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CREATIVE ACTIVITIES TO PREVENT BULLYING ON SPECIAL NEEDS STUDENTS

INTELLECTUAL OUTPUT-1

SELF-DIRECTED TRAINING CURRICULUM

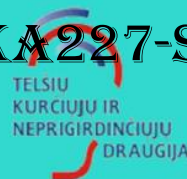


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CONTEXT

Bullying in schools or peer victimization happens when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students. The aggressive actions are carried out intentionally and repeatedly because there is a power imbalance between the bully/ bullies and the victim/ victims. (Olweus 2010)

This definition includes three important components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Bullying is a worrying reality in schools and many students are involved in bullying actions in different forms. Moreover, twice as many students with disabilities (around 30%) are victims of bullying because they are bullied both by the able students and other disabled students. (Sullivan, 2006) In the case of Deaf/ Hard of Hearing students, a study in the UK found that almost all of them are target to bullying and half of them bully others, which set the Deaf and Hard of Hearing students at the highest rates of bullying (Whitney, Smith & Thompson, 1994). A more recent study from the US found that half of the hearing impaired students are targeted by bullies, which is more than double than the national percentage of abled students being subject to peer victimization. (The



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University of Texas at Dallas, 2018) This can be explained by low social skills that Deaf and Hard of Hearing students have, because they seem weaker to the abled students and, perhaps, because the bullies think that the Deaf and Hard of Hearing students cannot tell what happened to them. (Bauman & Pero, 2011) Thus, it is of utmost importance to create the right awareness and prevention measures in schools for building a healthy school environment where Deaf and Hard of Hearing students feel safe all the time.

References:

Bauman, S. & Pero, H. Bullying and Cyberbullying Among Deaf Students and Their Hearing Peers: An Exploratory Study, *The Journal of Deaf Studies and Deaf Education*, Volume 16, Issue 2, Spring 2011, Pages 236–253, <https://doi.org/10.1093/deafed/enq043>

Olweus, D. (2010). *Understanding and researching bullying: Some critical issues*. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (p. 9–33). Routledge/Taylor & Francis Group. Cited by APA PsycNet <https://psycnet.apa.org/record/2010-06797-002>

Sullivan P. Feerick M, Silverman G. Children with disabilities exposed to violence: Legal and public policy issues, *Children exposed to violence*, 2006 Baltimore Paul Brookes (pg. 213-237) [Google Scholar](#)

The University of Texas at Dallas Study Shows that Children with Hearing Loss Experience More Bullying, retrieved 26.05.2021 <https://news.utdallas.edu/health-medicine/study-shows-children-with-hearing-loss-experience/>

Whitney I, Smith PK, Thompson D. Smith PK, Sharp S. Bullying and children with special educational needs, *School bullying: Insights and perspectives*, 1994 New York Routledge (pg. 213-240) [Google Scholar](#)



INTRODUCTION

This curriculum addresses the prevention of bullying on special needs students, especially high school students with hearing impairment. It proposes creative and innovative methods and tools to approach this phenomenon in order to promote a safe environment in mixed schools, where hearing students study along with hearing impaired students. The curriculum includes units that raise awareness on the definition, characteristics, types of bullying, the description of the profiles of different actors that come to play in a bullying situation, and, also it includes practical activities to teach students to prevent bullying situations and how to react to a bullying situation. We took into consideration multiple aspects and actors involved in bullying: aggressors, victims, bystanders, teachers, as well as methods of interventions that are effective in a bullying situation. The duration of this self-directed training is about 21 hours.



RELEVANCE TO TEACHERS

Teachers and professionals working with mixed classes comprising abled students and students with hearing impairments are almost certain to have a bully in their classroom at some point in their career. Some forms of bullying are obvious and aggressive, while others, like avoidance, might be more difficult to detect. However, regardless of its type, bullying is a real problem that can have serious and lasting effects on victims.

The teacher plays an important role in the management of classroom bullying. Teachers' responses to bullying vary considerably from strategies focused on the victim, the bully or the group to avoidance of action. The teacher's lack of response can be interpreted as an implicit acceptance of the aggression and, consequently, it will lead to an increase in bullying acts. Moreover, the victim will not feel supported to report future bullying incidents and the witness of the bullying can feel demotivated to intervene or report to administration. Therefore, understanding and fostering teachers' ability to predict successful responses to bullying and victimization is a priority for prevention programs.

We expect that teachers will achieve knowledge and skills to prevent bullying of high school students with hearing impairments, by using creative and attractive methods in addressing the bullying topic that affects them and their colleagues without special needs.



CURRICULUM METHODS

The methodology is designed to offer innovative and creative methods for teachers working with groups of high school students with hearing impairments, but also with mixed groups. Such activities can be drama, drawing, creative writing, dance, games, role-playing and handicraft activities. This curriculum is designed for **the** self-directed training of the participants. All learning outcomes are described in terms of knowledge, skills and competences.

TARGET GROUPS

Teachers, Support Teachers, Professionals working with special needs students integrated in mixed classes.



THE PURPOSE OF THE COURSE

To develop the necessary know-how for the professionals and implement the bullying prevention curriculum for hearing disabled students and their colleagues without hearing impairments.

TRAINING OUTLINE

The course consists of 15 units of face-to-face training that take 21 hours of teaching and learning activities.

UNIT NUMBER	TITLE OF THE UNIT	CONTACT HOURS
1.	What is bullying and its characteristics and causes, in general, and for high school students with hearing impairments	1 hour
2.	Characteristics or attributes of high school students which raise the likelihood of being a target of bullying	1 hour
3.	The profiles of victims and aggressors	1 hour
4.	Recognising the signs that a teenager has been bullied	1 hour
5.	Teaching high school students to recognise the signs that their colleagues have been bullied	2 hours



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6.	Teaching high school students appropriate reactions and actions when they are bullied	2 hours
7.	Teaching high school students what to do when witnessing a bullying situation	2 hours
8.	Forms and methods of intervention and mediation for teachers in bullying cases	2 hours
9.	Assertive and non-violent communication for solving the conflicts among high school students	2 hours
10.	Cyberbullying – a common and frequent form of aggression and harassment among students	1 hour
11.	Strategies and solutions to prevent bullying	2 hours
12.	Developing empathy and compassion	1 hour
13.	Self-knowledge, self-awareness and knowing others	1 hour
14.	Creative ways of expressing negative emotions and feelings	1 hour
15.	Evaluation	1 hour



UNIT 1: WHAT IS BULLYING AND ITS CHARACTERISTICS AND CAUSES, IN GENERAL, AND FOR HIGH SCHOOL STUDENTS WITH HEARING IMPAIRMENTS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Identify the definition of bullying</p> <p>Skill: Explain the phenomenon of bullying in general</p> <p>Competence: Internalize terminology</p>	Definition of bullying	Case studies/ scenarios (example of bullying on different levels) Reflection	Short quiz	Case presentation Handouts Pens Markers Paper	25 min
<p>Knowledge: List the causes of bullying</p> <p>Skill: Compare the different causes of bullying</p> <p>Competence: Provide examples of causes of bullying</p>	Causes of bullying	Problem solving activities	Self-evaluation Brainstorming	Case presentation Handouts Pens Markers Paper	10 min
<p>Knowledge:</p>	Difference	Making posters	Self-evaluation	Pens	25 min



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<p>Identify the difference between bullying students in general and bullying students with hearing impairment</p> <p>Skill: Measure and analyse the different forms of bullying</p> <p>Competence: Create a product ensuring the comprehension of the different bullying forms in general and for students with hearing impairments</p>	<p>between bullying students in general and bullying students with hearing impairment</p>	<p>The Bullying Thermometer</p>		<p>Pencils Markers Paper</p>	
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UNIT 2: CHARACTERISTICS OR ATTRIBUTES OF HIGH SCHOOL STUDENTS WHICH RAISE THE LIKELIHOOD OF BEING A TARGET OF BULLYING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Find out the attributes of high school students which raise the likelihood of being a target of bullying</p> <p>Skill: Choose the attributes that determine high school students which raise the likelihood of being a target of bullying</p> <p>Competence: Carry out a discussion in small groups about high school students which raise the likelihood of being a target of bullying</p>	Attributes of high school students which raise the likelihood of being a target of bullying	Educational game: Fill the gap	Self-evaluation	Handouts Pens Markers Paper	15 min



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<p>Knowledge: Recall the elements that define high school students which raise the likelihood of being a target of bullying</p> <p>Skill: Compare cases to raise awareness on characteristics of high school students which raise the likelihood of being a target of bullying</p> <p>Competence: Produce scenarios from which it is possible to deduce the characteristics of high school students which raise the likelihood of being a target of bullying</p>	<p>Awareness of characteristics of high school students which raise the likelihood of being a target of bullying</p>	<p>Create a mindmap</p>	<p>Self-evaluation</p>	<p>Handouts Pens Markers Paper</p>	<p>20 min</p>
<p>Knowledge: Define the characteristics of high school students which raise the likelihood of being a target of bullying</p> <p>Skill: Choose the right definition about high school students which raise the likelihood of being a target of bullying</p>	<p>Definition of myths and truths about high school students which raise the likelihood of being a target of bullying</p>	<p>Educational game: Two Truths and a Lie</p>	<p>Short quiz</p>	<p>Handouts Pens Markers Paper</p>	<p>25 min</p>



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<p>Competence: Deal with myths and trues about high school students which raise the likelihood of being a target of bullying</p>					
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UNIT 3: THE PROFILES OF VICTIMS AND AGGRESSORS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Recognize the profile of the victims</p> <p>Skill: Identify the profile of the victims</p> <p>Competence: Describe the profile of the victims</p>	<p>The profile of the victims</p>	<p>Team-building exercises: Stand Up/Sit Down</p>	<p>Self-evaluation</p>	<p>Handouts Pens Markers Paper</p>	<p>35 min</p>
<p>Knowledge: Recognize the profile of the aggressors</p>	<p>The profile of the aggressors</p>	<p>DIY activities: The Logo/Label</p>	<p>Self-evaluation</p>	<p>Handouts Pens Markers Paper</p>	<p>25 min</p>



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<p>Skill: Identify the profile of the aggressors</p> <p>Competence: Create a product to demonstrate understanding of the aggressors profile</p>				Flipchart	
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UNIT 4: RECOGNISING THE SIGNS THAT A TEENAGER HAS BEEN BULLIED

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Identify the warning signs of being bullied</p> <p>Skill: Explain behavioural choices</p> <p>Competence: Advise bullied teenagers to ask for help</p>	<p>Warning signs at school Warning signs at home Why do bullied teenagers not ask for help?</p>	<p>Brainstorming Concept mapping Questionnaire</p>	<p>Short quiz: Warning signs</p>	<p>Computer Internet access Gmail to have access to Jamboard</p> <p>Quizez link for the questionnaire and the quiz: https://quizizz.com</p>	<p>30 min</p>



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<p>Knowledge: Describe warning signs of substance abuse and gang affiliation</p> <p>Skill: Apply information about warning signs to new contexts</p> <p>Competence: Evaluate behaviours related to substance abuse and gang affiliations</p>	<p>Other problems teenagers may face that show similar warning signs to bullying: substance abuse and gang affiliation. How to find out the real problem behind the warning signs?</p>	<p>Case study Guided discovery Reflection</p>	<p>Reflection question</p>	<p>Hand-outs</p>	<p>30 min</p>

References:

14 Creative Ways to Engage Students, CELT Iowa State University retrieved from <https://www.celt.iastate.edu/teaching/teaching-format/14-creative-ways-to-engage-students/> on 16.04.2021



UNIT 5: TEACHING HIGH SCHOOL STUDENTS TO RECOGNISE THE SIGNS THAT THEIR COLLEAGUES HAVE BEEN BULLIED

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 2 HOURS
<p>Knowledge: Identify peer factors that may contribute to bullying</p> <p>Skill: Illustrate peer factors in bullying</p> <p>Competence: Create a symbolic image related to the content</p>	<p>Warning signs teenagers can notice about their bullied peers: physical signs, emotional signs, relational signs, damage of property.</p>	<p>Matching Drawing</p>	<p>Reflection question</p>	<p>Computer Internet access Gmail to have access to Jamboard Colouring pencils Paper</p>	<p>20 min</p>
<p>Knowledge: Rank information about roles in bullying</p> <p>Skill: Compare behaviours involved in bullying</p> <p>Competence: Create a storyboard</p>	<p>Direct and indirect bullying behaviour</p>	<p>Guided discovery Storyboard</p>	<p>Self-assessment</p>	<p>Quizzes lesson presentation and activities Paper/ post-its pencils</p>	<p>40 min</p>



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<p>Knowledge: Match roles to behaviours</p> <p>Skill: Interpret information</p> <p>Competence: Practice thinking from other people's point of view</p>	<p>The many roles teenagers play in bullying: bully, target, bystander, upstander.</p>	<p>Fill in the blanks Thought-tracking</p>	<p>Open-ended question</p>	<p>Quizzes lesson presentation and activities</p>	<p>30 min</p>
<p>Knowledge: Categorize behaviours</p> <p>Skill: Discuss relationships</p> <p>Competence: Evaluate behaviours in relationships in order to become responsible for own relationships</p>	<p>Positive and negative relationship behaviours</p>	<p>Matching activity</p> <p>Answer the questions</p>	<p>Reflection</p>	<p>Computer Internet access Gmail to have access to Jamboard</p>	<p>30 min</p>

References:

Sue Marshall (2014): The bully drama workshop, Robinswoodpress.com, retrieved from https://robinswoodpress.com/uploads/files/The_Bully_-_Drama_Workshop.pdf on 20.04.2021



UNIT 6: TEACHING HIGH SCHOOL STUDENTS APPROPRIATE REACTIONS AND ACTIONS WHEN THEY ARE BULLIED

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 2 HOURS
<p>Knowledge: Identify thoughts and emotions when you are a victim of bullying</p> <p>Skill: Identify your thoughts and emotions when you are a victim of bullying</p> <p>Competence: Be responsible for your own thoughts and emotions</p>	<p>Emotions and thoughts when you are a victim of bullying</p> <p>Working on thoughts and emotions - a step out of being a target of bullying</p>	Poster creation	3-2-1	<p>Bullying scenarios handouts</p> <p>Emotions flashcards</p> <p>A4 sheets of paper</p> <p>A3 sheets of paper</p> <p>Pens</p>	50 min
<p>Knowledge: Identify reactions and actions of bullying victims</p> <p>Skill: Choose the desired resolution of the scene</p> <p>Competence: Provide appropriate reactions</p>	Appropriate actions and reactions when you are a victim of bullying	<p>Guided discovery</p> <p>Hands-on activity</p>	KWL (Know/Want to know/Learned)	<p>Bullying scenarios handouts</p> <p>Resolution example sentences</p> <p>Glue</p> <p>Coloured paper</p> <p>Scissors</p>	45 min



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and actions for given bullying scenarios				Worksheets Markers	
<p>Knowledge: Describe situations when you asked for someone's help</p> <p>Skill: Choose the person who can help you according to the situation</p> <p>Competence: Deal with bullying situations by looking for appropriate help</p>	<p>Report bullying</p> <p>Identify trusted persons who can help you when you are bullied</p>	Hands-on activity	5 Questions Star	<p>Coloured paper - A4</p> <p>Pens</p> <p>Worksheet</p>	25 min

Whitson, S., (2014, August 26). "Eight Keys to End Bullying". Retrieved April 15, 2021 from Greater Good Magazine-Science Based Insights for a Meaningful Life Website: [Eight Keys to End Bullying | Greater Good \(berkeley.edu\)](https://www.greatergood.com/eight-keys-to-end-bullying/)

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UNIT 7: TEACHING HIGH SCHOOL STUDENTS WHAT TO DO WHEN WITNESSING A BULLYING SITUATION

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 2 HOURS
<p>Knowledge: Identify bystanders' responses to bullying</p> <p>Skill: Describe bystanders' responses to bullying</p> <p>Competence: Differentiate desirable from undesirable reactions to bullying</p>	Bystanders different responses to bullying	Self-reflection	Reflection questions	Pens Crayons Paper	45 min
<p>Knowledge: Name bullying reactions of bystanders when witnessing a bullying situation</p> <p>Skill: Assess the degree of helpfulness of specific reactions of bystanders to bullying situations</p>	From bystander to helper	Self-reflection	Writing a letter	Handouts Paper Pen	40 min



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Competence: Choose the most appropriate reactions in bullying situations					
Knowledge: Identify helpers' qualities and understanding Skill: describe helpers' profile Competence: Solve positively a bullying situation	Helpers' qualities and understanding	Writing a story Poster creation	Reflection questions	Paper Crayons Markers Pens	35 min

“Bystanders are Essential to Bullying Prevention and Intervention”. Retrieved April 20, 2021 from stopbullying website: [Bystanders are Essential to Bullying Prevention and Intervention \(stopbullying.gov\)](https://www.stopbullying.gov/bystanders-are-essential-to-bullying-prevention-and-intervention)

“Bullying: Guidelines for Teachers”. Retrieved April 20, 2021 from Learning for Justice Website: [Bullying: Guidelines for Teachers | Learning for Justice](https://www.learningforjustice.org.uk/bullying-guidelines-for-teachers)

Crume,W. and Lemaster, K. “Bullying Awareness Lessons, Activities and Resources” . Retrieved April 20, 2021 from 4-h.ca.uky.edu Website: [stc11 bullying program.doc 1.pdf \(uky.edu\)](https://www.4-h.ca.uky.edu/stc11_bullying_program.doc_1.pdf)

Gordon, S. (2020, December 1). “6 Ways Bullying Impacts Bystanders”. Retrieved April 15, 2021 from very wellfamily Website: [6 Ways Bullying Impacts Bystanders \(verywellfamily.com\)](https://www.verywellfamily.com/6-ways-bullying-impacts-bystanders/)



UNIT 8: FORMS AND METHODS OF INTERVENTION AND MEDIATION FOR TEACHERS IN BULLYING CASES

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 2 HOURS
<p>Knowledge: List the intervention phases in a bullying situation</p> <p>Skill: Describe the Intervention phases in a bullying situation</p> <p>Competence: Create appropriate intervention scenario for each intervention phase in a different bullying situation</p>	<p>Intervention phases in a bullying situation</p>	<p>Self-reflection Writing a dialogue</p>	<p>Short quiz</p>	<p>Pens Paper</p>	<p>20 min</p>
<p>Knowledge: Practice intervention and counselling on compassion and non-aggressive dialogue</p> <p>Skills: Apply bullying intervention and counselling methods based on compassion and non-</p>	<p>Intervention and counselling guidelines based on compassion and non-aggressive dialogue</p>	<p>Writing a dialogue</p>	<p>Individual project – record a podcast</p>	<p>Case presentation Handout Pens Paper Recording equipment</p>	<p>50 min</p>



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<p>aggressive dialogue</p> <p>Competences: Provide intervention and counselling in bullying situations</p>					
<p>Knowledge: Describe mediation strategies between bullying victim and aggressor/aggressors</p> <p>Skill: Select among mediation strategies between bullying victim and aggressor/aggressors</p> <p>Competence: Carry out mediation between bullying victim and aggressor/aggressors</p>	<p>Mediation strategies between bullying victim and aggressor/aggressors</p>	<p>Self-reflection</p> <p>Discussion</p>	<p>Discussion</p>	<p>Paper Pens</p>	<p>50 min</p>



UNIT 9. ASSERTIVE AND NON-VIOLENT COMMUNICATION FOR SOLVING THE CONFLICTS AMONG HIGH SCHOOL STUDENTS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION
<p>Knowledge: Describe the types of conflicts among class students</p> <p>Skill: Identify the type of conflict among class students</p> <p>Competence: Deal with different types of conflicts among class students</p>	Types of conflicts among class students: task conflicts, relationship conflicts, value conflicts.	<p>Storytelling</p> <p>Graphic representation by collage method</p>	Short quiz	<p>Recording equipment</p> <p>Flipchart paper Recycling materials for collage (old magazines, textile materials, plastic materials, etc), Scissors Glue</p>	40 min
<p>Knowledge: List assertive and non-violent communication characteristics in a bullying context</p> <p>Skill: Describe assertive and non-violent communication characteristics in a bullying context</p> <p>Competence: Provide assertive and non-</p>	Assertive and non-violent communication characteristics in a bullying context	Roleplay	<p>Self-assessment</p> <p>Peer assessment</p>	Recording equipment	20 min



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violent communication in a bullying context					
<p>Knowledge: Apply assertive and non-violent communication of teachers in relation to the class where a bullying case happened</p> <p>Skill: Evaluate assertive and non-violent communication of teachers in relation to the class where a bullying case happened</p> <p>Competence: Use assertive and non-violent communication after a bullying situation</p>	Assertive and non-violent communication of teachers in relation to the class where a bullying case happened	Self-reflection	Self-evaluation Reflection questions	Paper Pens	40 min
<p>Knowledge: Apply assertive and non-violent communication of students in relation to each other</p> <p>Skill: Evaluate assertive and non-violent communication of students in relation to each other</p>	Assertive and non-violent communication of students in relation to each other for bullying prevention	Photo-voice method	Individual project Self-evaluation	Photos Recording equipment	30 min



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Competence: Guide assertive and non-violent communication of students in relation to each other					
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UNIT 10: CYBERBULLYING – A COMMON AND FREQUENT FORM OF AGGRESSION AND HARASSMENT AMONG STUDENTS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Identify what is cyberbullying</p> <p>Skill: Describe the framework of cyberbullying</p> <p>Competence: Create definitions for different types cyberbullying</p>	Definition of cyberbullying	Case studies of cyberbullying and fake news	Reflection	Handouts Post-its Markers	30 min
<p>Knowledge: Identify causes of cyberbullying</p> <p>Skill: Explain the causes of cyberbullying</p>	Root causes of cyberbullying	Problem solving activity	Self-evaluation	Handouts Post-its Markers	30 min



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Competence: Be responsible for your attitude to cyberbullying					
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Kaario, P., Vaakakallio, K., Lehtinen, V., Kantola, V., Kuikkaniemi, K., (2009, 24-26 November): "Someone Else's Shoes - Using Role-Playing Games in User-Centred Service Design", Retrieved June 8 2021 from <https://ep.liu.se/ecp/059/010/ecp09059010.pdf>

UNIT 11: STRATEGIES AND SOLUTIONS TO PREVENT BULLYING

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 2 HOURS
Knowledge: Define practices for a common policy to prevent bullying Skill: Compare different strategies and solutions	How to prevent bullying Importance of taking action	Case studies	Reflection	Handouts Markers Papers	50 minutes



CREATIVE ACTIVITIES TO PREVENT BULLYING ON SPECIAL NEEDS STUDENTS

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<p>Competence: Evaluate strategies and solutions</p>					
<p>Knowledge: Match solutions to different types of bullying</p> <p>Skill: Write about different theoretical solutions</p> <p>Competence: Be responsible for your online activity to prevent cyberbullying</p>	<p>Theoretical solutions</p>	<p>Storytelling</p>	<p>Self-evaluation</p>	<p>Papers Markers</p>	<p>30 min</p>
<p>Knowledge: Show examples of cyberbullying</p> <p>Skill: Share own experience of potential cyberbullying</p> <p>Competence: Evaluate different solutions to bullying</p>	<p>Practical solutions to bullying</p>	<p>Creative writing</p>	<p>Quiz</p>	<p>Handouts Papers Markers</p>	<p>40 minutes</p>



References:

European Schoolnet (2015, October). Bullying in Schools. A Summary of Research to Combat Bullying. Retrieved June 8, 2021 from http://enable.eun.org/c/document_library/get_file?uuid=4228f04e-10c8-4efb-903a-0fa3b388ac14&groupId=4467490

UNIT 12: DEVELOPING EMPATHY AND COMPASSION

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Identify the correlation between empathy and compassion</p> <p>Skill: Be able to develop the main aspects of empathy based education</p> <p>Competence: Be able to explain the importance of empathy development in a person's life</p>	<p>Correlation between empathy and compassion</p> <p>Stages and main aspects of empathy based education</p> <p>Empathy-based communication with others</p>	<p>Case study analysis</p> <p>Writing a dialog</p>	<p>Reflection questions</p>	<p>Pens, papers</p>	<p>30 min</p>



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<p>Knowledge: Understand the peculiarities of compassion education.</p> <p>Skill: Be able to use exercises of compassion education.</p> <p>Competence: Apply examples of compassion in everyday situations</p>	<p>The power of compassion education Compassion for yourself and the other person</p>	<p>Case study analysis</p> <p>Writing a dialog</p>	<p>Reflection questions</p>	<p>Pens, papers</p>	<p>30 min</p>
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UNIT 13: SELF-KNOWLEDGE, SELF-AWARENESS AND KNOWING OTHERS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Describe the importance of knowing yourself and others</p> <p>Skill: Be able to evaluate yourself and others objectively</p>	<p>How to know yourself well? Positive evaluation of yourself and others</p>	<p>Individual tasks: writing: compliments for yourself</p>	<p>Reflective writing Self-observation Test</p>	<p>Writing instruments (pens and pencils), paper</p>	<p>45 min</p>



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<p>Competence: Create preconditions for the development of a mentally and physically healthy personality</p>					
<p>Knowledge: Identify external sources relevant to self-evaluation</p> <p>Skill: Be able to use the information provided by external sources of self-evaluation</p> <p>Competence: Be able to evaluate yourself objectively</p>	Objective self-evaluation	Individual creative task: making a collage “Map of my minds”	Collage completion	Recycling materials for collage (old magazines, textile materials, plastic materials, etc), Scissors Glue	15 min

UNIT 14: CREATIVE WAYS OF EXPRESSING NEGATIVE EMOTIONS AND FEELINGS

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION
<p>Knowledge: Describe the importance of feelings in a person’s life</p>	How to understand and properly express your feelings.	Case study analysis	Reflection questions	Painting instruments (pens and pencils, paper)	20 min



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<p>Skill: Be able to name feelings, indicating the reasons that caused them</p> <p>Competence: Be able to express feelings without offending the social environment</p>	<p>Causes of emotional change</p>	<p>Creative tasks: painting my daily emotions</p>			
<p>Knowledge: Understand the importance of expressing negative emotions and feelings</p> <p>Skill: Be able to properly express negative emotions and feelings</p> <p>Competence: Apply creative methods in the expression of negative emotions and feelings</p>	<p>The use of creative methods in the expression of negative emotions and feelings.</p>	<p>A session to get rid of the discomfort caused by negative emotions (art therapy)</p>	<p>Reflection questions</p>	<p>Painting instruments (pens and pencils, paper)</p>	<p>40 min</p>



UNIT 15: EVALUATION

LEARNING OUTCOMES	DESCRIPTION OF CONTENT	TEACHING METHODS	ASSESSMENT METHODS	MATERIALS AND EQUIPMENT	DURATION 1 HOUR
<p>Knowledge: Discriminate between aggressive and non-aggressive descriptions of behaviour</p> <p>Skill: Match bullying examples to solutions learnt during the course</p> <p>Competence: Plan intervention and mediation activities to address bullying situations</p>	<p>Examples of bullying and non-bullying behaviour</p> <p>Examples of mediation and intervention activities</p> <p>Intervention plan</p>		<p>Identification activity</p> <p>Matching activity</p> <p>Action plan</p>	<p>Computer and internet access</p> <p>Hand-outs</p>	<p>60 min</p>