crayon. Different crayons come together and become a diversity.

-All the colors are very nice but they all exist very nicely in the same place

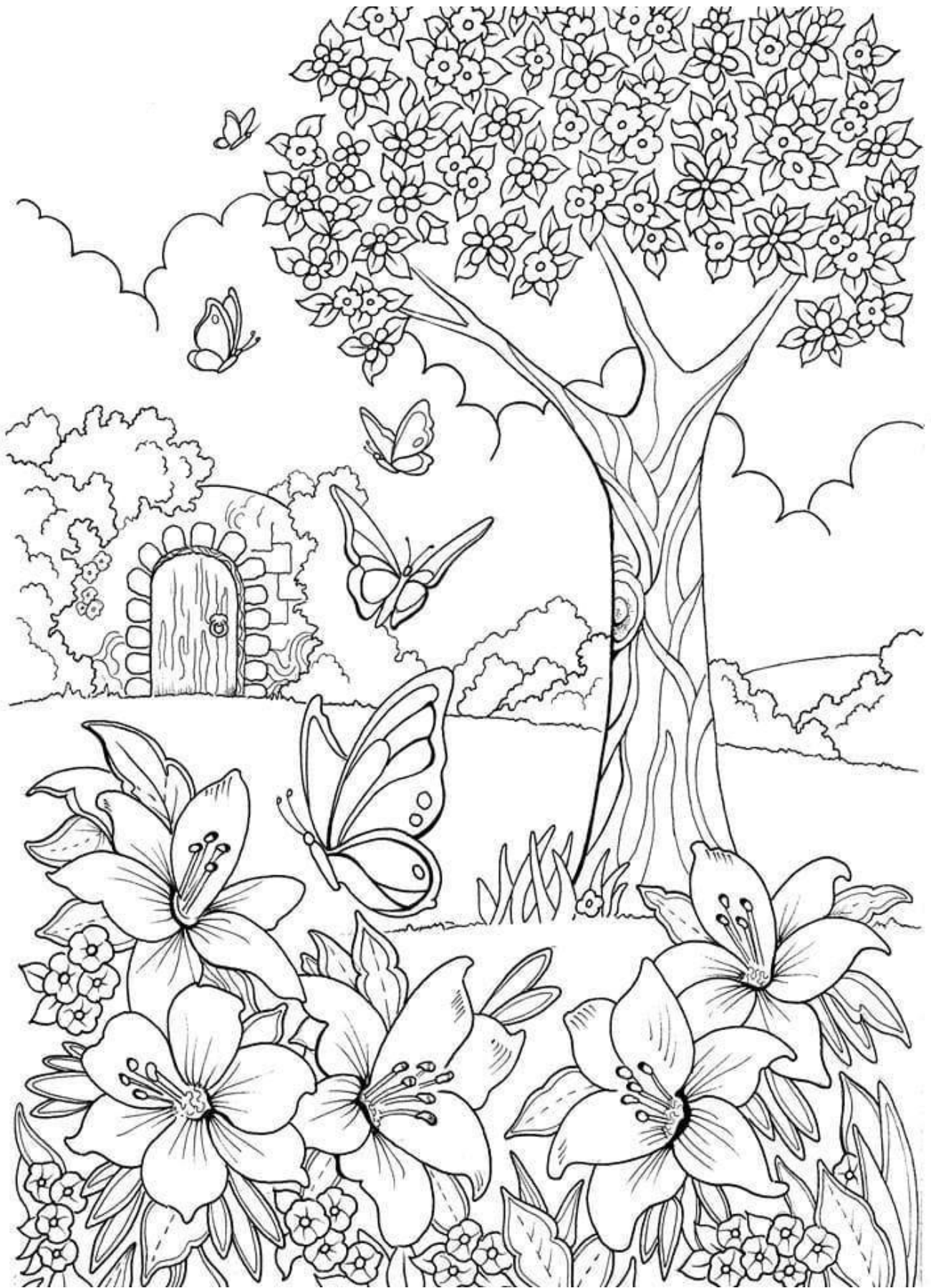
- It is important to understand people’s differences and celebrate these things. The world would be a boring place if we were all the same!

- We are rich with our differences and we all should accept and respect each other’s differences, we can all get along and be much happier.

- We are all human and everyone has the right to be treated equally where he/she lives.

-We should be open towards other cultures.

BY ŞEHİT POLİS MEHMET ÇELİK ORTAOKULU, İZMİR, TÜRKİYE



A LESSON FOR VALUE OF OPENNESS TOWARDS OTHER CULTURES

SUBJECT: EXPLORING CULTURES

LEVEL: 5TH, 6TH, 7TH, 8TH GRADE STUDENTS

DURATION: 80'

MATERIALS: A WORKSHEET

AIMS:

- To increase knowledge and confidence to discuss different cultures
- To explore the definition of culture and the ways in which individuals, groups or communities live
- To explore the different characteristics and representations of culture, what can be easily seen/perceived and what cannot
- To explore the cultural influences that exist in one's own life
- To explain how various people may interpret the same reality in different ways
- To be respectful to different cultures

PROCESS:

- Students are informed about the definition of culture.
Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts..Different groups may have different cultures. A culture is passed on to the next generation by learning, whereas genetics are passed on by heredity.Culture has different kinds of meanings..."Discussion goes on..

- The teacher gives a general information from own country,regions or different countries.He/she identifies the various elements of culture and gives examples.
- Students are able to recognise that everyone exists within a culture and is influenced by multiple cultures
- Students are able to recognise that culture is fluid rather than fixed or static.
- Students develop a sense of pride and appreciation of their own culture, as well as those of others.They answer some questions:
 - How would you describe your own culture to others?
 - What do you generally do in special days?
 - Are they new or come from the past?
 - Can we change them easily?
 - Can you give an example to another cultures?
- Then students are asked to divide into groups equally. The worksheet is given to them and they are asked to think about a culture of a location. It can belong to their hometown,another region,province or a different country. They find their samples to the location they choose in different small titles.

CLOSURE:

When they all finish, each group share their answers with the class. They can also add different features to other groups' works.

ENRICHMENT:

-Students are aware of different cultures and each one has different characteristics and representations.

-People having the same reality live in various ways but they don't change their customs,habits or routines.

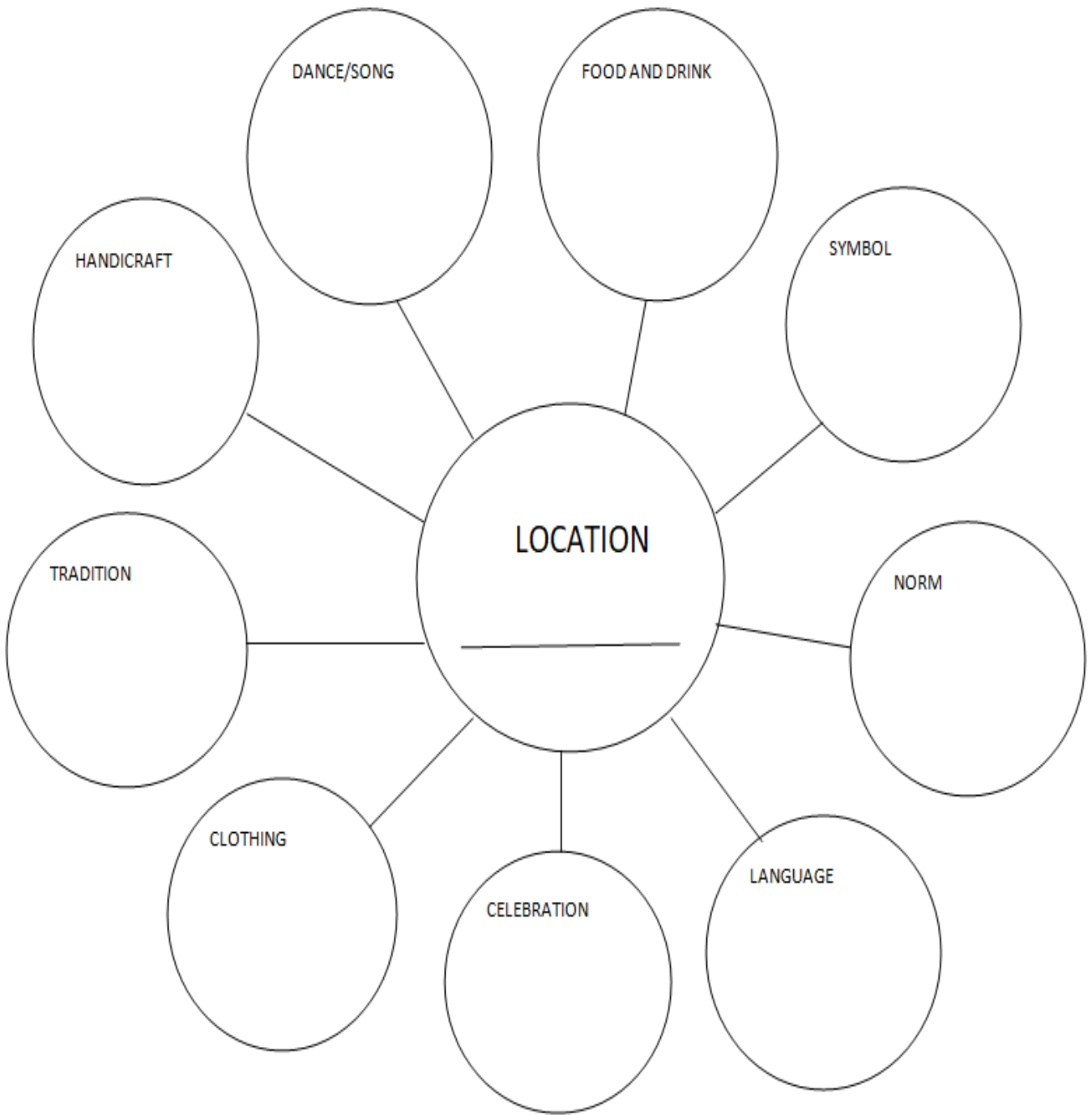
-Everything would be the same if we live in the same way so nobody can perform own wishes.

-We should be respectful and tolerant to others otherwise we can't catch the harmony in difference.

-When you understand and appreciate the others' cultures, you aren't alone.

-Travel and learn different cultures

BY ŞEHİT POLİS MEHMET ÇELİK ORTAOKULU, İZMİR,TÜRKİYE



FOOD CULTURE

Teacher –Dora Riga

Gymnasio Platania

Themes	Openness towards other cultures, cultural awareness
Age	12 – 14 years old
Duration	45 minutes
Class size	20 students
Type of activity	Discussion, writing, critical thinking
Objectives	<ul style="list-style-type: none">➤ Explore the concepts of food and food culture➤ Understand how dining customs can differ across cultures and respect the differences➤ Become interested in other cultures

Instructions

1. Food culture. What is it? 5 min

As a class group, students discuss what **food** means to them by brainstorming words and notions they associate with it. Use wordart application to create a word cloud about food on the spot.

2. Video: Food is culture/ European Year of Cultural heritage 10 min

https://youtu.be/Mr4Zo1jW_7k

After watching the video initiate a group discussion to expand on the topic of food culture.

What is the message of the video?

How is food culture formed? Which factors determine it? (Elicit answers such as traditions, heritage, climate, local products, history, coexistence with other people of different origins, traditions and religion etc)

Is culture kept within borders? Can it be preserved intact and unchanged?

People travel, food travels, culture travels.

3. Video: Dining customs around the world 15 min

<https://youtu.be/OldYxMyZZm4>

Which customs did you find most surprising? What can you infer/understand about the people?

Which customs were more similar to your own?

4. Group activity 15 min

In groups of 3-4 students write down the important dining customs and food traditions of their families and culture. The activity becomes much more interesting when you have a multicultural class with students from different countries and different cultural backgrounds!

Conclusion

Let's not take anything for granted! Our way isn't the only way! Diversity is fun and can make us a lot richer and happier!

Possible project

Organise a school food bazaar where students prepare a dish of their own culture or their favourite culture and bring it to school.

Jack and the Beanstalk

Activity

Teacher –Dora Riga

Gymnasio Platania

Themes	Diversity
Age	12 – 14 years old
Duration	10-15 minutes
Class size	20 students
Type of activity	game
Objectives	<ul style="list-style-type: none">➤ focus on differences not to discriminate but to appreciate➤ understanding the notion of diversity
Materials	a bowl, a packet of beans

Instructions

Step 1

The teacher passes around the bowl with the beans and each student takes one. The goal is for each player to be able to find their bean after they have put it back in the bowl. It is recommended that each player observe their own bean as well as the beans of the people sitting next to them very well. What makes their bean different and unique?

Step 2

The players observe their beans while the teacher reads the tale of 'The old lady and the beans'.

Step 3

The students put their beans back in the bowl.

Step 4

The bowl passes around again and now all the players need to find their bean. In order to do that some people may need to look for it at the same time. Whoever is sure that they have found it, they sit down.

Processing

The teacher now asks the students what the meaning of this game is. At first sight, all the beans look the same. but when you look more carefully, you can see how different they are- just like people.

The old lady and the beans.

Once upon a time there was a very old and wise lady. She had a difficult life. Every morning before going to work she wore an apron. Then, she opened the kitchen cupboard and took a handful of beans which she put in the right pocket of her apron. Every time she saw something beautiful during the day-the smile of a child, the song of a bird, a kind person, the smell of a nice cup of coffee, a sunbeam touching her face or a shade on a hot day- in short anything that pleased her senses, she took one bean from her right pocket and put it in the left. Every night before going to bed she took the beans out of the left pocket. This way she could see what had happened to her on that day. She could recognise every bean and remember what happy feeling it had created. So, even if there was just one bean in her left pocket, she believed it was a day worth living.

OPENNESS TO OTHER CULTURES

Teachers – Renzo Donati-Angela Ciacci

Scuola Secondaria 1° Cocchi-Aosta Todi Italy

Themes	A value against bullying – Openness to other cultures
Age	11-13 years old
Duration	1 hour
Class size	25
Type of activity	<ol style="list-style-type: none">1. Video presentation (Listening and comprehension)2. Realization of a Word Cloud (Mentimeter)
Objectives	<ol style="list-style-type: none">1) Listen and understand the main topic2) Achieve a better comprehension through the realization of the Word Cloud, as final product.
Preparation	Warming up, be aware of our different nationalities
Materials	Laptop and proper devices

Introduction

Learning about other cultures is a great way to teach children to appreciate the diversity of our human world. By recognizing and celebrating our differences, you can help raise a kind child who respects others and makes them feel welcomed and valued.

Watch the video:

https://www.youtube.com/watch?v=2ugzWjl2tv0&ab_channel=ExtendaTouch

First step: While you watch the video sign on a piece of paper three words (or more) which impressed you.

Second step: Go to www.menti.com and put the code.

Third Step: Analyse the Word Cloud (Which are the main words?)

Fourth Step: Give a suggestion: watch the film *Azur and Asmar* by Michel Ocelot

INTERCULTURAL AWARENESS

Teacher – Claudia Putura

School no 51, Bucharest

Themes	Tolerance, Openness to Other Cultures
Age	13 – 15 years old
Duration	50 minutes
Class size	26 children
Type of activity	List making, discussions (giving reasons)
Objectives	<ul style="list-style-type: none">• To understand the importance to understand cultural aspects of other countries and peoples• To understand the emotional consequences of disrespecting other people's culture or customs
Materials	cardboards, felt tips, crayons

Instructions

1. Announce the lesson's topic 1'
2. Warm – up activity: ask students to perform some tongue twisters in Romanian and English 2'

e.g. Capra neagră-n piatră sare./Piatra crapă-n patru./Crapă capul caprei negre/ precum piatra crapă-n patru.

Peter Piper picked a peck of pickled peppers

A peck of pickled peppers Peter Piper picked

If Peter Piper picked a peck of pickled peppers

Where's the peck of pickled peppers Peter Piper picked?

3. Ask students if they have travelled abroad and learned how to greet in different languages 5'

e.g. the UK – Good morning!; France – Bonjour!; Greece – Kalimera; Italy – Buon giorno!; Turkey – Günaydın!; Portugal - Bom dia!; Spain - Buenos días!; Germany – Guten morgen!; Japan -Ohayō gozaimasu!, etc.

4. Ask students to watch a video about cultural differences: 6'

<https://www.youtube.com/watch?v=vO6N0ha22Mk>

5. Ask students to answer the same questions as the children in the video: 5'

What is your typical breakfast?

How do you greet your friends?

What are the typical hand gestures we, Romanians, use very often while speaking? How do we say “Yummy!”/ “I don’t know!”

Sing your national anthem

A stereotype about your country

What values were you raised with?

6. Ask students to notice the differences and similarities. Explain students that this is **intercultural awareness** which means having an understanding of both your own and other cultures, and particularly the similarities and differences between them. These similarities and differences may be in terms of values, beliefs, or behaviour. **10’**

Debate with students these questions:

a) Is it important to learn about other peoples’ culture? Why/Why not?

b) Do you or your parents usually search for cultural information of the countries you visit before departure?

c) What could happen if we don’t know anything about the customs or values of the countries we visit?

d) Which cultural aspects we need to pay attention to: gestures, greetings, dining customs, special days, etc.

7. Ask students to watch another video about dining customs around the world: **3’**

<https://www.youtube.com/watch?v=OIdYxMyZZm4>

8. Ask students to make teams of four and design posters choosing one of these themes: GREETINGS AROUND THE WORLD; DINING CUSTOMS IN ROMANIA **13’**

9. Each team presents the poster **5’**

ABOUT CULTURAL DIVERSITY AND TOLERANCE

Teachers – Adélia Prata and Sofia Venceslau
Escola Básica Dr. António Augusto Louro – Arrentela (Portugal)

Themes	Cultural diversity and Tolerance: « LET’S MAKE A DIFFERENCE! »
Age	12 – 14 years old
Duration	100 minutes
Class size	Approximately 25 children/class
Type of activity	Reflexion about cultural diversity and tolerance: <ul style="list-style-type: none">• To aware about the richness of the world culture;• To understand the role of intercultural dialogue for achieving peace and sustainable development;
Objectives	<ul style="list-style-type: none">• To promote acceptance of different cultures and cultural experiences;<ul style="list-style-type: none">• To highlight the significance of cultural diversity as an agent of inclusion and positive change;• To discuss solutions and actions to promote acceptance.
Preparation	<ul style="list-style-type: none">• Video exploration
Materials	<ul style="list-style-type: none">• Computer, mobile phones• Balloons, ball of wool, markers

Instructions:

1. **Presentation of a video about «Cultural diversity»**
<https://youtu.be/zFYndbxQLcA>
2. **Discussion about diversity, where students must inscribe feelings or actions related to the concept of diversity, using the platform «Mentimeter».**
<https://www.menti.com/82x71jenun>
3. **Create a word cloud with the students’ words.**
4. **Going outside of the room with the students.**
5. **Each student blows up a balloon and writes on it a word that demonstrates the feeling or actions we must have to embrace diversity.**
6. **Then, with a ball of wool, a web, that connects all the students, is made.**
7. **Each student throws their balloon, and the class group will have to keep the balloons safe and sound on top of the net.**
8. **After, the class discusses the importance of the group-action to keep Diversity alive and rich and think in solutions and ways to prevent intolerance.**
9. **The class is organized in groups and each group prepares a video, with a slogan about Tolerance, to be presented on the 21’st May, «World Day for Cultural**

Diversity for Dialogue and Development» (United Nations) about the importance of tolerance and acceptance of cultural diversity.

10. **Presentation of an example, made by other students to commemorate the 16'th November, «International Day for Tolerance»:**

<https://drive.google.com/file/d/14Wf04mZ3oIcFU-UFvJlvPNy7iZPAdIEC/view?usp=sharing>

OPENNESS TO OTHER CULTURES

Teachers – Renzo Donati, Luisa Giovi

Scuola Secondaria 1° Cocchi-Aosta Todi Italy

Themes	A value against bullying – Openness to other cultures
Age	11-13 years old
Duration	4 hours
Class size	24 children
Type of activity	Reflexion on how being open minded towards other cultures allows to reduce bullying situations. <ul style="list-style-type: none">• To analyse and prevent bullying behaviours;• To help solving the short- and long-term emotional consequences in the field of intercultural diversities
Objectives	<ul style="list-style-type: none">• Being open minded towards others brings cultural ad emotional richness. Diversity is always an added value
Preparation	Debate of ideas
Materials	<ul style="list-style-type: none">• Computer, internet use• Cardboards, markers, Globe, Geography handbook

Introduction

Learning about other cultures is a great way to teach children to appreciate the diversity of our human world. By recognizing and celebrating our differences, you can help raise a kind child who respects others and makes them feel welcomed and valued.

Educating children about other cultures is one way to fight against racism and other forms of bias. The more diversity kids are exposed to from a young age, the better.

Methodology: cooperative learning

Instructions:

First step : The class is divided into 4 groups. Each group has to bring a laptop and their Geography Handbooks.

Second step: The teacher places in a pot the names of the foreign countries of the students represented in the school context. He/She announces that the object of the activity is to know more about the foreign countries represented so to avoid prejudices towards them. In this manner we should be openness to other countries without diversities.

Third Step: The teacher announces that each group will research information on the country selected on:

1. The most important dishes of the country

Food is near and dear to all our hearts, and it is closely linked to culture. Each culture has special flavors and dishes that make it unique.

2. Learn Different Languages

Surfing the net, it's easy to learn some phrases in another language; highlight on Welcoming sentences and useful expressions

3. Find out about festivities

What kind of festivities are traditionally held for the holiday?

Is there special food, music, decorations, etc.?

4. Discover a Custom

Aside from holiday celebrations, cultures have other customs that make them special. These customs are a big part of what makes each culture distinct.

5. Listen to Traditional Music

Music is a great way for pupils to learn, plus it can be a lot of fun. Sing, clap, and dance along to songs from other cultures together.

Make a poster or a multimedia product or a video about each country placing the points underlined above.

After having carried out this research each group will appoint 2-3 members to report about the country helping himself/herself with the products made.



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