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SafeSchool

Promoting Students' Engagement in the Prevention of Bullying in Schools

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IO1 GOOD PRACTICES

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INTRODUCTION

The Good Practices represent the most successful behaviours, skills, methods, instruments, results that contribute to a sensitive topic.

The collection of good practices have been already successfully tested in schools which are contributed creating a learning environment free from violence. These Good Practices are a resource pack of information and self-awareness for teachers, parents, youth workers, pupils, psychologists, school staff and other.

The compendium is based on solid information and analysis, well grounded in reality and scientific research. It is free accessible and download from the project's and the partners' websites. For all end users the benefits are evident. In particular, teachers and pupils since the Good Practices contribute to combating bullying in the schools, and building a safe school environment and improving the act of teaching/learning.

The document is translated in Italian, Portuguese, Romanian and Spanish,



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DATABASE

GOOD PRACTICE	AGE	CONTENT	OBSERVATIONS
Educate through theatre	14	Communication. Solve conflicts. Collaborative.	
Friends for ever	6-13	Express and handle emotions. Critical thinking. Respect. Friendship	
Prevention and contrast of bullying	13-18	Respect. Tolerance. Friendship. Request for help Create a good atmosphere in classes	
Be social, be different	13-19	Use of internet. Training provided to students by students (Peer mentoring) Listen	
Cowards bullying	11-16	Use of TICs. Parental control Respect. Reflexion.	



GOOD PRACTICE	AGE	CONTENT	OBSERVATIONS
Prevention: understanding stereotypes, prejudice discrimination	12-15	Stereotypes. Isolation Open mind. Accept others	
Conflict solving	9-16	Empathy. Conflict solving. Language of emotions. Patience. Respect. Dialog Restorative circles.	
Peer mediator programme	10-17	Social skills. Positive education. Trust. Mediation	
No bully	17-18	Empathy. Inclusion. Respect. Diversity. Emotional Intelligence	
Anti Bully	14-18	Boundary. Dialog. Warning.	
Anti Bullying	12-18	Human rights. Solidarity. Acceptance	
Student / Pupil mediator	12-18	Peers. Responsibility. Reflection. Voluntary services. Respect. Confidentiality	Training programme.
The bruised and the beautiful apple	6-15	Communication. Empathy. Tolerance. Collaboration	



GOOD PRACTICE	AGE	CONTENT	OBSERVATIONS
Types of bullying	6-15	Integrity. Autonomy. Team spirit. Collaboration	
Masks	6-10	Communication. Conflict resolution. Open mind. Empathy. Acceptance.	
Protection against violence	9-10	Critical thinking. Teamwork. Negotiation. Children's right	
The crumpled paper lessons	6-15	Tolerance. Self confidence. Social behaviour.	
Stop bullying	11-15	Self-confidence. Cooperation	



IT EDUCATE THROUGH THEATER

Name of the School	Liceo Statale Niccolò Machiavelli (www.ismachiavelli.eu)
Educational Level	High School, boys and girls, aged 14 and above. Also, teachers
Summary	<p>The project, following the Guidelines of the Ministry of Education and Research of 13 April 2015, is directed to teachers, families and students. Its objective is to include teachers of the school in a training process that supports a new form of relationship between teachers and students, through theatre and innovative techniques of communication and interaction. It aims to supply teachers with knowledge and competences of communication to prevent bullying and cyber-bullying but, more widely, conflicts in class.</p> <p>The project has been implemented thanks to the collaboration of a professional company of actors, and of a theatre director, which have provided students and teachers with real tips and strategies of communication to combat problems of bullying and positively solve conflicts among students.</p> <p>The final event of the project has taken place at the Theatre Casa Internazionale delle Donne, Via della Lungara 19, Rome on 10 and 11 February 2017 at 20.00 when students and teachers have staged the show against bullying and cyber-bullying in classes.</p> <p>Tips and Hits</p> <p>Through theatre techniques, such as study and creation of a character, the use of voice, language and body) the art of theatre allows the most authentic personality aspects to emerge from the inside out, helps the growth and empowerment of communications capacities, to make them more persuasive.</p> <p>These techniques, inserted in the school context and put at the service of teachers, allow the improvement of the transmission of values and principles, but also a more precise reading of dynamics and relational problems within groups and classes.</p>
Aims	<p>The project aims to find new ways to solve conflicts within high school classes, focusing on techniques borrowed from the theatre and from acting. At the same time, creating a collaborative environment among students, the creation of a final product helps to solve conflicts and problems among students.</p>



<p>Development / Implementation</p>	<p>The project has involved students and teachers, but has included in various ways also other actors of the local community. For example, it has involved experts in acting and in communications, and families and friends of the students that have appreciated the efforts of the school and of the pupils, and have assisted to the show.</p>
<p>Results & Tips</p>	<p>The final outcome of the project has been the show put in place by students and teachers, with the collaboration of the company and network “Promozione del teatro in classe”.</p> <p>The project is innovative in the fact that it uses acting techniques to enhance communication but especially that it allowed the creation of a new show not produced before.</p> <p>The major lesson learnt from this good practice is that creative practices and collaborative working environments where students are invited to collaborate with each-other can highly contribute to solving problems and conflicts in classes.</p> <p>The project can be replicated by other schools that, by seeking collaboration of theatres and other experts, can positively implement again this project and can replicate an experience that has received very good feedback both by students and by teachers.</p>
<p>Assessment</p>	<p>The success of the experience has been assessed through the final show put in place by students and teachers in a theatre in Rome. Students and professors have collaboratively worked to create a performance concerning the fight against bullying and have worked with a company of professionals.</p>
<p>Links / Resources</p>	<p>http://inx.ismachiavelli.eu/pags/spip.php?article2571&date=2017-09</p> <p>http://www.ismachiavelli.eu/pags/spip.php?article2546</p> <p>http://www.ismachiavelli.eu/pags/spip.php?article2563</p>
<p>Key words</p>	<p>Bullying; theatre; acting; communication techniques; inclusion; conflict resolution</p>



IT FRIENDS FOR EVER

Name of the School	I.S. VIA DEL CALICE, ROMA (www.viadelcalice.gov.it)
Educational Level	<p>The project is directed to various target groups, children aging from 6 to 13 years. However, since the targets range in very different ages, the activities are targeted accordingly. Teachers are included also.</p>
Summary	<p>The project has been included in the school's plan of the didactic offer and has been elaborated by the Antibullying Team. The objective of the project is to prevent and contrast all antibullying and cyber-bullying behaviours, to promote psychological wellness, prevent school problems and use critically internet and social media.</p> <p>All the activities included in the project, that is watch films, short movies, music videos, have lectures or other activities can be conducted through role play, circle time, brainstorming and other techniques.</p> <p>Activities have been divided according to the age of the students of the school.</p> <p>For the students of the early classes (I, II and III of primary school), the proposals aim to guide the child to express and handle emotions that he or she can experience in specific moments and situations of the day. Movies chosen aim to help the development of feelings of empathy towards those who are in a situation of difficulty and are in need of help.</p> <p>For the students of IV and V classes, activities proposed handle the issue of bullying and cyber-bullying in a more direct and explicit way. Children, after participating in one or more of the proposed activities, will be led by teachers to catch the meaning of what they have done and to share personal experiences, if they have any.</p> <p>For guys of secondary school, after proposing patterns of comprehension of the problems caused by bullying, short movies concerning cyber-bullying have been proposed, because in this age group this kind of bullying is particularly spread. Students will learn in particular how an action that started as a "joke" can easily become a criminal offense.</p> <p>The last proposed activity includes also teachers of secondary school in order to organize together with students the production of a short movie.</p>



	<p>Each class must include in the programme of the didactic activities at least one of the proposed activities of the project.</p> <p>Tips and Hits</p> <p>There is not a specific schedule for the project, because students participate in the project activities in the framework of the other school activities.</p> <p>One of the most interesting elements is the wide use of movies and short films, and the direct inclusion of students and teachers in a collaborative environment to produce a real show.</p>
Aims	<p>Challenges specifically posed by bullying and cyber-bullying since the early stages of school, including primary school. Students are gradually introduced to the problems, through the use of digital means.</p>
Development / Implementation	<p>Annex 1 – Project and resources used in the framework of the project “Friends Forever”, of the school Via Del Calice.</p> <p>Both students and teachers have been target groups of the project activities.</p>
Results & Tips	<p>One of the most innovative factors of the project is the fact that not only there is a wide use of movies, music and other cultural instruments, but also that students and teachers have been themselves involved in the production of theatre shows.</p> <p>Students have been actively involved in role playing and other techniques of proactive participation. A specific focus has been put on the importance of emotions and on respecting the other person as someone who carries feelings and that can be seriously hurt by violent behaviours.</p> <p>The sustainability of the project is ensured by the fact that there are not specific economic resources to be dedicated to these activities, materials and other instruments are available on the Institute’s website and that it can be replicated with children in other contexts, even outside schools.</p> <p>The identification of an objective to reach, such as a certificate, or other kinds of final objective that represent the outcome of the project, are an incentive to the active participation of students in the activities, and can be easily adopted as a good tip to replicate in the future, to include also students that are not initially particularly interested in the activities.</p>
Assessment	<p>The project has been carried out between 2016 and 2017 and is being implemented to date in the framework of the triennial schedule of the</p>



	<p>activities of the institute, until 2019.</p> <p>To assess the success of the activities, some classes have even participated in the first national day anti-bullying (February 2017), when they have signed and subscribed a document sent to the MABASTA Movement, where they have committed themselves to fight any form of bullying and have received a certificate of “class where bullying has been permanently removed”</p>
Links Resources	<p>http://www.viadelcalice.gov.it/?page_id=4510</p> <p>www.viadelcalice.gov.it/?p=5612</p> <p>http://www.viadelcalice.gov.it/wp-content/uploads/2017/09/CLASSE-DEBULLIZZATA-4B-2016-2017.pdf</p>
Key words	<p>Prevention of bullying; Friendship; Digital techniques; Movies</p>



IT PREVENTION AND CONTRAST OF BULLYING AND CYBER-BULLYING

Name of the School	Istituto Tecnico Industriale Statale Liceo delle Scienze Applicate Giovanni Giorgi (https://www.itisgiorgiroma.gov.it)
Educational Level	Students aged 13-18 years old– high school students that have completed secondary school of first grade.
Summary	<p>The project aims to reduce the problem of bullying in school, with a very ambitious programme that spans over the school year and the collaboration of specialized associations as well as experts and police members.</p> <p>In the year 2016-2017, the project had already been piloted and had a great success, including moments of additional training to identify the referents of the project and the peer educators for the following year. Also parents and teachers have received moments of training, also through the support a psychologist, to identify the referents of the project.</p> <p>Schedule of the activity – <u>School Year 2017-2018</u> (October 2017 – May 2018)</p> <p>In October 2017, teachers referents for the project have been chosen. Also students and parents referents for the project have been selected.</p> <p>20 October 2017, students have watched the musical “Heathers” in the Theater Spazio Diamante di Roma, as a piloting event. This proposal will be made to all the classes of the school, since it has been considered successful.</p> <p>Students have also watched advertisements and short movies created by students of other classes, supported by teachers and experts.</p> <p>Meeting with lawyers specialized in criminal law (free of charge) to sensitize students to the theme of legality and to the risks connected to a non conscious use of the internet.</p> <p>Participation in the project “I play loyal” that will takeplace in the gym of the Institute with professors of Gymnastics, during school time.</p> <p>Two meetings for each class (free of charge) with experts of Police on the themes of bullying and cyber-bullying in the framework of the project “Safe Schools” Meetings (free of charge) between students of the first two years of high school and experts of the Association BULLISTOP – National Association against bullying, which will envisage:</p>



	<p>1. Debates</p> <p>2. Elaboration of the project and participation to the “Competition of Ideas”</p> <p>3. Personal Reflection</p> <p>The work with the association will be concluded watching a theatre piece, realized by the Association, which will be held on 30 May 2018, at the Teatro Olimpico in Rome</p> <p>Meetings –free of charge – with volunteers of the Italian Red Cross in the frame work of the Project “#DIB -Disconnettiamo il Bullismo“, wanted by theV Municipio of Rome.</p> <p>Presentation of the Project “Letteratura e Cinema”, to sensitize through arts, to respect, friendship, tolerance.</p>
<p>Aims</p>	<p>The project aims to address challenges in the short, medium and long term.</p> <p>In the <u>short term</u> the aim is to develop in schools the capacity to detect the emergence and the verification of non desired behaviours; elaborate a request for help; develop in school a common sense of belonging to the community of the school</p> <p>In the <u>medium term</u>, make communication among peers easier and establish a good environment in classes and in the whole school; foster positive outcomes on the didactic activities; reduce early school leaving</p> <p>In the <u>long term</u>, develop in the school new competences to reproduce in time the project and also work in confrontation with other schools.</p>
<p>Development / Implementation</p>	<p>Annex II – Detailed description of the project – in Italian</p> <p>The community to which the project is directed includes students, parents, families, professors and other personnel of the school (page 1 of the Annex).</p>
<p>Results & Tips</p>	<p>The project had success because it has implemented a long term project that spans over the time of a whole school year. Long interventions have proven to have a major effect on students and individuals, because students tend to forget less the information received.</p> <p>Furthermore, particular benefit has been ascertained thanks to the participation of experts and associations, which have given first hand information and experience concerning their field of expertise.</p> <p>Finally, innovation can be found also with respect to the participation of lawyers, that have shown the criminal risks of using unwisely modern technology and behaving aggressively, both in a verbal and material</p>



	<p>way.</p> <p>One of the lessons and innovations of the project is the division of the impact in three “periods”, the first being in the short term, the second the medium and the third, eventually, in the long term. This allows a division of objectives and goals, ensures the sustainability of the project and helps in identifying realistic and sustainable objectives, without the risk of trying to reach objectives that are too big in the short or the medium term.</p>
Assessment	<p>The activities of the project are being monitored constantly through the submission of questionnaires (that aim to verify the existence of victims and aggressors) to students.</p> <p>In the Year 2016/2017 roughly 780 have been interviewed in the high school. Furthermore, students have compiled an anonymous self-report, including information regarding personal data (age, sex and family situation) and a section concerning bullying episodes observed on others or suffered by themselves.</p>
Links Resources	<p>/ https://www.itisgiorgiroma.gov.it/prevenzione-e-contrasto-al-bullismo/</p>
Key words	<p>Anti-bullying action; long term project; integrated action;</p>



IT “BE SOCIAL, BE DIFFERENT”

Name of the School	Liceo Statale Scientifico e Classico “Ettore Majorana” (http://www.liceodesio.gov.it)
Educational Level	<p>The project aims the prevention of cases of bullying and cyber-bullying in high school, so it is directed to students ranging from 13 to 19 years old and that have completed secondary school of first grade and are attending high school.</p>
Summary	<p>The project examined is a comprehensive intervention, articulated on a yearly basis, that aims to sensitize and give an input to the community of students toward the themes of prevention and fight against bullying and cyber-bullying, in the widest freedom of expression and methodology for students and teachers.</p> <p>The project builds on the positive experience of the previous years and follows the development of the National Law on Bullying and Cyber-bullying</p> <p>The project proposes initiatives of training and intervention, so as to spread more awareness and competences, but also to have more instruments in case phenomena of bullying and cyber-bullying come up.</p> <p>The project has created counseling offices, kept by teachers of the institute, that can be contacted in case of need. It is furthermore envisaged training courses for students and teachers, in two different modalities, that however integrate each-other, gradually, to prevent and handle cases of bullying in case they happen. An extra training course with a peer to peer modality is previewed for some students.</p> <p>The themes treated for students include issues of citizenship, in particular digital competences, psychological competences and technological competences, to raise awareness and conscious use of internet. Furthermore, seminars are specifically dedicated to the themes of legality.</p> <p>The themes treated for teachers are implemented in five meetings that focus on internet and the respect of others’ dignity, as well as tips on how to suggest a conscious elaboration of the information received through internet, and a limitation of the negative effects in case they have already created an impact on the most vulnerable people.</p>



	<p>Finally, one of the most interesting aspects include the possibility for roughly 20 students to train and then be mentors for younger students, in a peer to peer environment. The themes treated in this specific training focus on education and sensibilisation actions toward younger students, so that the message of respect of others and fight against bullying is transmitted to mentees by their peers.</p> <p>At the end of the project, there will be a final meeting, global and inclusive in nature, that will help the assessment of the experience implemented during the previous year by the whole school community: adults, students, parents and families as well as teachers.</p>
<p>Aims</p>	<p>The project focuses in particular on the fight against cyber-bullying, aiming at the conscious use of internet by both younger and older students, implementing a model of peer mentoring for younger students.</p>
<p>Development / Implementation</p>	<p>Resources provided by the school in the framework of the project are available at the links provided below.</p> <p>As mentioned before, the community involved is the whole school community, including families and other school operators, but also external experts that deliver some training for teachers and other members of the school. The inclusion of many actors, with whom the students get in touch daily is particularly important for the main target group of the project, which is students. The whole community therefore participates in the eradication and fight against bullying.</p> <p>Furthermore, the project is implemented in collaboration with the association <i>Icaro ce l'ha fatta Onlus</i>, which guarantees experience and professional advice through the action of expert trainers and psychologists.</p>
<p>Results & Tips</p>	<p>Lesson learnt from the implementation of the practice</p> <p>The project has been successfully implemented for more than one year, and this factor shows that the previous “editions” of the project have worked well, thanks to the combination of the various characteristics of the project. One of the most interesting aspects of the project is that the training activities carried out with younger students have been directly delivered by older students, with the supervision of experts and the collaboration of teachers. This project implements therefore a peer mentoring model, which stimulates younger students to listen to their “mentors”, that are older students seen as an example to follow.</p> <p>The project is being replicated on a yearly basis, since at least three years, but at the same time evolving and following the innovations</p>



	<p>previewed by the new law on cyber-bullying adopted in 2017.</p>
Assessment	<p>The success of the project is assessed through a final meeting, which, through the inclusion of the whole school community, aims to receive open feedback and suggestions concerning the implementation of the project, what can be improved and what has worked well.</p> <p>The final meeting is particularly important because it allows a moment of interaction between all the stakeholders involved in the project, including parents and teachers. The exchange of ideas, suggestions and feedback helps the construction of the following year's project, which builds on the experience of previous years to be improved in contents and methods of implementation.</p>
Links / Resources	<p>https://www.liceodesio.gov.it/bullismo/2015-16/ (link containing material and resources concerning the previous editions of the project)</p> <p>https://www.liceodesio.gov.it/bullismo/progetto-2017-18/</p> <p>https://www.liceodesio.gov.it/bullismo/</p> <p>https://www.liceodesio.gov.it/sportelli-ascolto/ (details on the implementation of the counselling desks)</p>
Key words	<p>Counselling; students' training; teachers' training; prevention of cyber-bullying; peer-mentoring; peer to peer education</p>



ES COWARDS BULLYING AND CYBER BULLYING AWARENESS

Name of the School (website)	Colegio Nuestra Señora del Buen Consejo, Madrid - Spain http://www.buenconsejo-madrid.com
Educational Level	Primary 11-12 and Secondary 13 to 16 years old.
Summary	<p>Most of our students have access to internet at home and from their own mobile phones. Parents do not realise that giving their children a mobile with internet access from an early age can be a high risk for them.</p> <p>Some families also allow them to bring their smart phones to school, “to keep them in touch” they say, but some kids use this “privilege” poorly. Taking pictures or videos of their mates or the teachers could be considered a crime.</p> <p>With this good practice, teachers will try to show their students how a poor use of the internet can in fact be considered a bullying or cyber bullying situation and how harmful it is for the victims. Cyber bullying, in many situations, can be even worse than bullying at school.</p>
Aims	<ol style="list-style-type: none"> 1. Reflect on and deepen understanding of bullying and cyber bullying. 2. Encourage discussion with students about a healthy use of technology, its risks and disadvantages. 3. Analyse different situations in which the use of technology can serve as an aggressive factor in bullying. 4. Encourage the development of respectful and empathetic attitudes along with pro-social behaviour among students. 5. Enhance the ability to understand, control and self-manage one’s own behaviour in the context of virtual interactions. 6. Elaborate a guide for reflection in order to develop training proposals for peer mediators. 7. Reflect on these issues (bullying and fear) in order to develop strategies to resolve conflicts and proposing ideas to prevent them.
Development / Implementation	<p>This activity will be implemented in three sessions:</p> <p><u>Session 1:</u> 1h. We will look at the cover of the DVD and some pictures from the movie (see annexes below). A few questions will be asked by the teacher, for example:</p> <ul style="list-style-type: none"> - What is your very first thought after seeing these pictures?



- What do you think this film is about?
- Think about 5 words that you think could describe what we are going to see in the movie that we are going to watch. Students write those words on a piece of paper. (We are looking for words such as: bullying, cyber bullying, cowards, violence, fear, fights, loneliness, punishment, etc.)

We let students talk in pairs for 10 minutes to answer questions. The students then present their answers/opinions to the class.

Discussion with students will provide us with a more specific definition. A pair of students is selected by the teacher to give a more detailed explanation of their discussion in pairs.

Teacher will introduce the two main topics the movie:

- Bullying
- Fear

Teacher gives the students Worksheet A (see Annex) to fill out before watching the film.

Session 2: After a brief summary of Session 1, the teacher will ask the students to write on a piece of paper all the words, expressions and ideas related to bullying or fear in the movie.

Now students will watch the film COBARDES (with English subtitles). After the movie, the teacher collects students' papers.

A few questions are written on the board:

- *What is Gabi's relationship with his parents like?*
- *Do you think they have problems with communication?*
- *Do they try to talk with him?*
- *What would have happened if they would had time to talk?*
- *What is Merche afraid of? And Joaquin?*
- *How does Joaquin's boss treat him? What is his relationship with his boss like?*

Session 3: We watch the last few minutes of the movie and we analyse what happened in each moment.

Then the teacher gives the students the following questions which should be answered individually:

- *How does the movie end?*
- *What's your opinion about the end?*
- *Do you think Gabi solves the problem with his plan?*



- *Is the bullying problem solved in his school?*

Class discussion:

There were several schoolmates that saw what happened to Gabi and they never said or did anything. *Could you see or do nothing in a situation like this?* (If students are afraid to answer, teacher reads out loud some of the answers written by the students while they were watching the movie.)

- What would you do if you were in Gabi's place?
- Could we prevent these situations? How?
- The last question from the teacher will be: Cowards - who are we referring to?

This question should open a new discussion between students. Some will say that the aggressors were the cowards; a few perhaps will say the spectators were the cowards because they never did anything.

This practice and the discussion that follows is a good way to introduce the peer mediator program; the main objective of our peace education project at school.

Session 4: Teachers organize a Parents Meeting to discuss about Bullying and Cyberbullying.

1. a brief resume about the good practice students had taken part in class using the movie "COWARDS"
2. take conscience about the risk of smart phones and internet. Aware parents for the more and more problems from a very bad use of new technologies
3. to present parents some mobile phone apps to provide them a parental supervision. We present here one of the newest and better apps we know, its name is PARENTAL CLICK. We explain them how these apps work and how they can be a very good toll for new smart phones users

Results & Tips

- This is another strategy to take in order to prevent bullying at school. It is a useful tool to start the basis of the implementation of our PEER MEDIATOR PROGRAM.
- It is sustainable because we can witness a bullying and cyber bullying situation and their different stages.
- It enables our students to recognize bullying situation and recognize their emotions while witnessing it. It also aims to try to stop situations like this as soon as possible.



<p>Assessment</p>	<ul style="list-style-type: none"> • Collection of worksheets A and B and review of the number of related words students have written. • Annual review of the number of conflicts in social networks in the center. • Report of parent meetings. • Annual report of the coexistence department.
<p>Links / Resources</p>	<ul style="list-style-type: none"> • Trailer link of the movie “COBARDES”: https://youtu.be/_CHd8qio0Qg • 10 minutes of the film: https://youtu.be/j7B5GBI6LqE • Last minutes of the film: https://youtu.be/IN57tm5jb0E • Full movie link: https://youtu.be/zPgpFXqXKyQ • Parental click website: https://www.parentalclick.com/ • Best parental apps: https://www.tomsguide.com/us/best-parental-control-apps,review-2258.html
<p>Key words</p>	<p>Very important, bullying, cyber bullying, cowards, bystanders. Parental control.</p>

ANNEX

FOR TEACHERS:

Forms of harassment can be intimidation, abuse, mistreatment of (physically or psychologically), annoy, hit, harass, insult, besiege, and torment or attack a victim.

The aggressor (or abuser) can use nicknames in the class: four-eyes, fatty, loser, etc.

Harassment can cause Stress, tachycardia, anxiety, depression, nervousness, lack of attention and concentration, lack of appetite, sleep problems, nightmares, mood swings, aggression, lack of motivation, self-esteem, school failure, suicidal desire, etc.





VOCABULARY RELATED TO BULLYING (Worksheet A)

Harassment: Can you define what harassment is?

Can you define these types of harassment: school, work, sexual

Bullying is the English term for school harassment: (find the definition or use in your own words)

What is cyberbullying: (find the definition or use in your own words)

VOCABULARY RELATED TO FEAR (Worksheet B)

Write words that could define how a victim can feel.

Write words to define how an aggressor can feel.

The screenshot shows the Parental Click website interface. At the top is a navigation bar with the logo and links for HOME, CIBEREDUCACION, OPCIONES, and PRECIO, along with a 'Iniciar sesión' button. Below the navigation bar is a large image of a girl and a boy lying on a beach, both looking at their smartphones. Underneath this image are three promotional cards:

- Crea tu cuenta ahora**
Empieza cuanto antes y poco a poco te ayudamos si tienes dudas.
- ¿Por qué Parental Click?**
Pedro García Aguiado
Cibercooperante de honor INCISE
- Presentamos la solución**
Cada día más padres y madres logran conseguirlo.
¿Que es Parental Click?
100% Online - 24/7



ES BULLYING PREVENTION BY UNDERSTANDING STEREOTYPES, PREJUDICE AND DISCRIMINATION

Name of the School (website)	Colegio Nuestra Señora del Buen Consejo, Madrid. Spain http://www.buenconsejo-madrid.com
Educational Level	Secondary Grades 7-10 (12-15 years old)
Summary	<p>The activities in this report aim to address the issue of stereotyping and how unfair judgements about individuals or groups can harm our well-being.</p> <p>Session 1: Students will learn to define and identify stereotypes.</p> <p>Session 2: Students will discuss how stereotyping can lead to biases or prejudice and discrimination towards certain individuals and/or groups of individuals.</p> <p>Session 3: Students will view the documentary Eye of the Storm. Post-viewing discussion will focus on how stereotypes and prejudice can affect classroom performance and treatment of others.</p>
Aims	<p>With these activities, students will:</p> <ul style="list-style-type: none"> • Learn the meaning of the words <i>stereotype</i>, <i>prejudice</i> and <i>discrimination</i>. • Discuss how students feel about stereotypes. • Identify examples of stereotyping they have heard or witnessed. • To raise awareness about assumptions that can lead to stereotypes. • Understand that assumptions can lead to unfair judgments about individuals and groups. • Identify their perceptions about stereotyping. • Observe how stereotypes can lead to discrimination. • Reflect on attitudes they see around them and identify unjust treatment of others. • Consider action to challenge unjust treatment of others.
Development /	Session 1 (1 hour): The session will begin with a classroom discussion to



Implementation

introduce the topic of stereotyping. We will discuss how we often use labels to describe others which can lead to people making assumptions about individuals or groups of people without really knowing them. Mention a few movie/tv show titles that they may recognize in which we can find exaggerated stereotypes in school settings (ie: Grease, High School Musical, Glee, etc.). In groups of 4-5, students should brainstorm some labels that are commonly seen in these movies to group people (“cheerleaders”, “jocks”, “band geeks”, etc.). Choose 4-5 categories to work with. Ask students to brainstorm in their groups and to write down descriptions of the people in these categories. It’s important to mention this does not necessarily mean that it’s what they think about these groups but what is portrayed. Together you will read out these descriptions and then have a class discussion with the following questions:

- Do the things you said belong to all the people in each group? Why or why not? How do you know?
- Have you ever met anyone who is in that group and didn’t meet that description?
- How do you think these assumptions could affect your attitude towards others?
- Have you ever had anyone make those assumptions about you? How did you feel?

Now you will introduce the word “stereotype” and ask students to define it. Explain that when assumptions are made about an entire group of people, we call them “stereotypes”. When our attitudes are influenced by these stereotypes, we call that “bias”.

Wrap up discussion questions:

- Why do you think people use stereotypes?
- Can stereotypes be positive or are they always negative? (They should think up some “positive” stereotypes.) Can positive stereotypes be problematic? How?
- How can stereotypes hurt people?

Session 2 (1 hour): To begin this session there should be a short review of the previous one. In this session, students will reflect and write about a time when they have experienced or witnessed biased behaviour. Help students by giving them ideas, some examples: the way they dress, the music they like, their age, skin colour, gender, where you live, your grades in school, the after-school activities they do, how much money they have, etc. This writing activity will be anonymous but it will be read out at the end of the class. Teacher and students will discuss each situation. Could a witness have stepped in on one of these situations to help? What could



	<p>they have said/done? How do you feel about these situations?</p> <p>Session 3 (1 hour): Students will view the documentary Eye of the Storm, a primary school experiment conducted in the United States after the assassination of Martin Luther King, Jr. in 1968. A third-grade teacher decided to help her students experience discrimination by dividing them into “superior” or “inferior” groups depending on their eye colour. The “superior” groups received preferential treatment and were complimented on their good behaviour and intelligence whereas the “inferior” groups were constantly reminded of their inferiority. In the documentary you can see how this unjust treatment of the children quickly changes their behaviour in the classroom, their attitudes towards their classmates and how the students’ classroom performance was hindered during the experiment.</p> <p>Review definitions of stereotypes, prejudice, bias and discrimination.</p> <p>Give students the social context of the experiment. Tell them they are going to watch an experiment where children were taught to be prejudiced. Ask them to write down on a piece of paper how children’s attitudes change throughout the documentary. One half of the class should record the “blue eyes” attitudes and the other group should record the “brown eyes”.</p> <ul style="list-style-type: none"> • How did the children’s attitudes change? (Focus on language, body language, reactions, etc.) • What happened to their school performance? • How do you think the assumptions we make about others or the way we treat them affects their behaviour? • Do you make judgments towards others based on assumptions? • Do you think that there are any students in our school that have experienced unfair treatment by their peers? • What do you do to challenge unfair or discriminatory treatment? <p>Remind students that bullying is not only making fun of students but also isolating them and ignoring them (as we could see in the film with the children at recess time).</p> <p>This activity can be used as a training tool for the peer mediator programme.</p>
<p>Results & Tips</p>	<ul style="list-style-type: none"> • It’s important to set ground rules for classroom discussions before beginning. • Students should be made comfortable to express their opinions,



	<p>always in a respectful manner.</p> <ul style="list-style-type: none"> • It should be stressed that the assumptions and stereotypes mentioned in class do not have to reflect the way that person thinks or feels – they are examples seen and heard in day-to-day life. • These lesson plans are aimed at 14-15 year olds but can be adapted for other ages. Discussions about stereotypes, bias and prejudices should be continuous throughout childhood and adolescence.
Assessment	<p>In order to evaluate students' comprehension of the main terms learned (stereotype, bias, prejudice and discrimination), teachers can suggest students find examples in the media, on tv, in films, etc. and bring them to class to discuss. This way the definitions of these terms are reinforced and we encourage students to take a more proactive stance on recognizing and identifying harmful attitudes.</p>
Links / Resources	<ul style="list-style-type: none"> • The Eye of the Storm: https://www.youtube.com/watch?v=yHpWzZh2xA4 • https://www.pbs.org/wgbh/pages/frontline/teach/divided/ • http://www.concordmedia.org.uk/documents/Teaching%20notes/Eyefofthestorm_A%20classdividedteaching_notes.pdf • https://www.smithsonianmag.com/science-nature/lesson-of-a-lifetime-72754306/ • http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm
Key words	<p>Bullying, stereotypes, prejudice, discrimination</p>



ES CONFLICT SOLVING THROUGH RESTORATIVE CIRCLES

Name of the School	Colegio Nuestra Señora del Buen Consejo, Madrid. Spain http://www.buenconsejo-madrid.com
Educational Level	Primary Grades 4-6 and High School Grades 7-10. (9-16 years old)
Summary	<p>When peer conflicts arise, we tend to “punish” the student who was wrong and demand that he/she apologize to his/her classmate. Our experience tells us that if we only and always proceed this way in dealing with conflicts, not only are the conflicts not resolved but many times they get worse due to the fact that many times we aren’t clear on what actually happened and the reasons behind why each person involved acted the way they did.</p> <p>Therefore, we propose a different way to approach peer conflict, though restorative justice and circle dialogue, or “circle time”.</p> <p>Restorative practices allow us to detect, manage and solve conflict in different environments (family, education, social, professional, etc.) by reinforcing emotional ties between those affected. They can be applied to any group of people that would like to improve their interpersonal relationships, manage their conflicts through dialogue, and create a positive environment for coexistence while reinforcing a series of pro-social values.</p> <p>Restorative justice maintains that every conflict represents an opportunity to learn; human beings are happier when worked <i>with</i> rather than <i>against</i>; the solution should focus on repairing the damage caused in a way in which the offenders assume responsibility for their actions and those offended have the opportunity to express their feelings and emotions; improving coexistence requires “a good way of communicating”.</p> <p>Restorative circles are based on these ideas and are named so because the participants are seated in a circle which aims to encourage dialogue through positive communication and I-Messages (When this happens.... I feel... I would like... etc.).</p> <p>Schedule of the activity:</p> <p>When used as a preventative measure, this practice is performed in all classrooms once a month in order to improve the environment of the classroom and to solve possible conflicts that could arise.</p>



	<p>It can also be used when requested by students when a more serious conflict or bullying situation is detected, which allows the entire classroom to get involved, invoking their responsibilities, without limiting the problem to just the victim and offender.</p> <p>Tips&Hints</p> <p>It is important to explain to all participants that the circle is a safe space, where everyone can express their feelings, opinions or experience with respect and always looking after themselves. It must be insisted that participants cannot judge the feelings or opinions of others because each person has their own point of view and they must learn that their personal “maps” are different from their classmates’. For that reason, we never ask “why did you do it?”.</p> <p>The person who leads the circle should have certain abilities developed, such as.</p> <ul style="list-style-type: none"> - active listening: listen to everything carefully but do not intervene unless absolutely necessary, - Empathy: person should be able to pick up on the emotions that the students express, validate them and encourage the rest of the group to be equally empathetic. - Observation: person should pay close attention to the reactions of the group members, even those that are not speaking as that will give the person a lot of information about how students interact outside of the circle/classroom. - Language of emotions: should be able to identify the students’ emotions and help them name them when they’re not able to. - Patience: people need time to open up and be sincere – this activity cannot be done in a rush. <p>It is of utmost importance to create a respectful and listening environment in which the adult models for the students and assures rules are followed at all times.</p> <p>If students ask to “leave the circle”, their decision should be respected and they can stay outside the circle observing. While they are outside the circle they cannot participate.</p>
<p>Aims</p>	<ul style="list-style-type: none"> • Understand the circle as a space for connection, understanding, equality, protection, inclusion and participation. • Guide the students so that they learn to use I-Messages and positive communication in their daily lives and especially to solve conflicts. • Encourage a respectful environment in which the students



	<p>develop and strengthen emotional ties and positive support with their peers.</p> <ul style="list-style-type: none"> • Teach them constructive ways to solve conflicts through dialogue. • Develop in students the abilities to share experiences, emotions, necessities and expectations in an assertive manner. • Help students to understand other points of view, to put one in another's shoes, to identify the consequences of poor behavior and to find possible solutions through consensus. • Provide a tool that they can request when they cannot solve conflicts on their own. • Allow victims a "voice" and restore damage that they have experienced. • Put emphasis on the group's responsibility in solving conflicts.
<p>Development / Implementation</p>	<p>Development:</p> <p>The students sit in a circle and the classroom teacher/guidance counsellor should stand in order to better observe what happens. The first day the following rules will be explained. These rules will be maintained in each "circle time" session and can also be displayed in the classroom with posters.</p> <ol style="list-style-type: none"> 1. Students must take turns speaking and not interrupt. To encourage this, a "talking stick" may be used to indicate whose turn it is to speak. 2. Students should practice active listening, with sincerity and prepared to understand his/her peers, as we would like our peers to do for us. 3. Students speak from their hearts, without being afraid to express how they feel, with sincerity and openness. In order to do that, with younger students perhaps it would be a good idea to display a list of possible emotions to help them express with more accuracy how they are feeling. 4. All students are allowed to speak and what is said is important, which is why we will use the time necessary to do so without abusing others' time to speak. 5. Discussion questions for the first round (each student answers): <ul style="list-style-type: none"> • What happened?



	<ul style="list-style-type: none"> • What were you thinking in that moment? • How did you feel? • Who was affected by what happened? How? <p>6. Questions for the victim:</p> <ul style="list-style-type: none"> • How were you affected by what happened? • What was the most difficult part for you? • What would you have liked to happen? <p>7. Discussion question for second round (all students):</p> <ul style="list-style-type: none"> • What do you think should be done to fix this situation? <p>8. Last question for the offenders:</p> <ul style="list-style-type: none"> • What do you think you should do to fix what has happened? What would you like to be done for you if you were in the victim's place? <p>Materials: A "talking stick" or other object to indicate turns to speak. It tends to be something chosen as a group but can also sometimes be something proposed by the group leader.</p>
<p>Results & Tips</p>	<p>The most important results would be:</p> <ul style="list-style-type: none"> • Decrease the probabilities of repetition of the offenders. • Enable the restoration of relationships between those involved in a conflict. • Help to create feelings of belonging to the community or group. • Favor the restoration of hurt caused to the victims. • Increase the personal involvement and degree of general satisfaction of those affected by the conflict.
<p>Assessment</p>	<p>Questionnaires for students and teachers:</p> <ul style="list-style-type: none"> • Do you think the class environment has improved? • Have the conflicts been solved? • How do the victims feel now? <p>Data tracking: number of conflicts, repeat "offenders", number of circles requested by students, etc.</p>
<p>Links Resources /</p>	<ul style="list-style-type: none"> • https://www.osibaltimore.org/wp-content/uploads/Teaching-Restorative-Practices-in-the-Classroom-SUSD.pdf



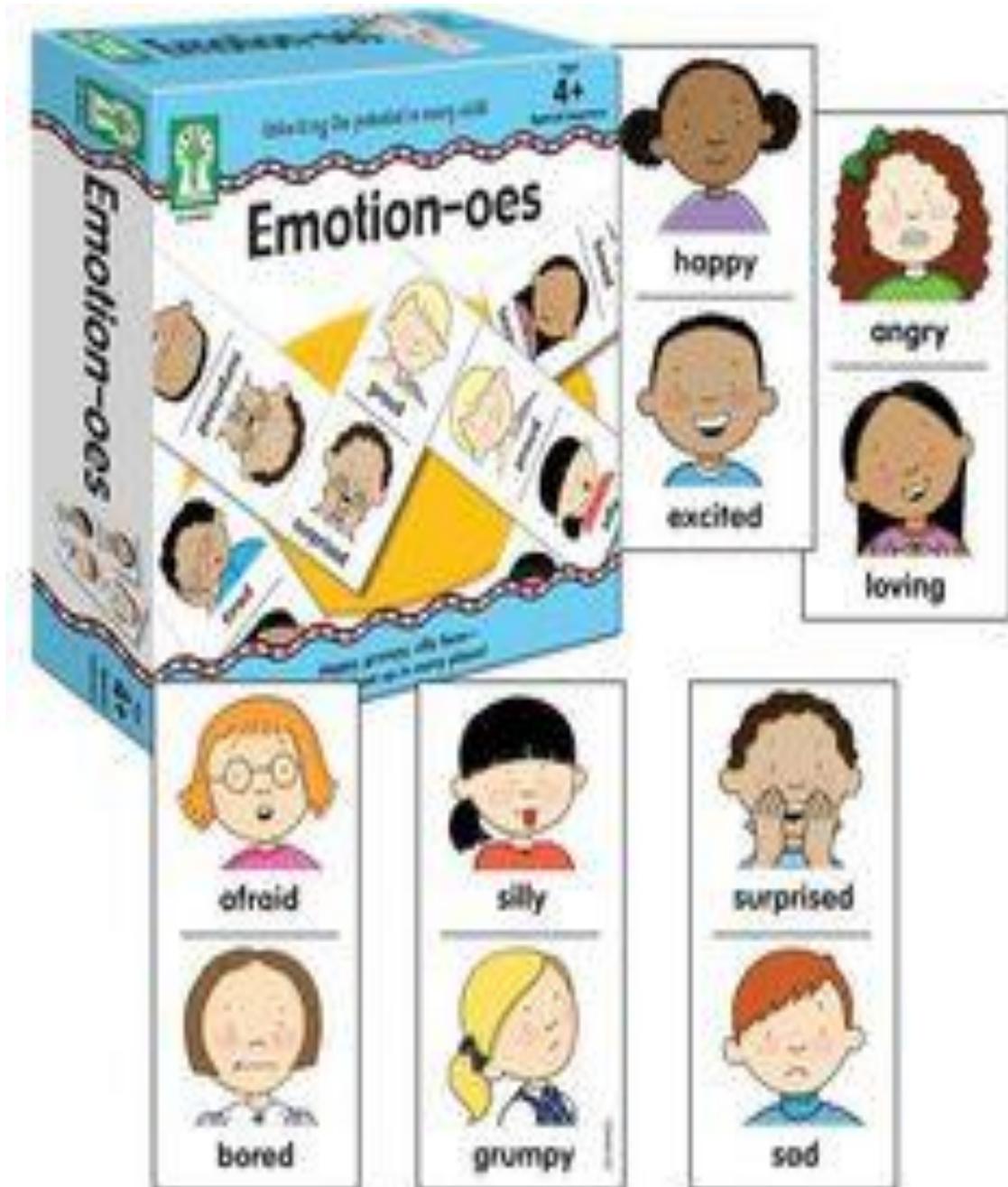
	<ul style="list-style-type: none">• https://www.edutopia.org/blog/restorative-justice-tips-for-schools-fania-davis• Costelo, B (2010). <i>Restorative Circles in Schools: Building Community and Enhancing Learning</i>. International Institute for Restorative Practices• Morrison, B. (2007). <i>Restoring Safe School Communities: A Whole School Response to Bullying, Violence and Alienation</i>. Sydney: Federation Press.
Key words	Restorative Circles, Justice

ANNEXES

This resource is free printable

Inside Out

BINGO



Today I Felt...



Anger



Disgust



Fear



Joy



Sad

Name: _____ Date: _____



Emotions

My name is _____

Draw the faces



I'm happy



I'm sad



I'm sleepy



I'm afraid



I'm angry



I'm hot

iSLCollective.com



ES PEER MEDIATOR PROGRAMME

Name of the School	COLEGIO N^a S^a DEL BUEN CONSEJO, Madrid, Spain www.buenconsejo-madrid.com/
Educational Level	Target group / age: from 10 to 17
Summary	<p>Context and problems addressed:</p> <p>We do not want to limit the improvements to the school environment to just organizational elements but also develop initiatives that contribute to students' education and training. We understand a positive atmosphere and participation in the educational community as part of the learning process. With that in mind, we do not understand peace education as merely applying discipline, but as one of the objectives of education. We understand that by improving coexistence we contribute to complete and meaningful learning for students.</p> <p>On the other hand, and more specifically, we have detected that students have difficulties informing adults (teachers, advisors, parents, counsellors or principals) of conflicts that they or other peers suffer daily. And also the opposite, the difficulty adults have to be present in all aspects of students' lives.</p> <p>Taking the above into account, the first of pedagogical character and the second pragmatic, creating the figure of the peer mediator is important and necessary, both in theory and in practice.</p> <p>Schedule of the activity:</p> <p>Phase 1: Inform administration, faculty and parents</p> <p>Phase 2: Selection of peer mediators</p> <p>Phase 3: Training for peer mediators</p> <p>Phase 4: Promotion and dissemination of project</p> <p>Phase 5: Implement project</p> <p>Phase 6: Evaluation and project summary</p> <p>Tips & Hints:</p> <p>There are some aspects that must be taken into account during this process:</p> <p>Firstly, it is important to think over the right time to promote and implement the project. The school year has moments that can be</p>



	<p>more complicated than others so it is necessary to consider the best times for reflection with the group(s) that will be responsible for carrying the project out successfully.</p> <p>Furthermore in Phase 2 (Selection) it is of vital importance that the students must be chosen by their own classmates after performing a class dynamic in which students reflect on their qualities, limits and functions. It is important to eliminate nicknames, such as “tattletale”, “snitch”, “brown-noser”, “suck-up”, etc.</p> <p>In Phase 3 (Training), it will be necessary to create a positive environment in order to form a close group that is responsible, collaborative and aware of their task.</p> <p>Phase 4 (Dissemination) is key for the program’s success. During this campaign, you can and should take advantage to promote positive coexistence as a preventative measure (slogans, ads, morning announcements, contests and competitions, etc.). The peer mediator does not only detect and/or mediate conflicts but also promotes peace education.</p> <p>Throughout Phase 5 (Implementation), it is of utmost importance that the adults in charge accompany and help the students. It will be necessary to have periodical meetings with them.</p> <p>Phase 6 (Evaluation): it is necessary to continually evaluate the process in order to maintain it.</p>
<p>Aims</p>	<p>What are the specific Challenges you aim to address:</p> <ol style="list-style-type: none"> 1. Create a group of students involved in peace education at school. 2. Create awareness throughout the entire school community that peace education is a focal point in school and in society. 3. Detect possible conflicts. 4. Create and spread a new positive attitude towards peace education and social relations. 5. Provide personal skills to confront conflicts in any atmosphere, be it in or outside of school.
<p>Development / Implementation</p>	<p>Materials / resources to implement the activity (Please, add as annexes) SEE ANNEXES.</p> <ol style="list-style-type: none"> 1. School administration to be represented by the school discipline coordinator: this person will be the coordinator and evaluator of the process. 2. Faculty team: Comprised of 5-8 teachers from the last stages



	<p>of Primary through High School. They will accompany students in implementing the project and in detecting and resolving conflicts.</p> <p>3. Peer mediators team: 8 students per grade.</p>
Results & Tips	This measure has yet to be put into place.
Assessment	<p>We believe that the evaluation should be carried out by the students, teachers and families. Each of the three groups will have different perceptions and this is always enriching. In short, we consider that the evaluation that we carry out must cover various aspects:</p> <ol style="list-style-type: none"> 1) Evaluation of the class atmosphere and of the school; 2) Evaluation of students' social skills; 3) Evaluation of the involved faculty's satisfaction; 4) Student and Faculty Assessment of the program; 5) Families' Assessment of the program. <p>Evaluation of the program is both continuous and final.</p> <p>Firstly, it is continuous because a school environment is intense and unpredictable and we must adapt to this reality. Therefore, it will be necessary to evaluate this program every 2-4 weeks in meetings previously established by the team.</p> <p>This allows to modify actions that are realized during the project in order to adapt to the necessities.</p> <p>Secondly, at the end of each school year there will be a final evaluation of the program in which proposals will be made in order to improve the process the following year. The entire educational community will be involved in this final evaluation.</p> <p>SEE ANNEXES for instruments of evaluation.</p>
Links / Resources	<p>→ http://programaalumnoayudante.blogspot.com.es</p> <p>→ http://www.orientacionandujar.es/2008/10/18/programa-de-alumnos-ayudantes-la-salle/</p> <p>→ http://www3.uah.es/convivenciayaprendizajecooperativo/wp-content/uploads/2014/06/ALUMN@S-AYUDANTES-PDF.pdf</p>
Key words	Peer mediator, prevention, detection, conflict, implication, training, social skills, mediation tools, positive education, trust



PT NO BULLY	
Name of the School	<ul style="list-style-type: none"> Escola EB2/3 das Olaias, Lisboa (http://www.agrupamentoolaias.edu.pt/portal/contactos/)
Educational Level	This program works with students from the 5 th grade (10 years old) up until the 12 th grade (17/18 years old)
Summary	<p>No Bully, brings together all school community to fight and prevent bullying through providing training actions to all the actors involved. It promotes the development of Emotional Intelligence related skills within young children and youngsters, such as empathy, self-confidence and help among each other. These skills are relevant because they reduce children's involvement in bullying and prepares them better towards the future.</p> <p>The No Bully System is a step-by-step process of interventions to prevent and stop bullying in schools. Guide school leaders and staff through various interventions to respond to bullying.</p> <p>When bullying is severe or persistent, teachers and employees facilitate Solution Teams, where the group of bullying target peers and the bully band together to stop bullying.</p>
Aims	This program aims at fighting bullying with empathy and kindness
Development / Implementation	<p>In order to fight Bullying this program is based on 6 structuring concepts that need to be imprinted in the entire school community: empathy, inclusion, development, respect, diversity and accountability.</p> <p>The implementation of this program is organized in 4 levels:</p> <ul style="list-style-type: none"> • Level 1 - Prevent & build an inclusive school culture • The school joins parents to prevent bullying and cyberbullying by building a culture where all students are accepted by who they are. • Level 2 - Interrupt and report to Solution Coach® • All teachers and aides disrupt disrespect and violence and report incidents of repeated bullying or harassment to a School Solution Coach. • Level 3 - Create a Solution Team® and track • The Solution Coach brings together a Student Solution Team to end bullying, and accompanies students stuck in the role of bully or



	<p>target.</p> <ul style="list-style-type: none"> • Level 4 - Implement an action plan to create empathy • If there is a pattern of bullying and intolerance in the class, the Solution Coach implements a plan to create a culture of acceptance. <p>This program provides not only a strategy to fight bullying but also, and especially specific training actions to teachers, psychologist, school counselors and school staff and tools.</p>
Results & Tips	<p>From the feedback received from parents and teachers, it was possible to understand that students started to feel more integrated, happier and safer within the school environment;</p> <p>During the resolution of some cases of bullying, it was possible to observe that the bullier started, himself/herself suggesting solutions to the case, being an active actor towards the resolution of the conflict.</p> <p>Professionals (teachers and/or school psychologists) themselves feel like they have gained better knowledge and tools to intervene in situations o bullying</p>
Main Element for Being a GP	The focus in all the school community, the training actions and the tools provided
Assessment	(not known)
Links Resources	<p>http://www.nobully.pt/</p> <p>https://ppl.com.pt/bet24/no-bully-portugal/buzz</p> <p>https://ppl.com.pt/bet24/no-bully-portugal</p>
Key words	Bullying, empathy, school inclusion, emotional intelligence and accountability.



PT ANTI-BULLYING	
Name of the School	Agrupamento de Escolas de Vagos (42 schools) http://www.aevagos.edu.pt/
Educational Level	Main actors of this program were 9th grade students; however it was focused in intervening on younger and on new students.
Summary	<p>This program, mainly acted on the prevention of bullying by making students the most important actors in solution to this problem;</p> <p>It brought visibility to the relevance that a good integration of students to school has and acts on it;</p> <ul style="list-style-type: none"> • 9th graders students were, voluntarily, called to accompany/look after the younger and new students, facilitating their integration on the new school and with new friends; • The team created was multidisciplinary being complemented by teachers and 2 psychologists; • The screening/triage of the identified bullying cases was done by this team who would also propose intervention strategies according to the given situation → noting that the intervention was not only on the victim, but also on the bully; • As sanction (if necessary) for the perpetrators, this program promoted the production of mandatory work in the school, rather than suspension from school or prohibition of attending school.
Aims	Preventing Bullying and indiscipline.
Development / Implementation	<p>This program was created in a close partnership with a former university teacher, who outlined training actions that were developed for teachers, school staff in general, students and parents.</p> <p>To fight Bullying, the school worked upon 2 different aspects (development and civic participation, and behaviour and discipline), both targeting specially the promotion of the sense of belonging.</p> <p>Promotion of students' development and civic participation through:</p> <ul style="list-style-type: none"> • "listening" to students' opinions through the "complaints / praise / denunciations / suggestions box", surveys, and



	<p>dialogue;</p> <ul style="list-style-type: none"> • Promoting students' involvement through motivating them to participate in relevant actions/activities for the school – development of the logo; hymn and solidarity campaigns ; • Promoting students to assume concrete responsibilities – the school radio, the school newspaper, the organization of thematic activities; • Promoting students' involvement in the development of more structuring projects, such as Anti-Bullying; • Promoting students' good behaviour and discipline through the following: <ul style="list-style-type: none"> ○ Clear definition and disclosure of rules; ○ Uniformity of criteria and procedures; ○ Adoption of preventive methods for conflicts and indiscipline – creation of a Student and Family Support Office and the Anti-Bullying Project; ○ Systematic analysis of students' behaviour – every critical incident was registered and monitored; ○ All inappropriate behaviour was the target of intervention, the initial steps of this intervention were dialogue and warnings → all situations that are more problematic or that may have escalated involve the joint intervention of the school management, the psychology department and the class directors, in close coordination with the families;
<p>Results & Tips</p>	<p>Students showed a growing sense of belonging and identification with their schools</p> <p>Students with good development in terms of civic behaviour, were rewarded with behavioural appraisals</p>
<p>Main Element for Being a GP</p>	<p>This program focused on prevention rather than on the intervention on Bullying, by promoting activities that will strengthen the sense of belonging of students.</p>
<p>Assessment</p>	<p>Assessment was made by analysing the level of occurrences, as well as the level of involvement of students in the various activities.</p>
<p>Links Resources</p>	<p>https://www.publico.pt/2010/03/22/portugal/noticia/escolas-cinco-exemplos-de-boas-praticas-1428745</p> <p>http://www.ige.min-</p>



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	<u>edu.pt/upload/AEE 2010 DRC/AEE 10 Aq Vagos R.pdf</u>
Key words	Bullying; Anti-Bullying; Civic Participation; Sense of Belonging.



PT ANTI-BULLYING HUMAN RIGHTS	
Name of the School	<p>This program has occurred in 6 different schools that have been named “Human rights-friendly schools”</p> <ol style="list-style-type: none"> 1. Escola Dr. Serafim Leite, S. João da Madeira. <ul style="list-style-type: none"> • (http://www.essl.pt/index.php/86-slide-show/492-stop-bullying-2) 2. Escola Básica e Secundária do Levante da Maia, na Maia, Porto. <ul style="list-style-type: none"> • (http://www1.levantemaia.com/) 3. Escola EB 2,3/S Pedro Ferreiro, Ferreira do Zêzere, Santarém. <ul style="list-style-type: none"> • (http://www.aefzezere.edu.pt/portal/index.php/8-noticias/483-campanha-sobre-o-bullying) 4. Escola Secundária Gama de Barros, Cacém, Lisboa. <ul style="list-style-type: none"> • (http://esgamabarros.pt) 5. Escola Secundária Professor Reynaldo dos Santos, Vila Franca de Xira, Lisboa. <ul style="list-style-type: none"> • (http://www.aeprs.net/) 6. Escola Secundária Rainha Santa Isabel, Estremoz. <ul style="list-style-type: none"> • (http://www.esrsi.edu.pt/)
Educational Level	This program is focused on students from 7 th grade (12 years old) up to 12 th grade (17/18 years old)
Summary	The project "Stop Bullying! A human rights-based approach to combating discrimination in schools" as part of Amnesty International's Human Rights Education program, aims to contribute to the reduction of bullying and discriminatory attitudes in four European countries (Italy, Poland, Ireland and Portugal) , through the integration of human rights in all aspects of the educational life of the “Human rights-friendly schools” participating in the project.
Aims	The specific objectives of the project are: to inform and train members of the school community about the links between bullying and discrimination; encourage the creation of a safe school environment where anti-bullying / antidiscrimination practices and policies are



	<p>adopted and practiced in all aspects of school life and on a daily basis; and empower young people to promote non-discrimination and to take action against bullying.</p>
<p>Development / Implementation</p>	<p>This program suggests the implementation of specific activities throughout 5 sessions that can be implemented in the classroom:</p> <ul style="list-style-type: none"> • The different sessions are complemented by different activities, dynamics and resources, which must be adapted in their implementation depending on the objectives and needs diagnosed in the pedagogical framework of each school, and in the specific problems of each target audience (eg. groups with specific problems, of transition between cycles, training of students / multipliers). Each session has a set of resources (attachments and videos) and dynamics (team buildings, icebreakers and energizers) that can be selected according to the needs and students characteristics such as age; • At the beginning of each session some ice-breaker activities are suggested to be implemented – these should not take longer than 5 to 10 minutes each, and are nothing else than mere games which in a playful and energetic way lead the youngsters to become more motivated and relaxed to collaborate in the subsequent activities. This initial stimulus is very important so that the participants feel more willing to discuss a sensitive and traumatic issue such as bullying. • As important as the session in itself, are also the final moments reserved for the reflection and assessment of the session – The end of each session is a key moment to recall all the main information and experiences discussed in a moment of joint reflection, which highlights the most relevant aspects of the issues addressed. It is important that this moment of debate, clarification and final briefing (debriefing) be concentrated on the reports and ideas shared by young participants. <p>The 5 sessions are well structured into specific Session Plan that will describe:</p> <ul style="list-style-type: none"> • Name of the session; • Objective of the session; • Materials; • Time; • Steps for implementation; • Facilitation tips;



	<ul style="list-style-type: none"> • Alternatives; • Bibliographic references / credits. <p>For each session de materials needed are also very well defined.</p> <ol style="list-style-type: none"> 1. Session 1 aims at – addressing the main characteristics of the phenomenon of bullying; 2. Session 2 aims at – exploring the different reports of bullying that young people experience, both as victims, abusers and witnesses, and on it examining how these experiences, usually traumatic, transform and leave marks on all actors forever, but mainly on the victims; 3. Session 3 aims at - exploring the different behaviors of bullying and encourages participants to discuss their meaning and impact; and 4. Session 4 aims at – exploring the different types of bullying; discussing different forms of bullying; its consequences; and reaching a definition of bullying. 5. Session 5 aims at – increasing the understanding of the causes and consequences of bullying; investigating ways to tackle the problem; and empathizing with victims of bullying.
<p>Results & Tips</p>	<p>Students showed great willingness to participate and continue with the project, they also showed a greater sense of responsibility towards the objectives of the program and towards the activities they commit themselves to. Students also showed greater awareness, empathy and sensibility in what concerns bullying.</p>
<p>Main Element for Being a GP</p>	<p>The emphasis not only on bullying but on the greater factor of Human Rights.</p> <p>The so structured sessions, although flexible enough to allow for adaptations, help keeping an unbiased approached.</p>
<p>Assessment</p>	<p>(not known)</p>
<p>Links /Resources</p>	<p><u>Manual for the implementation: https://www.amnistia.pt/wp-content/uploads/2017/10/Manual_-Stop_Bullying_AI_Portugal.pdf</u></p> <p><u>https://www.amnistia.pt/projeto-stop-bullying/</u></p> <p><u>https://www.rtp.pt/noticias/pais/stop-bullying-amnistia-internacional-em-campanha-contr-a-violencia-na-escola_v1055188</u></p> <p><u>http://www.essl.pt/index.php/86-slide-show/317-stop-bullying</u></p>



	<p>https://projectoeducativomunicipal.wordpress.com/2016/04/13/esc-ola-amiga-dos-direitos-humanos/</p> <p>https://www.amnistia.pt/eadh-pagina/</p> <p>https://prezi.com/cy_bevmwg3jm/ebs-levante-da-maia-stop-bullying/</p>
Key words	Bullying; Human Rights; non-discrimination



PT STUDENT/PUPIL MEDIATORS	
Program for Management and Mediation of Conflicts in School Recesses	
Name of the School	E.B.2,3 Professor Gonçalo Sampaio http://www.agoncalosampaio.pt/estabelecimentos/ebgoncalosampaio
Educational Level	Program implemented by students from 8 th and 9 th grade, however it is focused in intervening on students from 7 th grade up to 12 th grade (12 years old – 17/18 years old)
Summary	<ul style="list-style-type: none"> • With this program, that started in January 2016, the school targets bullying prevention and conflict management, during the school recesses that take place between classes. • Students from 8th and 9th grade, who have received specific training, supervise the school recesses, acting at the level of conflict management, disagreements, physical and/or verbal threats, insults, actions of vandalism or/and non-compliance with the school’s code of conduct.
Aims	<ul style="list-style-type: none"> • This program aims to address the following challenges: conflict management that may have taken place due to disagreements, physical and/or verbal threats, insults, actions of vandalism and/or non-compliance with the school’s code of conduct. This program extends to the prevention of bullying and cyberbullying. • This program integrates a broader plan to combat indiscipline and to eradicate violence in schools.
Development / Implementation	<ul style="list-style-type: none"> • The program is put into practice by the action of 8th and 9th graders; • These students receive specific training before entering the program implementation; • Different teams of 2 pupils watch each recess of the school day; • It is based on a mixture of surveillance and mediation, sustained by the principles of confidentiality, impartiality and voluntary; • The program counts on the pupils but also on 2 teachers trained in mediation of conflicts in school context; • This program is also complemented by the “Code of Conduct” (in the classrooms and school common spaces); the “Tripartite



	<p>Commitment”, and different awareness actions within classroom context for prevention of bullying and Cyberbullying, by the police force;</p> <ul style="list-style-type: none"> • In case of any occurrence taking place, it must be communicated to the teacher head of class who, afterwards, will promote with the student a work of self-reflection about his / her behaviour. <p><u>Community involved</u>: Pupils; Teachers; Police Force</p>
<p>Results & Tips</p>	<p>Conflicts during the school recess diminished, as well as the disciplinary participations associated to occurrences related to the interaction between students;</p> <p>Due to the observed success, in 2017 the program was extended of the period of meals, where the pupils mediators intervene in order to:</p> <ul style="list-style-type: none"> • Keep the space of the cafeteria and the meal period a calm and disciplined environment; • Fight food waste; • Help the younger ones; • Keep the space organized <p>Also within this this last initiative, it is already possible to identify improvement in the students’ behaviour – less noise, more respect while waiting in line and much less food waste.</p> <p>This whole project, intervention during school recess and also in the cafeteria, already counts with the voluntary participation of 40 students and it will soon be extended to all schools that integrate this school cluster, including students from the 1st grade</p> <p>Innovations and success factors:</p> <ul style="list-style-type: none"> • This program for intervention in Bullying acts from students to students, and its success factors build up from this fact – “the intervention between peers allows an approach without the punitive aspect frequently associated to the intervention by an adult adult, being understood only as a call of attention to the consequences of some less suitable behaviors” (School director); • Pupil Mediators undergo specific training; • Pupils Mediators is a voluntary activity.
<p>Main Element for Being a GP</p>	<ul style="list-style-type: none"> • Pupils intervene over peers; • An approach without the punitive aspect; • Sustained by the principles of confidentiality, impartiality and



	<p>voluntary;</p> <ul style="list-style-type: none">• This program also acts as a facilitator for the integration of the youngsters.
Assessment	<p>By the number of occurrences of situations of Bullying, vandalism, indiscipline, conflicts, etc. (to the extent that it was possible to know)</p>
Links Resources	<p>http://www.movinedu.pt/boas-praacuteticas/bullying-em-povoa-de-lanhoso-sao-os-alunos-que-previnem-o-bullying</p> <p>https://www.noticiasominuto.com/pais/581208/nesta-escola-os-alunos-medeam-conflitos-e-previnem-bullying</p> <p>http://www.agoncalosampaio.pt/estabelecimentos/ebgoncalosampaio/#</p>
Key words	<p>Bullying; Peers; Mediators; Conflicts</p>



RO THE BRUISED AND THE BEAUTIFUL APPLE

Name of the school	Școala Gimnazială Nr.79(scoala79.ro)
Educational level	Primary (6-10 years old) & secondary (11-15 years old)
Summery	<p>The bullying is a form of communication and social interaction, with a big impact on both sides. The children who abuse other children are usually insecure, they are afraid and have internal traumas that are not properly managed in their families. The emotional home environment is mentioned by many authors as an important factor in becoming an aggressor or victim. Thus, the lack of affectivity between parents or parents and children, the use of any type of violence (but especially the physical one) and domestic abuse, combined with the lack of clear and reliable rules for a child guidance, can determine the adoption of bullying type behaviour.</p> <p>One reason is that highly protective parents can increase the risk of bullying exposure for their children, who become victims of bullying more often than their peers, highlighting some intrapersonal and interpersonal characteristics associated with the increased likelihood of suffering from bullying, for example: shyness, insecurity, passivity, low self-esteem, lack of friends.</p> <p>In general, being different from most peoples, on the grounds of ethnicity, belief, sexual identity, sexual orientation, can lead to an increased risk of victimization. Also, the children with special educational needs, with physical disabilities or learning difficulties may be particularly at risk of being assaulted.</p>
Aims	<ul style="list-style-type: none"> • To have sensitivity and to understand the emotional impact of the words • To experience the power of words; • To increase the awareness level and consolidate the empathy; towards children who can be exposed or aggressed;
Development/	<ul style="list-style-type: none"> • Pupils are asked to bring two apples: one will be kept on



<p>Implementation</p> 	<p>the desk, the other will be thrown on the floor several times.</p> <ul style="list-style-type: none"> • The teacher will then cut the apples in halves. • Pupils will notice the differences: while the halves of the apple which had been on the desk were clear and fresh, the other two halves were covered in mushy brown spots and bruised all inside, even if on the outside they looked perfectly alright. Consequently, all pupils will refuse to eat this kind of apple. • When children are bullied, they feel horrible inside and sometimes do not show it or tell others how they are feeling. They might behave normally, but they feel fear and frustration. Nobody wants to be friend with this kind of child, unless those around him try to understand and support him.
<p>Results&Tips</p>	<ul style="list-style-type: none"> • improved abilities/attitude of children • reducing the antisocial behaviour of young people
<p>Assessments</p>	<p>The best way to evaluate these activities is the students will write five positive self-talk sentences that they will practice throughout the week.</p>
<p>Links/ Resources</p>	<p>Storie di bullismo https://bullyinglte.wordpress.com/ Stop al bullismo ora http://stopbullyingnow.com/ L'aula a prova di bullo http://bullyproofclassroom.com/</p>
<p>Key words</p>	<p>Bullismo, conflitto, tolleranza, rispetto, fiducia in sé stessi, collaborazione</p>



RO TYPES OF BULLYING IN SCHOOL

Name of the school	Școala Gimnazială Nr.79(scoala79.ro)
Educational level	Primary (6-10 years old) & secondary (11-15 years old)
Summary	<p>Our school is famous among schools in Bucharest. Academic quality and dedication of our teachers led to the increasing of our students' number. Today in our institution there are enrolled 1670 students aged 6 to 15 years. The students come from families interested in education both in and outside school. They are actively involved in learning and take part in a lot of indoor and outdoor educational activities.</p> <p>Physical, verbal and relational bullying are most prevalent in primary school and more aggressive behaviour can be noticed in the case of older students(11 - 13 year olds), inflicting physical and emotional discomfort to the students exposed to them. Inadequate interaction between students that starts with minor incidents can develop into major ones, leading to a feeling of insecurity among children.</p>
Aims	<ul style="list-style-type: none"> • to teach the values of integrity, morality and a concern for others; • to develop pupils' self- confidence and independence so that they are well-equipped to play an active role in society; • to identify types of bullying, to distinguish between roles and the dynamics of bullying in a situation; • to identify the potential impact of bullying; • to establish effective and healthy responses to bullying, paying attention to the important role of observer spectators; • to use help, prevention, and intervention skills to manage bullying
Development/	This activity will be implemented in two sessions:



Implementation	<p>Session 1: 50 min. watching the videoclip The meanest girl in second grade: https://www.youtube.com/watch?v=QFWfFCmjH_s</p> <p>Analysis and description of the 3 types of bullying</p> <p>Session 2: 50 min. Role play – simulation games; Workshop – combating strategies</p> <p>Watching the videoclip: Being Different is Beautiful https://www.youtube.com/watch?v=KJ1ygFknjYo</p>
Results& Tips	<p>Improving relationship pupils-pupils</p> <p>Decreasing the phenomenon of bullying in our school</p>
Assessments	<p>The best way to evaluate these activities is through a quick and anonymous evaluation form, which students can complete in the last 5 minutes of activity, or through narrative writings, essays.</p>
Links/ Resources	<p>”Strategies for a school class without bullying” http://listen.animusassociation.org/wp-content/uploads/2016/09/manual-rom-web.pdf</p> <p>The 4 Common Types of Bullying www.parents.com/kids/problems/bullying/common-types-of-bullying/</p> <p>Junior school anti bullying policy https://www.dulwich.org.uk/uploaded/documents/About_Us/Policies/Junior_School_Policies/Junior_School_Anti-Bullying_Policy.pdf</p>
Key words	<p>Bullying, conflict, tolerance, respect, self-confidence, collaboration</p>



RO MASKS

Name of the school	Școala Gimnazială Nr.79(scoala79.ro)
Educational level	Primary (6-10 years old)
Summary	<p>Our school is famous among schools in Bucharest. Academic quality and dedication of our teachers led to the increasing of our students' number. Today in our institution there are enrolled 1670 students aged 6 to 15 years. The students come from families interested in education both in and outside school. They are actively involved in learning and take part in a lot of indoor and outdoor educational activities.</p> <p>Physical, verbal and relational bullying are most prevalent in primary school and more aggressive behaviour can be noticed in the case of older students(11 - 13 year olds), inflicting physical and emotional discomfort to the students exposed to them. Inadequate interaction between students that starts with minor incidents can develop into major ones, leading to a feeling of insecurity among children.</p>
Aims	<ul style="list-style-type: none"> • Identify the differences from our everyday life; • Identify strategies to prevent and combat violence in the school environment; • Discover the influences of similarities and differences between people; • Develop communicative skills; • Develop skills of conflict resolution; • Identify solutions to eliminate prejudices.
Development/ Implementation	<p>Stage 1</p> <p>Every student receive an identic cardboard plate and create masks (with holes for eyes). Then they put their masks on their faces and walk around theclassroom, looking at each other without talking.</p> <p>Stage 2</p> <p>Students are asked to personalize their masks, using crayons and paper. The children put their masks on their faces again and walk around the room, looking at each other without talking.</p> <p>Stage 3</p>



	<p>The two situations are analysed and differences are set.</p> <ul style="list-style-type: none"> • What was it like when all of you looked the same? • Which situation was more enjoyable? Why? <p>The game is a starting point for a discussion about the differences between people, the acceptance of differences and the benefits of diversity.</p> <p>The students will watch a movie: Anti-Bullying Awareness - Indirect, Cyber Bullying, Alienated - Lesson – School</p> <p>They will understand the roots and consequences of conflicting situations, violence and injustice around them. They will explore human reactions and learn about human ability to achieve, destroy and transform.</p>
<p>Results& Tips</p>	<p>Improving relationship pupils-pupils</p> <p>Decreasing the phenomenon of bullying in our school</p>
<p>Assessments</p>	<p>The evaluation of the activity targets:</p> <p>The students' behavior:</p> <ul style="list-style-type: none"> • listen to the others' opinion; • communicates impressions to others; • take responsibilities. <p>Know how:</p> <ul style="list-style-type: none"> • The students learn the rules of communication, ways of solving the problems caused by differences between people. <p>The attitude:</p> <ul style="list-style-type: none"> • Openness to the others, self-confidence, empathy, rightness and acceptance of differences. <p>Performance:</p> <ul style="list-style-type: none"> • - achieve the tasks; • - create new relationships; • - solve the conflicts
<p>Links/ Resources</p>	<p>https://www.youtube.com/watch?v=YFzay3Vm860</p>
<p>Key words</p>	<p>Bullying, conflict, tolerance, respect, self-confidence, collaboration</p>



RO PROTECTION AGAINST VIOLENCE

Name of the school	Școala Gimnazială Nr.79scoala79.ro
Educational level	Primary 9-10 years old
Summery	<ul style="list-style-type: none"> • -General notions on children's rights and responsibilities; • -Sources of support for the resolution of violence against children; • -Characteristics of respecting and encroachment upon the right to protection; • -Ability to critically analyse situations of violence and to correlate them with daily experience; • -Communication, teamwork, negotiation
Aims	<ul style="list-style-type: none"> • -Acquiring knowledge about the rights of the child and the protection against violence; • -Identifying different situations of violence against children; • -Identification of support persons / institutions.
Development/ Implementation	<p>1) Introductory Activity (10 min): Energizing Game / Icebreaker After presenting the Children's Rights, pupils are given a ball and are asked to pass it to another colleague after saying an associated word. Only the person who has the ball can talk, then he gives the ball in a non-violent way.</p> <p>2) Situations of violence on children (<i>SEE, HEAR, FEEL</i>) These three words are written on the board. Pupils are invited to say a word or phrase that comes to their mind when they think of a situation of violence against a child. They will be divided into three groups: those who say what they SEE, what they FEEL, what HEAR related to violence.</p> <p>The Shampoo bottle – experiment</p> <p>The students will watch the movie in Romanian: <i>Campanie împotriva violenței asupra copiilor</i></p>



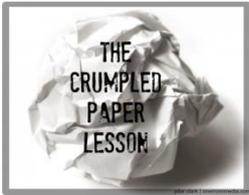
	3) Free discussions: -What are the causes of violence? What about their effects? Where do the acts of violence occur? Who can be their author? Or the victim? How can conflicts / violent situations be solved? Can victims be helped? What about the aggressors?
Results&Tips	Reducing the phenomenon of violence in our school
Assessments	Annex - Methods of evaluating the satisfaction of participants in the activity
Links/ Resources	<p>The UN Convention on the Rights of the Child Law 272 of 2004 on the protection and promotion of children's rights www.unicef.ro> Campaigns> End Violence</p> <p>http://listen.animusassociation.org/wp-content/uploads/2016/09/manual-rom-web.pdf</p> <p>The 4 Common Types of Bullying</p> <p>www.parents.com/kids/problems/bullying/common-types-of-bullying/</p> <p>Junior school anti bullying policy</p> <p>https://www.dulwich.org.uk/uploaded/documents/About Us/Policies/Junior School Policies/Junior School Anti-Bullying Policy.pdf</p> <p>https://kidshealth.org/en/parents/bullies.html</p> <p>https://www.youtube.com/watch?v=Rd2fb6kLVgM (Campanie împotriva violenței asupra copiilor)</p>
Key words	Children's rights, violence, child protection, conflict, tolerance, respect



RO THE CRUMPLED PAPER LESSONS

Name of the school (website)	Școala Gimnazială Nr.79 (scoala79.ro)
Educational level	Primary (6-10 years old) & secondary (11-15 years old)
Summary	<p>The bullying is a form of communication and social interaction, with a big impact on both sides. The children who abuse other children are usually insecure, they are afraid and have internal traumas that are not properly managed in their families. The emotional home environment is mentioned by many authors as an important factor in becoming an aggressor or victim. Thus, the lack of affectivity between parents or parents and children, the use of any type of violence (but especially the physical one) and domestic abuse, combined with the lack of clear and reliable rules for a child guidance, can determine the adoption of bullying type behaviour.</p> <p>One reason is that highly protective parents can increase the risk of bullying exposure for their children, who become victims of bullying more often than their peers, highlighting some intrapersonal and interpersonal characteristics associated with the increased likelihood of suffering from bullying, for example: shyness, insecurity, passivity, low self-esteem, lack of friends.</p> <p>In general, being different from most peoples, on the grounds of ethnicity, belief, sexual identity, sexual orientation, can lead to an increased risk of victimization. Also, the children with special educational needs, with physical disabilities or learning difficulties may be particularly at risk of being assaulted.</p>
Aims	<ul style="list-style-type: none"> • Decrease of bullying problems existing among students; • Prevent the appearance of new difficulties; • Development of positive relationships between students; • To increase the awareness level and consolidate the empathy; towards children who can be exposed or aggressed; • To help students to develop the empathic abilities; • To increase the personal development, interpersonal



	communication and relationships.
<p>Development/ Implementation</p> 	<ul style="list-style-type: none"> • Students are asked to crumple a sheet of paper up and tread on it but without tearing it up. • Then the teacher asks them to unfold, flatten and make the paper look like it did before. • Because this thing will not be possible, pupils are told this happens to a child whom they have bullied, made feel sad or even aggressed: he or she will remain haunted by what they did or sad for a very long time or even for the rest of their lives, no matter if they have been apologized to!
<p>Results & Tips</p>	<ul style="list-style-type: none"> • improved school climate • improved class climate • improved abilities / attitude of children • community awareness / improved community support • reducing the antisocial behaviour of young people
<p>Assessments</p>	<p>The best way to evaluate these activities is through a quick and anonymous evaluation form, which students can complete in the last 5 minutes of activity, or through narrative writings, essays.</p>
<p>Links/ Resources</p>	<p>Bullying stories https://bullyinglte.wordpress.com/</p> <p>Stop bullying now http://stopbullyingnow.com/</p> <p>The bully proof classroom http://bullyproofclassroom.com/</p>
<p>Key words</p>	<p>Bullying, conflict, tolerance, respect, self-confidence, collaboration</p>



RO STOP BULLYING! NON-VIOLENT STEPS FOR SAFETY SCHOOLS

Name of the school	Școala Gimnazială Nr.79 http://www.scoala79.ro
Educational level	Secondary (11-15 years old)
Summary	<p>Our school is famous among schools in Bucharest. Academic quality and dedication of our teachers has led to an increasing number of students. Today in our institution there are enrolled 1670 students aged 6 to 15 years. The students come from families interested in education both in and outside school. They are actively involved in learning and take part in many indoor and outdoor educational activities.</p> <p>Physical, verbal and relational bullying are most prevalent in primary school and more aggressive behaviour can be noticed in the case of older students(11 - 13 year olds), inflicting physical and emotional discomfort to the students exposed to them. Inadequate interaction between students that starts with minor incidents can develop into major ones, leading to a feeling of insecurity among children.</p>
Aims	<ul style="list-style-type: none"> ▪ Developing students' self- confidence and independence so that they are well equipped to play an active role in society; ▪ Establishing effective and healthy responses to bullying, paying attention to the important role of observer spectators; ▪ Giving students pertinent, realistic information, adapted to their age and developmental stage, about forms of bullying and prevention strategies. ▪ Fostering students' awareness of their value as individuals, their rights and their responsibilities, as well as those of others. ▪ Encouraging the development of students' abilities and skills. ▪ Ensuring that students have access to a range of effective

	<p>community resources that respect their rights.</p> <ul style="list-style-type: none"> ▪ Fostering mutual support and cooperation among students. ▪ Raising public awareness and mobilizing the community around the issue of bullying prevention.
<p>Development/ Implementation</p>	<p>Our activity has three sessions:</p> <p>Session 1(10 min.): Ice-breaking exercise – Positive gossiping – students are divided into four or five groups, one of them has to stay apart but close enough to hear and the others say positive gossips about them. One by one, each student will stay apart while the others discuss. Then students are questioned how they felt during this exercise. The students could talk about labels, teasing and mockery.</p> <p>And this is how the next topic about bullying is introduced.</p> <p>Session 2 (20 min.): Video <i>Save the Children Romania</i> – Stop bullying or ban the recreation <u>Desfiintati recreatiile</u></p> <p>The students discuss about the video content using starbursting method answering the following questions: Who? What? Which? Why? Where?</p> <p>After all the questions are answered the teacher shows a small presentation about bullying: who is affected, what happens with the victims, what are the types of bullying encountered in school and how to prevent or stop bullying.</p> <p>Session 3 (20 min.): This last activity consists in making proof of our anti-bullying lesson. The teacher gives the students coloured pieces of paper with footprints/shoes prints. They have to cut these prints, write anti-bullying messages and after that the plasticized steps will be pasted on the floor, in front of classroom door or in front of dressing room door or in the places where students spend a lot of time. This session will raise the awareness about bullying in school, due to the fact that all the children in our school will see and read the messages on these footprints.</p> <div data-bbox="1066 1518 1369 1892" data-label="Image">  </div>



Results & Tips	Improving relationship between our students Decreasing the phenomenon of bullying in our school Building a better behaviour in society
Assessments	Feedback forms;
Links/ Resources	Save The Children Romania http://desfiintatirecreatiile.ro/
Key words	Antibullying, tolerance, non-discrimination, self-confidence