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# CREATIVE ACTIVITIES TO PREVENT BULLYING ON SPECIAL NEEDS STUDENTS

2020-1-RO01-KA227-SCH-095427

INTELLECTUAL OUTPUT-2

Creative Methods and Tools for Bullying  
Prevention in Special Education

Face to Face Training



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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 behaviour that involves unwanted, negative actions.
- Bullying involves a pattern of behaviour 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 targeted 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 the national percentage of abled students being subject to peer victimization. (The University of Texas at Dallas, 2018) This can be explained by the low social skills that Deaf and Hard of Hearing students have because they seem weaker than 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 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  
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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

The “Creative Methods and Tools for Bullying Prevention in Special Education” face to face course 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 to promote a safe environment in mixed schools, where hearing students’ study along with hearing-impaired students. The face-to-face course 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 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.



## 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.

## COURSE METHODOLOGY

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 face-to-face training of the participants. All learning outcomes are described in terms of knowledge, skills, and competencies.



## TARGET GROUPS

Teachers, Support Teachers, Professionals working with special needs students integrated into 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 of hours
1. What is bullying and its characteristics and causes, in general, and for high school students with hearing impairments.	1
2. Characteristics or attributes of high school students which raises the likelihood of being a target of bullying.	1
3. The profiles of victims and aggressors;	1
4. Recognising the signs that a teenager has been bullied.	1
5. Teaching high school students to recognise the signs that their colleagues have been bullied;	2
6. Teaching high school student's appropriate reactions and actions when they are bullied.	2
7. Teaching high school students what to do when witnessing a bullying situation;	2
8. Forms and methods of intervention and mediation for teachers in bullying cases.	2
9. Assertive and non-violent communication for solving the conflicts among high school students.	2
10. Cyberbullying – a common and frequent form of aggression and harassment among students.	1
11. Strategies and solutions to prevent bullying.	2
12. Developing empathy and compassion.	1
13. Self-knowledge, self-awareness, and knowing others.	1
14. Creative ways of expressing negative emotions and feelings.	1
15. Evaluation	1



## Unit 1: What Is bullying and Its characteristics and causes, In general, and for high school students with hearing impairments

<b>Description of content</b>	Definition of bullying
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Identify the definition of bullying</p> <p><b>Skill:</b> Explain the phenomenon of bullying in general</p> <p><b>Competence:</b> Collaborate with peers to create a common definition</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Case presentation</li> <li>● Handouts</li> <li>● Pens</li> <li>● Markers</li> <li>● Paper</li> <li>● Flipchart</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>We will try to give a definition of Bullying: Bully: Verb; seek to harm, intimidate, or coerce (someone perceived as vulnerable).</p> <p>Bullying is a deliberate and repeated unbalanced use of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm, which can be adopted online or in person. It can involve an individual or a group of people over one or more people.</p>
<b>Duration</b>	<i>15 minutes + 10 minutes discussion</i>
<b>Type of activity and brief description of the activity</b>	<p>Group work</p> <p>Introduction</p> <p>A case study involves a detailed examination of a particular case or cases, within a real-world context. The phenomenon is studied in detail, cases are analysed, and solutions or interpretations are presented.</p> <p>Exercise: List the exercise phases:</p> <ol style="list-style-type: none"> <li>1. Hand out the printable scenarios</li> </ol>





	<ol style="list-style-type: none"> <li>2. Present the first scenario to the participants, explain the case, and explain any doubts about the content.</li> <li>3. Ask participants to take note of what they think are behaviours that could relate or lead to bullism or conflicts.</li> <li>4. After the explanation of the scenario, ask participants to compare and share their thoughts.</li> <li>5. Hold any aspects on a flipchart</li> <li>6. Repeat for all scenarios, then recap and summarize from the flipchart and encourage a discussion on giving a common definition of bullism.</li> </ol>
<b>Keywords</b>	<i>Bullying, bullism, harassment, intimidation,</i>
<b>Assessment method</b>	Peer assessment
<b>Sources / further reading / resources</b>	<p>stc11_bullying_program.doc_1.pdf (uky.edu)          Compassito_EN.indd (coe.int)          10 Scenarios to Get Kids Talking About Bullying   Free Spirit Publishing Blog  <a href="https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecbully.pdf">https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecbully.pdf</a>          Cyberbullying Scenarios for Children and Teens          Bullying and Cyberbullying Among Deaf Students and Their Hearing Peers: An Exploratory Study   The Journal of Deaf Studies and Deaf Education   Oxford Academic (oup.com)          Stake, R. (1995). The art of case research. Newbury Park, CA: Sage Publications. Books</p>







### SCENARIO 3

Lukas is aware that comments about him are circulating in his high school. Peers are making fun of him for his deafness. This makes him feel frustrated and saddened. He has been excluded from his classmates and often eats alone in the cafeteria. Furthermore, it seems that a group of classmates have created a false account to impersonate him on social media. Posing content as James and using his contact information, they start sending out very provocative messages to other peers. When James starts receiving e-mails back, he is mortified and devastated and doesn't know what to do.



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<b>Description of content</b>	Causes of bullying
<b>Learning outcomes</b>	<p><b>Knowledge:</b> List the causes of bullying</p> <p><b>Skill:</b> Compare the different causes of bullying</p> <p><b>Competence:</b> Provide examples of causes of bullying</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Case presentation</li> <li>● Handouts</li> <li>● Pens</li> <li>● Markers</li> <li>● Paper</li> <li>● Flipchart</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>There are many different reasons for bullying that can be experienced. Some of these are clear and easy to spot while others are more hidden. Some of the different bullying reasons are the following:</p> <ul style="list-style-type: none"> <li>- <b>Stress and Trauma.</b> Most people who became bullies have experienced a stressful situation. While some kids might have the family support to cope with this stress, others do not, and bullying becomes a strategy to manage stress.</li> <li>- <b>Gender Norms.</b> Males are more likely to become a bully.</li> <li>- <b>The Bullied Becomes the Bully.</b> People who are bullied are twice as likely to bully others.</li> <li>- <b>Environmental factors.</b> Media and social media may contribute to bullying because of the violence shown. Some children can display higher levels of aggression from watching violent materials. Also, dysfunctional families or parental problems (divorce or similar) can contribute to bullying behaviour.</li> <li>- <b>Low self-esteem.</b> Some students who bully others have low self-esteem and crave for attention. They try to compensate for this feeling by picking on others and feel a sense of accomplishment by doing so. Sometimes it is also due to rejection at home that this emotion builds up.</li> <li>- <b>Peer groups.</b> Peer group's influence and pressure can also contribute a lot to bullying and in participating in risky behaviour or acting in a way that they normally wouldn't. School-aged children have the urge to appear desirable to their peers and, if they do not, they risk becoming targets of bullying.</li> </ul>
<b>Duration</b>	<i>15 minutes + 10 minutes discussion</i>



<p><b>Type of activity and brief description of the activity</b></p>	<p>Group work</p> <p>Introduction</p> <p>A case study involves a detailed examination of a particular case or cases, within a real-world context. The phenomenon is studied in detail, cases are analysed, and solutions or interpretations are presented.</p> <p>Exercise:</p> <p>List the exercise phases:</p> <ol style="list-style-type: none"> <li>1. Hand out the printable scenarios</li> <li>2. Present the first scenario to the participants, explain the case, and explain any doubts about the content.</li> <li>3. Ask participants to take note of what they think are behaviours that could relate to or lead to bullism or conflicts.</li> <li>4. After the explanation of the scenario, ask participants to compare and share their thoughts.</li> <li>5. Hold any aspects on a flipchart</li> <li>6. Repeat for all scenarios, then recap and summarize from the flipchart and encourage a discussion on the topic and how possible solutions could look like and what are reasons for bullying.</li> </ol>
<p><b>Keywords</b></p>	<p><i>Bullying, bullism, harassment, intimidation,</i></p>
<p><b>Assessment method</b></p>	<p>Peer assessment: after having defined the term bullism in the previous exercise, the case studies should be reused from a different perspective. This will help to understand what bullying is and where does it come from.</p>
<p><b>Sources / further reading / resources</b></p>	<p>stc11_bullying_program.doc_1.pdf (uky.edu)</p> <p>Compassito_EN.indd (coe.int)</p> <p>10 Scenarios to Get Kids Talking About Bullying   Free Spirit Publishing Blog <a href="https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecbully.pdf">https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecbully.pdf</a></p> <p>Cyberbullying Scenarios for Children and Teens</p> <p>Bullying and Cyberbullying Among Deaf Students and Their Hearing Peers: An Exploratory Study   The Journal of Deaf Studies and Deaf Education   Oxford Academic (oup.com)</p> <p>Stake, R. (1995). The art of case research. Newbury Park, CA: Sage Publications. Books</p>





## SCENARIO 2

Rahim is a tall, skinny teenager who excels in science and math. In general, he is good at school, but not so good at making friends. Also, he feels embarrassed about his body when he must change into gym clothes at school because he compares himself to other students who are more muscular and developed. In fact, other teens notice Chester's shyness and decide to exploit it. Using their mobile phones, they take pictures of Chester without his clothes on and in his underwear. They started to disseminate the pics on social networks like Instagram or WhatsApp. Soon, other peers start pointing, snickering, and laughing at Rahim at school and in the schoolyard.



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### SCENARIO 3

Lukas is aware that comments about him are circulating in his high school. Peers are making fun of him for his deafness. This makes him feel frustrated and saddened. He has been excluded from his classmates and often eats alone in the cafeteria. Furthermore, it seems that a group of classmates have created a false account to impersonate him on social media. Posing content as James and using his contact information, they start sending out very provocative messages to other peers. When James starts receiving e-mails back, he is mortified and devastated and doesn't know what to do.



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<b>Description of content</b>	Difference between bullying students in general and students with hearing impairment
<b>Learning outcomes</b>	<p><b>Knowledge:</b> identify the difference between bullying students in general and students with hearing impairment</p> <p><b>Skill:</b> measure and analyse the different forms of bullying</p> <p><b>Competence:</b> create a bullying thermometer, ensuring the comprehension of the different bullying forms in general and for students with hearing impairments</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Pens</li> <li>● Pencils</li> <li>● Markers</li> <li>● Paper</li> <li>● Flipchart</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>There are many different types of bullying that can be experienced. Some of these are clear and easy to spot while others are more hidden. Some of the different bullying types are the following:</p> <p>Physical bullying</p> <ul style="list-style-type: none"> <li>- hitting, kicking, tripping, pinching, and pushing or damaging property.</li> </ul> <p>Verbal bullying</p> <ul style="list-style-type: none"> <li>- name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.</li> </ul> <p>Social bullying</p> <ul style="list-style-type: none"> <li>- often harder to recognise and can be without the knowledge of the bullied person. Its purpose is to harm someone's social reputation and/or cause humiliation for example by lying and spreading rumours, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, encouraging others to exclude someone</li> </ul> <p>Cyberbullying</p> <ul style="list-style-type: none"> <li>- the harm inflicted using computers, phones, and other electronic devices like abusive or hurtful texts, emails or posts, images or videos or nasty gossip or rumours</li> </ul>
<b>Duration</b>	<i>25 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p><i>Group work</i></p> <p><i>This exercise explores the different forms of bullying and brings the participants to discuss them, and to decide which behaviour is worse, which means it has and an impact on themselves and others. The main goal is to learn different types of bullying behaviours. Moreover, to discuss the impact of bullying and individual differences.</i></p> <p><b>Exercise:</b></p> <ol style="list-style-type: none"> <li>1. Divide the group into two groups (8-10 people max).</li> </ol>



	<ol style="list-style-type: none"><li>2. Give each team a list of possible bullying behaviour.</li><li>3. Ask participants to go over the list and define each word.</li><li>4. Once all agree on what the different types of bullying mean, make them draw a thermometer on a flipchart.</li><li>5. have them put the words in order from the “coolest” (least harmful) to the “hottest” (most harmful).</li><li>6. Have the groups share the order of their cards with the larger group and discuss the results.</li></ol>
<b>Keywords</b>	<i>Bullying, bullism, bullying thermometer, harassment, intimidation,</i>
<b>Assessment method</b>	Peer assessment
<b>Sources / further reading / resources</b>	stc11_bullying_program.doc_1.pdf (uky.edu) Types Of Bullying   National Centre Against Bullying (ncab.org.au)

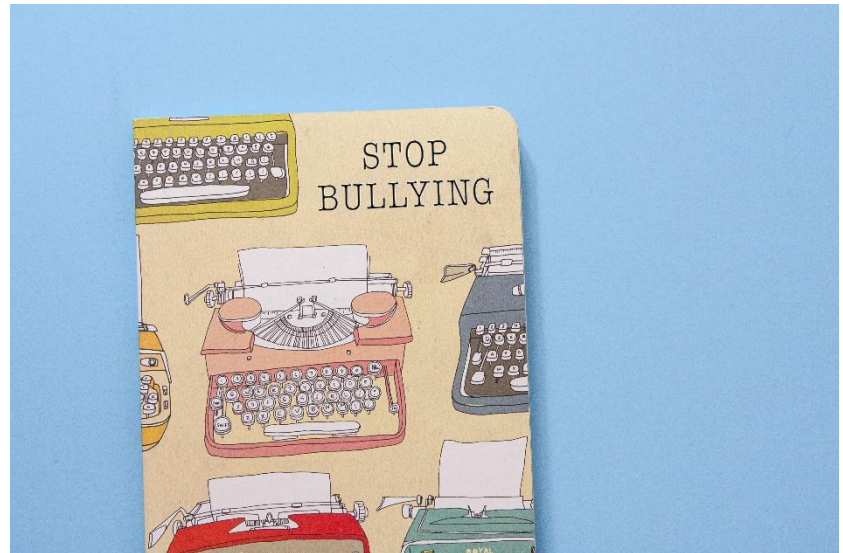


## HANDOUT:

### Possible bullying actions:

- Isolation
- Posting photos
- Drama
- Hitting
- Harassment
- Jokes
- Conflict
- Teasing
- Name-calling
- Rumours
- Threatening
- Flirting
- Terrorizing
- Posting a threat
- Sarcasm
- Hate speech
- Intimidation

- OTHER? \_\_\_\_\_





## Unit 2: Characteristics or attributes of high school students which raises the likelihood of being a target of bullying

<b>Description of content</b>	Attributes of high school students which raises the likelihood of being a target of bullying
<b>Learning outcomes</b>	<p><b>Knowledge:</b> find the attributes of high school students which raises the likelihood of being a target of bullying</p> <p><b>Skill:</b> choose the attributes that determine high school students which raises the likelihood of being a target of bullying</p> <p><b>Competence:</b> carry out a discussion in small groups about high school students which raises the likelihood of being a target of bullying</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Handouts</li> <li>● Pens</li> <li>● Markers</li> <li>● Paper</li> <li>● flipchart</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p><b>Physical Signs</b></p> <ul style="list-style-type: none"> <li>- There's evidence that kids who experience depression and bodily symptoms of stress (such as headaches or stomach aches) might be more likely to be bullied.</li> <li>- Research has found that kids who are perceived as non-conform as peers are also at an increased risk for bullying, as well as any physical appearance that differs from others (glasses, hearing aid etc.)</li> </ul> <p><b>Emotional Symptoms/ Insecure personality</b></p> <ul style="list-style-type: none"> <li>- Submissive, passive, and anxious children are more likely to be bullied</li> </ul> <p><b>Social Symptoms</b></p> <ul style="list-style-type: none"> <li>- Kids who stand out from the crowd for any reason can easily become the target of bullies. A few examples of reasons kids are bullied by peers include ethnic, cultural, or religious minority, LGBTQ, physical or mental disorder, smart or have a special talent</li> </ul> <p><b>Lower peer Acceptance</b></p> <ul style="list-style-type: none"> <li>- Victims of bullies may have few or no friends</li> <li>- children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins.</li> </ul> <p><b>Overprotective Parents</b></p>



	<ul style="list-style-type: none"> <li>- Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers</li> </ul>
<b>Duration</b>	<i>15 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p>The One Word game allows to provide context into a topic and get everyone in the right mindset for discussion.</p> <p>Participants are asked to split up into couples and discuss the topic “Attributes of high school students which raises the likelihood of being a target of bullying” for 2-5 minutes (depending on the number of participants). After that time, they must define ONE word that describes best a bullied target and switch partners to talk to. Words should not repeat. At the end of the activity, the group reassembles and share their results. The host holds the wordlist on a flipchart.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Use a platform that allows splitting the group into couples (in case of online activity)</li> <li>2. Start a timer</li> <li>3. The participants should find a word within 2 minutes that describes the topic</li> <li>4. At the end of the time, the moderator switches participants (online: in breakout rooms) and they repeat the activity.</li> <li>5. At the end of the activity, participants reassemble (online: in the main meeting room) and refer their answers</li> <li>6. The facilitator collects all the answers and writes them on a flipchart/jamboard.</li> <li>7. Participants are invited to discuss and provide explanations of the words listed.</li> </ol>
<b>Keywords</b>	<i>Rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, Submissive, passive</i>
<b>Assessment method</b>	<i>discussion</i>
<b>Sources / further reading/resources</b>	<ul style="list-style-type: none"> <li>● 17 Fun Games Your Employees Will Enjoy</li> <li>● Characteristics of a Typical Victim of Bullying</li> <li>● Characteristics of Bullied Children: Tips for Teachers</li> </ul>



<b>Description of content</b>	<b>Awareness of characteristics of high school students raise the likelihood of being a target of bullying</b>
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Recall the elements that define high school students which raise the likelihood of being a target of bullying</p> <p><b>Skill:</b> Compare cases to raise awareness on characteristics of high school students which raise the likelihood of being a target of bullying</p> <p><b>Competence:</b> 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>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Handouts</li> <li>● Pens</li> <li>● Markers</li> <li>● Paper</li> <li>● flipchart</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p><b>Physical Signs</b></p> <ul style="list-style-type: none"> <li>- There's evidence that kids who experience depression and bodily symptoms of stress (such as headaches or stomach aches) might be more likely to be bullied.</li> <li>- Research has found that kids who are perceived as non-conform as peers are also at an increased risk for bullying, as well as any physical appearance that differs from others (glasses, hearing aid etc.)</li> </ul> <p><b>Emotional Symptoms/ Insecure personality</b></p> <ul style="list-style-type: none"> <li>- Submissive, passive, and anxious children are more likely to be bullied</li> </ul> <p><b>Social Symptoms</b></p> <ul style="list-style-type: none"> <li>- Kids who stand out from the crowd for any reason can easily become the target of bullies. A few examples of reasons kids are bullied by peers include ethnic, cultural, or religious minority, LGBTQ, physical or mental disorder, smart or have a special talent</li> </ul> <p><b>Lower peer Acceptance</b></p> <ul style="list-style-type: none"> <li>- Victims of bullies may have few or no friends</li> <li>- children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins.</li> </ul> <p><b>Overprotective Parents</b></p>



	<ul style="list-style-type: none"> <li>- Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers</li> </ul>
<b>Duration</b>	<i>15 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p>Procedure:</p> <p>Role-playing takes place between two or more people, who act out roles to explore a particular scenario. You can use role-play to see problems or situations from different perspectives.</p> <p>To start the process, introduce the problem, set up a scenario in enough detail for it to feel "real. "Then identify the various involved fictional characters. Some of these may be people directly involved, others will represent people who are supportive or hostile, depending on the scenario. Once you've identified these roles, allocate them to the participants; Each person can then assume their role, and act out the situation, trying different approaches where necessary. It can be useful if the scenarios build up in intensity, i.e., through a series of scenarios, that could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations so that you can give participants experience in handling them.</p>
<b>Keywords</b>	<i>Rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, submissive, passive</i>
<b>Assessment method</b>	<i>discussion</i>
<b>Sources / further reading/resources</b>	<p>Role Play Exercise (Free practice)   Assessment Day</p> <p>Role-Plays: A Step-By-Step Guide To Assessment Centre Success (<a href="http://assessmentcentrehq.com">assessmentcentrehq.com</a>)</p> <p>lesson_plan__facilitator_guide.pdf (<a href="http://weebly.com">weebly.com</a>)</p>





#### SITUATION 1:

4 parts needed: an adult, 2 bullies and a bullied

two students (the bullies) say loudly to each other how they don't like the bullied behind his back. This is because the bullied is d/Deaf and doesn't see them talking bad.

#### SITUATION 2:

4 parts needed: the popular kid (bully) and three other kids.

A popular kid from school tells the other kids in the class to ignore the new guy because his/her clothes aren't very stylish, and he is skinny and not as "cool" as the other kids.



#### SITUATION 3:

3 parts needed: 1 bully, 1 bullied and 1 friend of the bullied

A student orders another student to do what he wants, or he won't be your friend anymore. He does this often and usually the other student just give in.



<b>Description of content</b>	Definition of myths and truths about high school students which raise the likelihood of being a target of bullying
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Define the characteristics of high school students which raise the likelihood of being a target of bullying</p> <p><b>Skill:</b> Choose the right definition about high school students which raise the likelihood of being a target of bullying</p> <p><b>Competence:</b> Deal with myths and trues about high school students which raise the likelihood of being a target of bullying</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Pens</li> <li>● Pencils</li> <li>● Markers</li> <li>● Paper</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p><b>Physical Signs</b></p> <ul style="list-style-type: none"> <li>- There's evidence that kids who experience depression and bodily symptoms of stress (such as headaches or stomach aches) might be more likely to be bullied.</li> <li>- Research has found that kids who are perceived as non-conform as peers are also at an increased risk for bullying, as well as any physical appearance that differs from others (glasses, hearing aid etc.)</li> </ul> <p><b>Emotional Symptoms/ Insecure personality</b></p> <ul style="list-style-type: none"> <li>- Submissive, passive, and anxious children are more likely to be bullied</li> </ul> <p><b>Social Symptoms</b></p> <ul style="list-style-type: none"> <li>- Kids who stand out from the crowd for any reason can easily become the target of bullies. A few examples of reasons kids are bullied by peers include ethnic, cultural, or religious minority, LGBTQ, physical or mental disorder, smart or have a special talent</li> </ul> <p><b>Lower peer Acceptance</b></p> <ul style="list-style-type: none"> <li>- Victims of bullies may have few or no friends</li> <li>- children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins.</li> </ul> <p><b>Overprotective Parents</b></p> <ul style="list-style-type: none"> <li>- Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers</li> </ul>



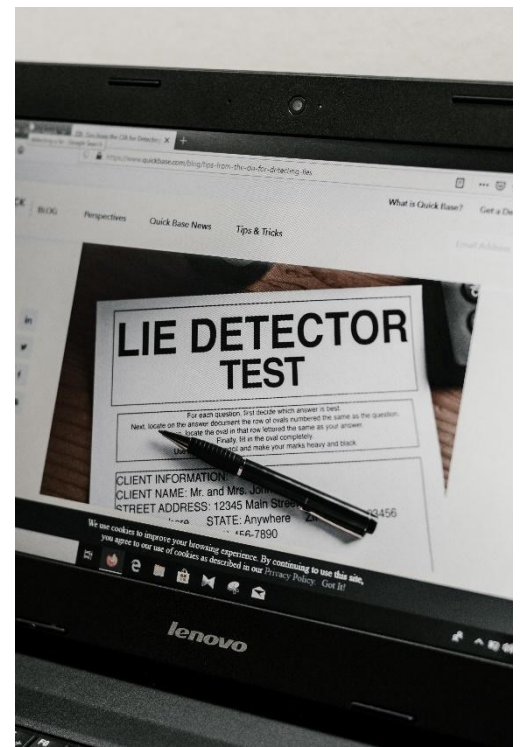
<b>Duration</b>	25 minutes
<b>Type of activity and brief description of the activity</b>	<p><i>Group Activity</i></p> <p><i>This exercise explores the different forms of bullying and characteristics that make bullying more likely to happen and brings the participant to elaborate on them, which meaning it has and their impact on themselves and others. The main goal is to learn different types of bullying behaviours and victims' characteristics. Moreover, to process the impact of bullying and individual differences.</i></p> <ol style="list-style-type: none"><li>1. Split the class into groups.</li><li>2. Take the quiz.</li><li>3. The quiz is structured with three statements, two truths and a lie.</li><li>4. Spot the lie</li><li>5. Compare the solutions in class</li><li>6. Verify the answers on the answers sheet</li><li>7. Encourage the discussion about myth and truth about bullism</li></ol>
<b>Keywords</b>	<i>Bullying, bullism, harassment, intimidation, victim, rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, submissive, passive</i>
<b>Assessment method</b>	Quiz
<b>Sources / further reading/resources</b>	20 Bullying Quizzes Online, Trivia, Questions & Answers - Bullying Multiple Choice Test bullying_wp_faculty_and_staff_quiz.pdf Answer Key: Bullying (Grades Grades 6 to 8)



## QUIZ: TWO TRUTH AND A LIE: SPOT THE LIE BETWEEN THE THREE AFFIRMATIONS

1. Bullied are attacked by adults
  2. Bullied are attacked by peers
  3. Bullied are attacked by both
- 
1. Spreading rumour is a form of bullying
  2. Asking continuously for favours is a form of bullying
  3. Harassing a person is a form of bullying
- 
1. boys and girls get bullied
  2. LGBTQ children get bullied as much as disabled children
  3. sport addicted are more likely to get bullied
- 
1. Overprotective peers can promote a child to be bullied
  2. Overprotective parents can promote a child to be bullied
  3. Overprotective teachers can promote a student to be bullied
- 
1. Standing out is a factor that predicts bullism
  2. Being average is a factor of prediction for bullying
  3. Being considered as special and different is a factor of prediction for bullying
- 
1. Being physically larger or smaller is a predictor for bullying
  2. Wearing glasses is a predictor for bullying
  3. Having new clothes is a predictor for bullying
- 
1. Bullied children have quite a bunch of friends
  2. Bullied children often play alone
  3. Bullied children play with the bully
- 
1. Bullied children are not accepted by peers
  2. Bullied children experience less often social rejection
  3. Bullied children experience more often social rejection
- 
1. Bullied children are more likely anxious
  2. Bullied children are more likely passive
  3. Bullied children are more likely aggressive

ANSWERS: 1,2,3,1,2,3,1,2,3





## Unit 3: The profiles of victims and aggressors

<b>Description of content</b>	The profile of the victims
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Recognize the profile of the victims</p> <p><b>Skill:</b> Identify the profile of the victims</p> <p><b>Competence:</b> Carry out a one-on-one discussion on the profile of the victims</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Pens</li> <li>● Pencils</li> <li>● Markers</li> <li>● Paper</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p><b>Physical Signs</b></p> <ul style="list-style-type: none"> <li>- There's evidence that kids who experience depression and bodily symptoms of stress (such as headaches or stomach aches) might be more likely to be bullied.</li> <li>- Research has found that kids who are perceived as non-conform as peers are also at an increased risk for bullying, as well as any physical appearance that differs from others (glasses, hearing aid etc.)</li> </ul> <p><b>Emotional Symptoms/ Insecure personality</b></p> <ul style="list-style-type: none"> <li>- Submissive, passive, and anxious children are more likely to be bullied</li> </ul> <p><b>Social Symptoms</b></p> <ul style="list-style-type: none"> <li>- Kids who stand out from the crowd for any reason can easily become the target of bullies. A few examples of reasons kids are bullied by peers include ethnic, cultural, or religious minority, LGBTQ, physical or mental disorder, smart or have a special talent</li> </ul> <p><b>Lower peer Acceptance</b></p> <ul style="list-style-type: none"> <li>- Victims of bullies may have few or no friends</li> <li>- children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins.</li> </ul> <p><b>Overprotective Parents</b></p> <ul style="list-style-type: none"> <li>- Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers</li> </ul>
<b>Duration</b>	<i>25 minutes</i>



<p><b>Type of activity and brief description of the activity</b></p>	<p>Sometimes advantages or disadvantages are not evident because they're so inside in our culture. We are also confronted with minorities and their perspectives.</p> <p>Exercise: Everyone sits on his/her desk. As the moderator reads a statement or question, the participant will stand up or stay seated if the statement applies or not on them. If anyone feels too uncomfortable to stand up, they have the option to remain still. (Ensure them that room is a safe space); Read the QUESTIONS.</p> <p>Discussion post-exercise: split the group into couples and let a timer start. They will have 2/5 minutes to discuss the exercise regarding the following questions:</p> <p>What was the purpose of this exercise? What happened during the exercise? Were you surprised by anything? What might we draw from this exercise that can help us in our everyday lives? – How can you apply what you have learned here to your work?</p>
<p><b>Keywords</b></p>	<p><i>Bullying, bullism, harassment, intimidation, victim, rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, submissive, passive</i></p>
<p><b>Assessment method</b></p>	<p>Quiz</p>
<p><b>Sources / further reading/resources</b></p>	<p>20 Bullying Quizzes Online, Trivia, Questions &amp; Answers - Bullying Multiple Choice Test bullying_wp_faculty_and_staff_quiz.pdf Answer Key: Bullying (Grades Grades 6 to 8)</p>



## QUESTIONS TO READ OUT LOUD

### STAND UP:

1. If one or both of your parents graduated from college
2. If you were told by your parents that you were beautiful, smart, or successful
3. If you knew since you were a child that it was expected of you to go to college
4. If you have been mistreated or served less fairly in a place of school because of your disability
5. If anyone in your immediate family has ever been discriminated against because of their disability
6. If you or your family never had to move due to financial inabilities
7. If you almost always see members of your race, sexual orientation, religion, with your disability and class widely represented on television, in the newspaper, and the media in a POSITIVE manner
8. If you were ever discouraged from any personal goal or dream because of your race, socioeconomic class, gender, sexual orientation, or physical/learning disability
9. If you have ever been the only person of your race/ethnicity in a classroom or place of work
10. If you feel that people do not interpret your personal opinions as a representation of people with the same disability
11. If you grew up in an economically disadvantaged or single-parent home
12. If you almost always feel comfortable with people knowing your sexual orientation
13. If you started school speaking a language other than the national language
14. If you feel certain that you will not be followed, harassed, or watched under close surveillance because of your disability
15. If you never worry about crime, drugs, rape, or any other violent threats in your neighbourhood
16. If you have ever been called names regarding your race, socioeconomic class, gender, sexual orientation, or physical/learning disability and felt uncomfortable
17. If you have ever been hesitant to communicate to avoid being ridiculed because of your disability or speech impediment
18. If both of your parents are Deaf

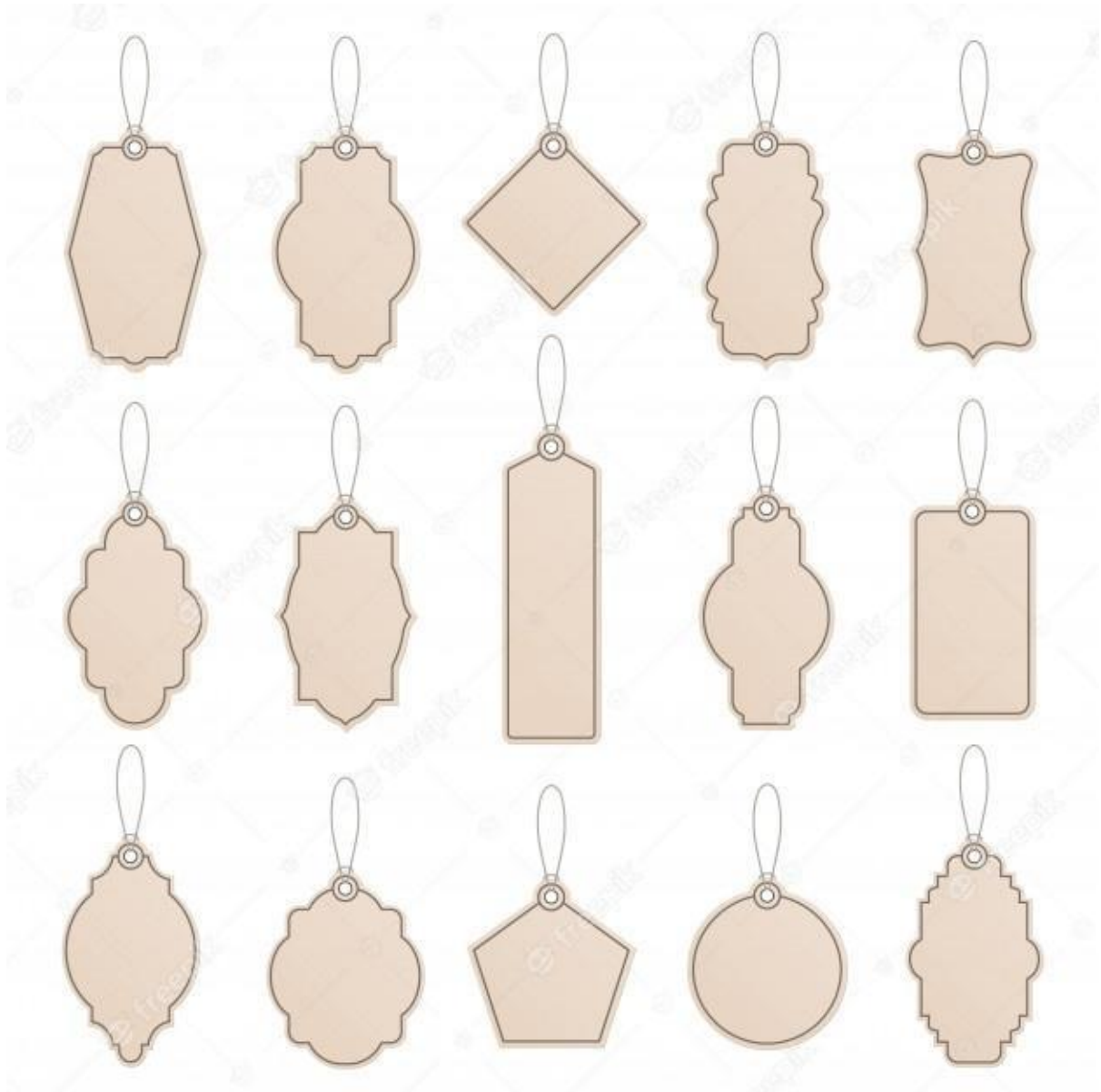


<b>Description of content</b>	The profile of the aggressors
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Recognize the profile of the aggressors</p> <p><b>Skill:</b> Identify the profile of the aggressors</p> <p><b>Competence:</b> Create a product to demonstrate understanding of the aggressors' profile</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Pens</li> <li>● Pencils</li> <li>● Markers</li> <li>● Paper</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>some kids turn into bullies during their early ages like preschool, others start bullying as teenagers. What are the common characteristics of a teenage bully? This can help you identify kids who may be at risk. It can also help you better understand why some kids turn into bullies and others don't. Some of those characteristics are: Impulsiveness, feeling annoyed or frustrated, anger management problems, Lack of empathy, Difficulty following rules and doesn't respect authority. Sometimes he/she is perceived as popular or stronger.</p>
<b>Duration</b>	<i>25 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p>In this activity, the task is to find a word that best describes a bully. Words should not repeat. The task of the participants is to create a label.</p> <p>Exercise steps:</p> <ul style="list-style-type: none"> <li>● Each participant receives a sample label,</li> <li>● He/she can decorate it as wished</li> <li>● He/she must write on it a word that identifies a bully: it can be an adjective or a noun.</li> <li>● After everyone completed their label, the participants gather and collect the answers, with a short explanation</li> <li>● The labels are pinned on a flipchart</li> <li>● A discussion between peers is encouraged to go further and deeper into the topic</li> </ul>
<b>Keywords</b>	<i>Bullying, bullism, harassment, intimidation, victim, Rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, Submissive, passive</i>
<b>Assessment method</b>	Peer assessment
<b>Sources / further reading/resources</b>	<p>The Label Game - Valley Family Fun 20 Bullying Quizzes Online, Trivia, Questions &amp; Answers - Bullying Multiple Choice Test bullying_wp_faculty_and_staff_quiz.pdf Answer Key: Bullying (Grades Grades 6 to 8)</p>





PRINTABLE





## Unit 4: Recognising the signs that a teenager has been bullied

<b>Description of content</b>	<i>Warning signs at school</i> <i>Warning signs at home</i> <i>Why bullied teenagers do not ask for help?</i>
<b>Learning outcomes</b>	<b>Knowledge:</b> identify the warning signs of being bullied  <b>Skill:</b> explain behavioural choices  <b>Competence:</b> advise bullied teenagers to ask for help
<b>Materials and equipment</b>	<i>Please indicate which material will be used</i> <ul style="list-style-type: none"> <li>● Markers</li> <li>● Post-its</li> <li>● Whiteboard</li> <li>● Quiz hand-out</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Most often bullied teenagers do not report the incidents, but they display a change in behaviour<sup>1</sup> and appearance that can indicate that something wrong has happened to them.</p> <p>At school, bullied teenagers may:</p> <ul style="list-style-type: none"> <li>- exhibit aggressive and unreasonable behaviour</li> <li>- get involved in fights</li> <li>- refuse to answer questions about aggressive behaviour</li> <li>- show physical signs of aggressiveness: bruises, cuts, scratches</li> <li>- have their belongings or clothes destroyed or 'lost'</li> <li>- have lower grades than the usual</li> <li>- spend the breaks alone or be excluded from their friends' group</li> <li>- become quieter during the class activities</li> <li>- exhibit low self-esteem and insecurities</li> <li>- be the target of mean jokes in class</li> </ul> <p>At home, parents and caretakers may notice changes in the teenagers' behaviour and they should report this to school. There the class teacher becomes aware of the situation and can better monitor and track the bullying signs at school. The changes in the behaviour may include:</p> <ul style="list-style-type: none"> <li>- having trouble following the daily routine, like waking up in the morning</li> <li>- refusal to attend school or absenteeism</li> <li>- changing the route to school, changing the bus, or avoiding some places on their way to school</li> <li>- new eating and sleeping routines or lack of appetite and sleep</li> <li>- displaying mood swings and being unable to manage their emotions, like overreacting to minor incidents at home</li> <li>- feeling sad, scared and less satisfied with their lives</li> </ul>



- having signs of physical abuse like cuts, scratches, and bruises
- having personal belongings destroyed or lost
- having frequent headaches or stomach aches
- asking for more pocket money or food
- hiding their online communication and social media posts
- becoming secretive about the time spent at school or their friends
- alluding to the problem in the hope adults will understand the situation, like 'there's a lot of drama at school'

**Why bullied teenagers do not ask for help?**

Quite often bullied teenagers choose to stay silent and not report incidents. A study<sup>2</sup> on bullying reporting found out that younger students are more likely to report bullying than teenage bullying and that physical bullying tends to get reported more often than emotional bullying. Therefore, events that are not reported cannot find a solution because schools should know about such incidents in order to proceed to an action plan. Teenagers do not report bullying for many reasons, for example:

- shame and embarrassment
- fear of consequences / more intense actions from the bullies
- fear being blamed by adults for not defending themselves
- fear of not being believed by adults
- desire to be accepted by the group (which includes the bullies)
- not wanting to be called a 'snitch' or a 'tattletale'
- not being aware of what bullying is and minimizing the bullying actions
- not knowing who to report to or how to report
- low self-esteem
- fear of losing digital access (especially in cases of cyberbullying)

**Duration** 30 minutes

**Type of activity and brief description of the activity**

*Brainstorming - whole class*

*This exercise activates the participants' previous knowledge of the topic. Participants can be teachers, trainers, educational staff, parents, and they have all been exposed either to the literature on child psychology or to teenagers group dynamics.*

1. Remind participants that they have just studied different types of bullying. Ask them to quickly name the ones they remember.
2. Trainer writes the short answers on the board (e.g., threatening, hitting, calling names, etc.)
3. Ask participants to imagine what would be the change on the bullied teenager after suffering these types of bullying. Encourage participants to think of physical, emotional, behavioural changes.

*Concept mapping - group work*

This activity will explore deeper the psychological and behavioural signs that teenagers, especially teenagers with hearing impairment, can exhibit when they are bullied. Concept mapping represents knowledge in graphics, and it allows discussion and negotiation between-group partners while they are deciding how



to group and make a hierarchy out of the given elements. Because concept mapping makes explicit the integration of previous and new knowledge, it allows the trainer to notice progress and understanding of the new input.

4. Divide the group into groups of 4-5 participants and send each group to different walls in the room.
5. Trainer has already written different types of bullying on yellow post-its and different warning signs on green post-its. The warning signs should be double in number than the types of bullying because there are warning signs at school and warning signs at home. Each group will receive one set of yellow post-its and one set of green post-its.
6. Each group will have to match the yellow and green post-it's to form a concept map on the wall. The trainer could suggest the following 3 main categories while matching: types of bullying, warning signs at school and warning signs at home. There are no strict answers, as different teenagers react differently to bullying.
7. Peer-feedback: After all groups finished their concept maps, ask them to check what another group has worked on and discuss differences and similarities to their own work.

#### *Questionnaire - pair-work*

In this activity, participants answer questions directed to make them reflect on why some bullied teenagers do not report the incidents and risk being bullied again. Participants will individually answer the questions and then will discuss them in groups. During the feedback session, the trainer will clarify and add more information, if necessary.

8. Trainer prints before class the questionnaire or projects/displays it on the whiteboard.
9. Participants read the question and discuss possible answers in pairs.
10. Whole class feedback: trainer and participants review the questions and discuss the answers together. The trainer summarizes the main points and adds new information that has not been mentioned.
11. Wrap-up: If you notice any of these warning signs, what is the first thing you would advise the bullied teenager to do? - this open question will lead to multiple answers and most answers could be correct. However, the trainer should point out that the first thing to do is to report the incidents because this will allow the specialized team in school to follow or create an action plan.

<b>Keywords</b>	<i>warning signs, low self-esteem, overreact, snitch, tattletale</i>
<b>Assessment method</b>	Short quiz - individually Trainer prints the quiz (Handout 2) for each participant and gives them a copy to circle all that apply. Point out that there may be more than one correct answer. In the end, the trainer may write the answer key on the board, so participants can self-assess their progress.
<b>Sources / further reading/resources</b>	<sup>1</sup> Warning signs of bullying adapted from: Victoria State Government (23.11.2018): 'Warning signs of bullying' retrieved on 03.09.2021



<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/signs.aspx>

<sup>2</sup> Petrosino, A. et al (2010): *'What characteristics of bullying, bullying victims, and schools are associated with increased reporting of bullying to school officials?'* in *'Issues & Answers'* REL 2010–No. 092, retrieved on 01.09.2021 from [http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL\\_2010092.pdf](http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010092.pdf)

Further reading:

Warning signs: <https://www.stopbullying.gov/bullying/warning-signs>

Why bullied teenagers do not report incidents?

<https://www.verywellfamily.com/reasons-why-victims-of-bullying-do-not-tell-460784>



## HANDOUT 1:

### Questionnaire:

Think of these questions about bullied teenagers who suffer from hearing impairment and discuss them with a partner:

1. Do they feel ashamed for not having defended themselves better?
2. Do they somehow feel that something in their behaviour might have provoked the incident?
3. If they report the incident, could there be more bullying from the 'aggressors'?
4. Is it possible that their parents might call them 'weak' for not defending themselves?
5. Is it possible that adults (teachers, parents) could not believe them and could minimise the bullying incident?
6. Do you think their peers will call them a 'snitch' or a 'tattletale' if they report the incident?
7. Could the bullied teenagers believe that they have no friends to defend them?
8. In the case of avoidance, is it possible that a bullied teenager does not know this is a form of bullying and considers that he just does not have friends?
9. In schools without a clear anti-bullying strategy, does a bullied teenager know who to report to and where?
10. In the case of cyberbullying, are the bullied afraid the adults might restrict their online access (take their devices, block their social media) if they hear about bullying?



## HANDOUT 2:

### QUIZ:

Answer the following questions by circling all that apply:

1. At school a bullied teenager can:
  - a. Look isolated from peers
  - b. Be aggressive towards some peers
  - c. Behave friendly and carefree
  - d. Fall behind the lessons
  - e. Refuse to participate in the lessons
  
2. Parents and caretakers can observe that a bullied teenager:
  - a. Has an active social life
  - b. Has things or clothes missing
  - c. Asks for more pocket money than before
  - d. Finds different pretexts not to go to school
  - e. Communicates a lot about his friends and activities at school
  
3. Bullied teenagers do not report incidents because:
  - a. They are afraid adults will blame them
  - b. They do not want to provoke the bully/ bullies even more
  - c. They do not care
  - d. They want to take revenge in another way
  - e. They might now know who to report to
  
4. When a teacher or parent realizes that a teenager is being bullied at school, they should:
  - a. Think of a plan of action
  - b. Consider transferring the teenagers to another class or school
  - c. Report the bullying immediately
  - d. Find the bully and confront him or her
  - e. Call the parents of the bully

Answer key to QUIZ:

1. a, b, d, e
2. b, c, d
3. a, b, e
4. c



<b>Description of content</b>	Other problems teenagers may face that show similar warning signs to bullying substance abuse, gang affiliation How to find out the real problem behind the warning signs
<b>Learning outcomes</b>	<p><b>Knowledge:</b> describe warning signs of substance abuse and gang affiliation</p> <p><b>Skill:</b> apply information about warning signs to new contexts</p> <p><b>Competence:</b> evaluate behaviours related to substance abuse and gang affiliations</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● handouts</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Some changes in teenagers' behaviour can be like bullying, though they might be warning signs of other problems like gang affiliation, substance abuse, etc. On the other hand, these other problems that teenagers might face go hand in hand with bullying. For example, according to a study<sup>1</sup> teenagers involved in bullying (both bullies and bullied or perpetrators) are more likely to consume cigarettes, alcohol, or other drugs.</p> <p>Warning signs of substance use disorder<sup>2</sup>:</p> <ul style="list-style-type: none"> <li>- mood swings or erratic behaviour</li> <li>- poor academic performance</li> <li>- depression or anxiety</li> <li>- lack of sleep or appetite</li> <li>- health complaints (frequent headaches, stomach aches)</li> <li>- skin conditions</li> <li>- social withdrawal</li> <li>- secretive behaviour or uncharacteristic lying</li> </ul> <p>Warning signs of gang affiliation<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>- low academic achievement and truancy</li> <li>- feels socially isolated</li> <li>- has a history of bullying or being bullied?</li> <li>- has learning disabilities or difficulties</li> <li>- depression</li> <li>- behavioural problems</li> <li>- low self-esteem</li> <li>- vulnerable to intimidation and peer-pressure</li> <li>- has alcohol or drug issues</li> <li>- secretive behaviour and lying</li> <li>- communicates differently: uses slang or specific dress style</li> </ul> <p>It is not easy to assess the warning signs that teenagers, and especially teenagers with hearing impairment, exhibit because these warning signs can be related to a combination of events, situations, and emotions. They can potentially be directly related to bullying and aggressive behaviour, but they can also relate to a multitude of problems that a teenager faces, for example, depression or substance abuse, which do not necessarily involve aggression and bullying. On the one hand, poor academic performance, low self-esteem, lack of appetite or sleep, mood swings and social withdrawal are warning signs for all the problems</p>





discussed in this chapter and the teenager can face only one of these issues. On the other hand, there can be an overlap of warning signs and one teenager can be involved in bullying, substance abuse and gang affiliation at the same time. These problems can co-exist in one school group.

Do teenagers with hearing impairment face problems like substance abuse and gang affiliation? Yes, because they experience more stress than the teenagers who can hear, they feel more isolated and as a result, they may turn to aggressive behaviour, drinking, substance abuse, etc. as a coping mechanism with the stress, or to be accepted by their hearing peers<sup>4</sup>.

What teachers and educational staff should do is to observe the early signs of a change in the teenagers' behaviours to refer to further investigation to determine an appropriate intervention.

**Duration** 30 minutes

**Type of activity and brief description of the activity**

*Case study*  
The aim of this activity is to familiarize the participants with a potential story of a hearing-impaired teenager who shows warning signs of substance abuse or gang affiliation.

Participant A: Read Sena's case and underline in red the warning signs of substance abuse.

Participant B: Read Sena's case and underline in blue the warning signs of gang affiliation.

*Guided Discovery*  
By answering questions related to the case study and comparing answers to the theoretical part, participants are encouraged to apply the theoretical knowledge to a potential real case situation.

*Discussion*  
The discussion questions are meant to raise awareness on the overlap between the warning signs and the limitations that simple observation of signs has in relation to appropriate intervention.

Exercise:

1. Participants are divided into 2 groups (A and B) and each participant receives one copy of the case study (Handout 1), but the task is different for each group. Individually, they read the task and underline what they think are the warning signs for each problem they have been assigned.

Participant A: Read Sena's case and underline in red the warning signs of substance abuse.

Participant B: Read Sena's case and underline in blue the warning signs of gang affiliation.

2. In their workgroups, they check their answers.
3. The trainer gives Handout 2 to Participants A and Handout 3 to Participants B. They compare what they have previously identified as



	<p>warning signs to the theoretical part and underline more warning signs if necessary.</p> <p>4. The trainer regroups the participants in pairs. Each pair has one Participant A and one Participant B from the previous activity. In their pairs, participants present their identified warning signs, and their partner underlines the other’s warning signs on their text. They will realize that many of the warning signs identified work for both substance abuse and gang affiliation.</p> <p>5. The trainer asks the whole class:</p> <p>Which warning signs are common to both problems?</p> <p>Which of these warning signs could be related to bullying?</p> <p>What should you do if you notice these warning signs?</p>
<b>Keywords</b>	<i>substance abuse, gang affiliation, secretive behaviour, health complaints</i>
<b>Assessment method</b>	<p>Reflection question:</p> <p>Have you noticed any of these warning signs at your students before?</p>
<b>Sources / further reading/resources</b>	<p><sup>1</sup>Gaete, J. et al (2017): <i>Substance Use among Adolescents Involved in Bullying: A Cross-Sectional Multilevel Study</i>, in <i>Frontiers in Psychology</i>, 2017; 8: 1056, retrieved on 10/09/2021 from <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5487445/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5487445/</a></p> <p><sup>2</sup>Renzoni, C (2020): <i>How are Bullying and Substance Abuse Related?</i>, in <i>The Recovery Village</i> retrieved on 15/09/2021 from <a href="https://www.therecoveryvillage.com/drug-addiction/related-topics/bullying/">https://www.therecoveryvillage.com/drug-addiction/related-topics/bullying/</a></p> <p><sup>3</sup>Safeguarding Hub (2018): <i>Gang Involvement - Spotting the Signs</i>, retrieved on 17/09/2021 from <a href="https://safeguardinghub.co.uk/gang-involvement-spotting-those-the-signs/">https://safeguardinghub.co.uk/gang-involvement-spotting-those-the-signs/</a></p> <p><sup>4</sup>Guthmann, D: <i>Is There a Substance Abuse Problem Among Deaf and Hard of Hearing Individuals?</i>, in <i>Minnesota Substance Use Disorder Treatment Program</i>, retrieved on 19/09/2021 from <a href="http://www.mncddeaf.org/articles/problem_ad.htm">http://www.mncddeaf.org/articles/problem_ad.htm</a></p> <p>Further reading</p> <p><i>Association of bullying behaviour with smoking, alcohol use and drug use among school students in Erbil City, Iraq</i> retrieved on 17/09/2021 from <a href="https://pubmed.ncbi.nlm.nih.gov/34080677/">https://pubmed.ncbi.nlm.nih.gov/34080677/</a></p> <p><i>Training course: SAFE SCHOOLS: Preventing School Violence</i> <a href="https://www.accesscontinuingeducation.com/ACE2003/c3/index.htm">https://www.accesscontinuingeducation.com/ACE2003/c3/index.htm</a></p>



## HANDOUT 1:

### Case study:

Sena is a 15-year-old 10th grader and suffers from hearing impairment from birth. She attends a mixed school and uses sign language to communicate. She can partially read lips which helps her understand some content of the lessons and some of the conversations around her. In school, there is a support teacher who acts as an interpreter and attends some of the lessons with Selma to interpret in sign language the content of the lessons. Her parents are hearing-able people who know only basic sign language and rely on lip-reading to communicate with their daughter. Until 9th grade, Sena attended a special boarding school for hearing impaired students, but her family decided to move her to mainstream education during high school to better integrate her into society and the hearing culture.

Last year: Sena is an introvert, but that could be the result of the language barrier she faces in the school and home environment. She found it hard to adapt to her new school last year and gradually became socially isolated. She made a few casual friends at school, but their relationship didn't go far, they do not socialize in their private time.

### What the parents noticed:

Last month: Sena occasionally came home late and skipped dinner and went straight to her room. Her parents were happy that she started having a social life, but the mother became worried that Sena did not want to talk about her new friends. She also noticed that Sena set a password on her phone and blocked her parents from her social media accounts. Sena lost weight during the last months and her parents think she might want to fit in the body image of a slim person or that she might be dating somebody. She is also very tired because she spends a lot of time studying in her room to keep up with the lessons. In class, she takes pictures of the board notes and then copies them at home or studies on the laptop from those pictures. Because she needs to see the face of the teacher or of the interpreter in class, she cannot take notes at the same time. Hearing-impaired students cannot listen and take notes at the same time, as a hearing-able person.

Last week: Sena asked for more pocket money and money to buy materials for a school project, but she did not bring home any of the materials she bought. She also forgot her school backpack on the bus coming home one day, so she needs money to buy another backpack and some new clothes.

### What the teachers noticed:

Last month: Sena started skipping school and her grades fell. She missed important assignments and tests. She explained this by being sick and suffering from migraines. She finds it hard to study because of this and very often she cannot sleep at night because of the headaches. She told the support teacher that she wants to go back to the boarding school for the hearing-impaired students and that she feels her parents do not understand her.

Last week: Sena did not come to school for two days and on the days that she came she seemed confused. She told the support teacher that her treatment for migraines makes her sleepy and



she cannot focus well on her studies. However, the doctor reassured her that this would be a temporary side effect of the medicines and in about a month everything would be fine.

## **Handout 2:**

### **Warning signs of substance use disorder<sup>2</sup>:**

- mood swings or erratic behaviour
- poor academic performance
- depression or anxiety
- lack of sleep or appetite
- health complaints (frequent headaches, stomach aches)
- skin conditions
- social withdrawal
- secretive behaviour or uncharacteristic lying

<sup>2</sup>Adapted from: Renzoni, C (2020): *How are Bullying and Substance Abuse Related?*, in The Recovery Village retrieved on 15/09/2021 from <https://www.therecoveryvillage.com/drug-addiction/related-topics/bullying/>

## **Handout 3:**

### **Warning signs of gang affiliation<sup>3</sup>:**

- low academic achievement and truancy
- feels socially isolated
- has a history of bullying or being bullied
- has learning disabilities or difficulties
- depression
- behavioural problems
- low self-esteem
- vulnerable to intimidation and peer-pressure
- has alcohol or drug issues
- secretive behaviour and lying
- communicates differently: uses slang or specific dress style

<sup>3</sup>Adapted from: Safeguarding Hub (2018): *Gang Involvement - Spotting the Signs*, retrieved on 17/09/2021 from <https://safeguardinghub.co.uk/gang-involvement-spotting-those-the-signs/>



## Unit 5: Teaching high school students to recognise the signs that their colleagues have been bullied

<b>Description of content</b>	Warning signs teenagers can notice about their bullied peers: physical, emotional, relational, damage of property.
<b>Learning outcomes</b>	<p><b>Knowledge:</b> identify peer factors that may contribute to bullying</p> <p><b>Skill:</b> illustrate peer factors in bullying</p> <p><b>Competence:</b> Create a symbolic image related to the content</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● colouring pens</li> <li>● paper</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Bullying signs in teenagers can be hard to spot because they are rarely physical compared to bullying of younger children. Also, teenagers might have already learnt how to hide these signs because they feel ashamed or partly responsible for what is happening to them. However, the bullying signs range from physical to emotional, to relational and to damage of property.</p> <p>Students and teenagers should be made aware of these signs so that when they notice them alert the teachers and school administration for further action.</p> <p>Physical signs:</p> <ul style="list-style-type: none"> <li>- bruises</li> <li>- cuts</li> <li>- scratches</li> <li>- other injuries</li> </ul> <p>Emotional signs:</p> <ul style="list-style-type: none"> <li>- can become anxious or unhappy after the breaks or during school time</li> <li>- the student says 'I hate school' or expresses fear of school</li> <li>- frequent tears or anger</li> <li>- feels ill in the morning or when they need to come to school</li> <li>- unable to speak up in class</li> </ul> <p>Relational signs:</p> <ul style="list-style-type: none"> <li>- the teenager doesn't have friends in class</li> <li>- refuses to go out at break time</li> <li>- refuses to talk about what is bothering them</li> <li>- spends time alone at school</li> </ul> <p>Damage to property:</p> <ul style="list-style-type: none"> <li>- teenagers frequently 'lose' their belongings</li> <li>- starts stealing money</li> <li>- somebody has found their sports equipment in the garbage bin</li> <li>- the teenager finds their books or backpack missing from class</li> <li>- after the break time, their clothes are dirty or have fresh food spots</li> </ul>
<b>Duration</b>	<i>20 minutes</i>



<p><b>Type of activity and brief description of the activity</b></p>	<p><i>Matching</i> - this activity allows the trainees to discover by themselves the types of peer factors that contribute to bullying without the trainer lecturing them. By trial and error, the trainees will discuss the possible meaning of the emojis in this exercise. The answer key and the trainer will clarify the theoretical part in the end.</p> <p><i>Drawing</i> - during this activity, the participants will produce their own illustration of signs of bullying which relates to higher hierarchy processes of learning. Based on the theoretical understanding, they will draw a person, it can be just as well a sticky figure wearing the scars of bullying. The emojis can offer them ideas of how to draw emotional and relational signs simply and symbolically.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. The trainer explains that there are different signs related to bullying that teenager may notice: physical, emotional, relationship and damage of property. The trainer does not give examples for each category because in the next stage the trainees will discover themselves which ones these are.</li> <li>2. Matching: The trainer shows a set of emojis and asks trainees to group them under these categories. (HO1 and HO1 - Answer key)</li> <li>3. The trainees discuss the emojis picture to express in words what signs they mean. The trainer observes and clarifies when necessary, according to the theoretical knowledge above.</li> <li>4. The trainer explains that while some of these signs can be very easily noticed (the physical ones and the damage of property), others are hidden at first sight. However, they leave scars on the teenagers' personalities.</li> <li>5. Drawing: On a piece of paper draw a sticky figure symbolizing a bullied teenager. If you are an artistic person, you can try a more detailed drawing. On your drawing, show at least one sign of each of the 4 categories we have discussed today.</li> </ol>
<p><b>Keywords</b></p>	
<p><b>Assessment method</b></p>	<p><i>Brief presentation:</i> During this activity, the trainees express verbally what they have already artistically expressed in their drawings. The trainer divides the group of trainees into pairs and each participant will have to present and explain what they have drawn to their partner. Encourage follow up questions among the pairs.</p>
<p><b>Sources / further reading/resources</b></p>	<p>National Centre Against Bullying Australia: Signs of Bullying retrieved on 17.09.2021 from <a href="https://www.ncab.org.au/bullying-advice/bullying-for-parents/signs-of-bullying/">https://www.ncab.org.au/bullying-advice/bullying-for-parents/signs-of-bullying/</a></p> <p>Further reading:</p> <ul style="list-style-type: none"> <li>- peer signs of bullying: <a href="https://www.prevnet.ca/bullying/signs">https://www.prevnet.ca/bullying/signs</a></li> <li>- <a href="https://www.bullying.co.uk/advice-for-parents/how-to-spot-the-signs-of-bullying/">https://www.bullying.co.uk/advice-for-parents/how-to-spot-the-signs-of-bullying/</a></li> </ul>










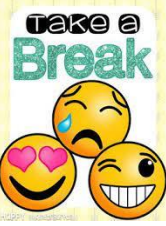



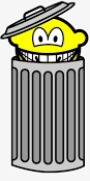




## HANDOUT 1:

Group these signs of bullying to the categories below:

1. Physical signs
2. Emotional signs
3. Relational signs
4. Damage of property

Emojis:



## Handout 1 - Answer Key

### Recognise the signs that teenagers have been bullied

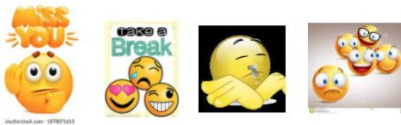
#### Physical signs



#### Emotional signs



#### Relationship signs



#### Damage of property







<b>Description of content</b>	Direct and indirect bullying behaviour
<b>Learning outcomes</b>	<p><b>Knowledge:</b> rank information about roles in bullying</p> <p><b>Skill:</b> compare behaviours involved in bullying</p> <p><b>Competence:</b> collaborate with peers to create a storyboard</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Balloons</li> <li>● Paper/ post-its</li> <li>● pencils</li> <li>● whiteboard</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p><b>Direct and indirect bullying behaviour</b> These are types of bullying that differ by the methods of aggression used, although they are both just as harmful and can leave emotional scars for a long time.</p> <p><b>Direct bullying</b> happens with both the bully and the bullied present and it refers to the hurting, harming or humiliation. Witnesses to the scene understand that it is a harmful event to the bullied and can identify the actions or the words used as offensive.</p> <p><b>Direct bullying behaviours:</b></p> <ul style="list-style-type: none"> <li>- hitting, slapping, punching</li> <li>- pushing or using physical force</li> <li>- other physical actions directed to the person or their belongings: ripping clothes, throwing, or taking books, backpacks, etc.</li> <li>- taunting</li> <li>- name-calling</li> </ul> <p><b>Indirect bullying</b> has similar offensive and harmful effects, though they do not happen openly between the bully and the bullied. These actions are more subtle and less obvious to the witnesses because the bully attacks when the victim is not present and cannot defend themselves.</p> <p><b>Indirect bullying behaviours:</b></p> <ul style="list-style-type: none"> <li>- spreading cruel rumours</li> <li>- gossip intended to spoil the reputation of the victim</li> <li>- mean jokes shared to groups of friends about the victim's abilities</li> <li>- isolating the victim from friends by telling peers to avoid the victim</li> <li>- cyberbullying behind the internet anonymity</li> <li>- sharing embarrassing news or pictures online without the victim's permission</li> <li>- isolating the victim from activities like team games</li> <li>- mean notes left on the desk or locker by an anonymous person</li> <li>- stealing personal belongings</li> </ul>



	<ul style="list-style-type: none"> <li>- throwing somebody's personal belongings into the trash</li> <li>- intimidation through gestures</li> </ul>
<p><b>Duration</b></p>	<p><i>40 minutes</i></p>
<p><b>Type of activity and brief description of the activity</b></p>	<p><b>Game</b> - this activity wants to introduce written samples of bullying behaviours in a fun and energetic way. Bring one balloon for each participant, blow, and tie it, then write examples of bullying behaviours that reflect both direct and indirect bullying. The participants should not be given the time to read what is written on the balloons. Here are some examples for a class of 10 trainees. The first 5 are examples of direct bullying and the last 5 are examples of indirect bullying.</p> <ul style="list-style-type: none"> <li>- hitting</li> <li>- slapping</li> <li>- ripping somebody's books</li> <li>- Coward!</li> <li>- Slut!</li>   <li>- Let's not talk with him!</li> <li>- He is not worth it!</li> <li>- Boys don't like her!</li> <li>- They say she is deaf and dumb.</li> <li>- Found my sneakers in the trash.</li> </ul> <p>The trainer arranges the participants in a circle and throws the balloons up in the air and asks them to play with them and not let the balloons fall on the floor. Once a balloon falls, it stays down until all the balloons end up on the floor. Encourage participants to keep the balloons up as much as possible. This part of the exercise is meant to help team building and create bonds among participants.</p> <p>Then, each participant collects one balloon and reads what is written on it out loud and the group decides if that is an example of direct or indirect bullying. By doing this, they will better associate the examples with the behaviours in the theoretical part. In the end, they will stomp out the balloons in a symbolic 'stomping out bullying.</p> <p><b>Storyboard</b> is a technique used in filmmaking to help plan scenes before shooting and, also, a teaching technique for integrating narratives in class. In this activity, the participants will work in small groups and imagine they will tell a short story. To plan the story, they will make a short storyboard (4 frames) to create an illustrated story of one Indirect Bullying Behaviour of their choice. The storyboard includes drawings/ sketches of characters and one caption for each drawing to illustrate what is happening in the drawing. This activity allows the group to collaborate and produce a narrative line related to the topic. It is important to choose one Indirect Bullying Behaviour to train participants to imagine the steps of bullying behaviour in action. The activity ends with each group sharing their storyboard with the other participants.</p>



	<p>Exercise:</p> <ol style="list-style-type: none"> <li>1. The trainer prepares the balloons before class so that the trainees do not get to read what is written on them.</li> <li>2. <b>(10 mins) Game.</b> Participants play with the balloons and try to keep them up in the air for as long as they can. Some balloons will fall quickly, and they are not to be taken back in the game until the last balloon falls on the floor.</li> <li>3. Back in the circle, the trainer briefly explains what direct and indirect bullying means, without giving examples.</li> <li>4. Each participant collects one balloon and reads out loud what is written on it.</li> <li>5. Together they decide if that is an example of direct or indirect bullying.</li> <li>6. The ones with examples of direct bullying will form a small circle on one side of the class, while the ones with examples of indirect bullying will form their own circle on the other side of the class.</li> <li>7. The trainer then gives more examples of direct and indirect bullying behaviours from the theoretical part above.</li> <li>8. The participants then put the balloons on the floor and stomp them out, which symbolically signifies ‘stomping out bullying. This will bring about 1 minute of fun having a group of adults stomping out balloons.</li> <li>9. (30 mins) Storyboard. In groups of 3 or 4, participants will focus on the Indirect Bullying Behaviours and choose one that they want to illustrate in a story. (Handout 1 includes a template for this, but alternatively, they can use paper and post-it’s to draw on and coloured pens). To create a story, they will brainstorm ideas about: the characters involved, actions before, during, and after the bullying event.</li> <li>10. Participants draw the main ideas and write a caption under each drawing.</li> <li>11. Participants display their drawings in class and present them to the other groups.</li> </ol>
<p><b>Keywords</b></p>	<p><i>spreading rumours, mean jokes, name-calling, intimidation</i></p>
<p><b>Assessment method</b></p>	<p>Opinion questions and answers - This part is for the feedback between groups. After looking at other groups’ work, each group should discuss:</p> <ul style="list-style-type: none"> <li>- clarity of ideas: Was the story clear from the storyboard or did you need to ask additional questions to the group who created it?</li> <li>- creative stories: Which storyboard is the most creative one? Think of characters, actions, and caption lines</li> <li>- What did you learn about Bullying Behaviours after these activities?</li> </ul>
<p><b>Sources / further reading/resources</b></p>	<p>Pacer’s Bullying Prevention Center: <i>How is ‘direct bullying’ different from ‘indirect bullying’?</i> retrieved on 22/09/2021 from: <a href="https://www.pacer.org/bullying/info/questions-answered/direct-vs-indirect.asp">https://www.pacer.org/bullying/info/questions-answered/direct-vs-indirect.asp</a></p> <p>Australian Education Authorities/ The State of Queensland (29/09/2020): Types of Bullying retrieved on 26/09/2021 from <a href="https://bullyingnoway.gov.au/understanding-bullying/types-of-bullying">https://bullyingnoway.gov.au/understanding-bullying/types-of-bullying</a></p>



more about how to use the story-board technique: Lynch, M. (31/03/2021):  
*How to Implement the Story-board Teaching Strategy in Your Classroom*, in The  
Advocate platform, retrieved on 26.09.2021 from  
[https://www.theadvocate.org/how-to-implement-the-storyboard-teaching-  
strategy-in-your-classroom/](https://www.theadvocate.org/how-to-implement-the-storyboard-teaching-strategy-in-your-classroom/)



### HANDOUT 1:

Choose one of the Indirect Bullying Scenarios and create an illustrated story of it. Your storyboard should include drawings and captions.

#### Indirect bullying behaviours:

- spreading cruel rumours
- gossip intended to spoil the reputation of the victim
- mean jokes shared to groups of friends about the victim's abilities
- isolating the victim from friends by telling peers to avoid the bully
- cyberbullying behind the internet anonymity
- sharing embarrassing news or pictures online without the victim's permission
- isolating the victim from activities like team games
- mean notes left on the desk or locker by an anonymous person
- stealing personal belongings
- throwing somebody's personal belongings into the trash
- intimidation through gestures

#### Story-board - Indirect Bullying Behaviours

_____
_____


_____
_____

_____
_____

_____
_____



Example of a storyboard for: spreading cruel rumours. We have created this with Storyboardthat.com <https://www.storyboardthat.com/portal/storyboard-creator>

Indirect Bullying Behaviour	Spreading cruel rumours
	
<p>Sara is going to school as usual</p>	<p>At school, her friends avoid her</p>
	
<p>Yesterday Doris told everybody that she has compromising pictures of Sara and a boy from another school.</p>	<p>Her friends ignore Sara and refuse to talk to her. Sara doesn't understand what has happened.</p>



<b>Description of content</b>	The many roles' teenagers play in bullying: bully, target, bystander, upstander.
<b>Learning outcomes</b>	<p><b>Knowledge:</b> match roles to behaviours</p> <p><b>Skill:</b> interpret information in an artistic way</p> <p><b>Competence:</b> Collaborate with peers to create images in the context of bullying situations</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Handout 1 - one copy per group</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>The roles teenagers play in a bullying situation include more than the bully and the bullied, or offender. There are always other students involved as more or less silent witnesses because bullying often needs an audience to reaffirm the power relations within the group. Be it online or in person, the aggressive act of bullying involves more than the bully and the target. Even if other students are not directly involved in the aggressive act, they may be contributing to the behaviour exactly by not acting against the bullying. Salmivalli (2015, 287) considers that the bullies specifically 'choose a time and a place where other peers (but no adults) are present: in its very core, bullying is about public abuse and ridicule of another person.'<sup>1</sup></p> <p>The roles of the teenagers involved are:</p> <ul style="list-style-type: none"> <li>- <b>1. the bully</b>, also called perpetrator, persecutor, or aggressor, is the person who actively seeks to harm, hurt, or intimidate the victim.</li> <li>- <b>2. the bullied</b>, or the victim, is the person who is affected by the actions of the above-mentioned bully.</li> <li>- <b>3. bystanders</b> are observers or witnesses to the incident. They are present at the incident and, although they do not say or do anything, they are not neutral. By being present, they still mutually agree to the aggression. By not doing anything, they are still reaffirming the aggressor's power position within the group.</li> <li>- <b>4. the assistant of the bully</b> is the participant who does not initiate the aggression but go along with the bully.</li> <li>- <b>5 the reinforcer of the bully</b> is a witness who did not directly join in with the bully but encouraged the bully by laughing, for example.</li> <li>- <b>6. the defender of the victim</b> is a witness who intervenes to protect the victim, either by telling the aggressors to stop, by commenting on the mean intentions of their actions or by reporting the incident to the adults in school or at home.</li> </ul> <p>Researchers<sup>2</sup> have also defined two roles for the social media context:</p> <ul style="list-style-type: none"> <li>- <b>the reporter</b> who is a kind of bystander, but in the context of online activity, does not need to be present when the bullying happens.</li> <li>- <b>the accuser</b> who has a similar role to the defender of the victim, accusing someone of being a bully.</li> </ul>



	<p>However, in the context of our lesson, we will not insist on these two roles. You will learn more about cyberbullying in Unit 10.</p>
<p><b>Duration</b></p>	<p><i>30 minutes</i></p>
<p><b>Type of activity and brief description of the activity</b></p>	<p><b>Freeze Frames</b> is a Drama technique in which the participants work in small groups to create a ‘photograph’ of a particular topic or situation. In this activity, the groups consciously create a motionless ‘image’ that includes all the roles and behaviours specific to a bullying situation. By doing this the members of the group need to collaborate, divide roles, and imagine a stereotypical bullying scene in which each of them plays a different role. The position of the members needs to be carefully chosen so that the ‘public’ understands their different roles.</p> <p><b>Thought tracking</b> comes as a follow up of the Freeze Frames activity. The other group or groups present in class are asked to imagine what the characters in the Freeze Frame are thinking of. When somebody from the viewers thinks they know what the ‘actors’ are thinking that person goes and places the hand on the ‘actor’s’ shoulder. When touched the actor in the Freeze Frame says one or two sentences that their ‘character’ is thinking of. Then, the ‘viewer’ says what he or she imagined. In this way. ‘This is an excellent way for them to ‘observe’ gestures and facial expressions and the way the freeze-frame shows the relationship between the characters taking part.’</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>Group the class in groups of 6 and hand in one Handout 1 for each group.</li> <li>The trainees look at Handout 1 and answer the questions: How many people do you see in this situation? / 6 or 8 (point out that we are not interested in the reporter and the accuser at this point and that there is almost never just the bully and the victim. There is always an audience.) Could there be more people involved in bullying? / Yes</li> <li>In your groups try to define the roles of the 4 new roles: assistant, defender, bystander, reinforcer. In the feedback stage, the trainer clarifies their answers.</li> <li>Freeze Frames - in groups of 6 (or more) each participant takes up one role and together they create a snapshot of a bullying situation. Imagine that you are a participant in a bullying scene, and somebody takes a picture of you. You have 3 minutes to decide who is taking up which role and create that ‘snapshot’.</li> <li>Groups take turns to come in front of the class and ‘present’ their freeze-frame.</li> <li>The trainer asks the other groups who are in the audience now which role each of the participants in the freeze-frame plays.</li> <li>Thought tracking (while the freeze frame is still ‘presenting’ in front of the class) - the audience is asked: What is each person thinking? If the people in the freeze-frame could speak, what would they say in this situation? Imagine you were one of them. What would be on your mind?</li> </ol>

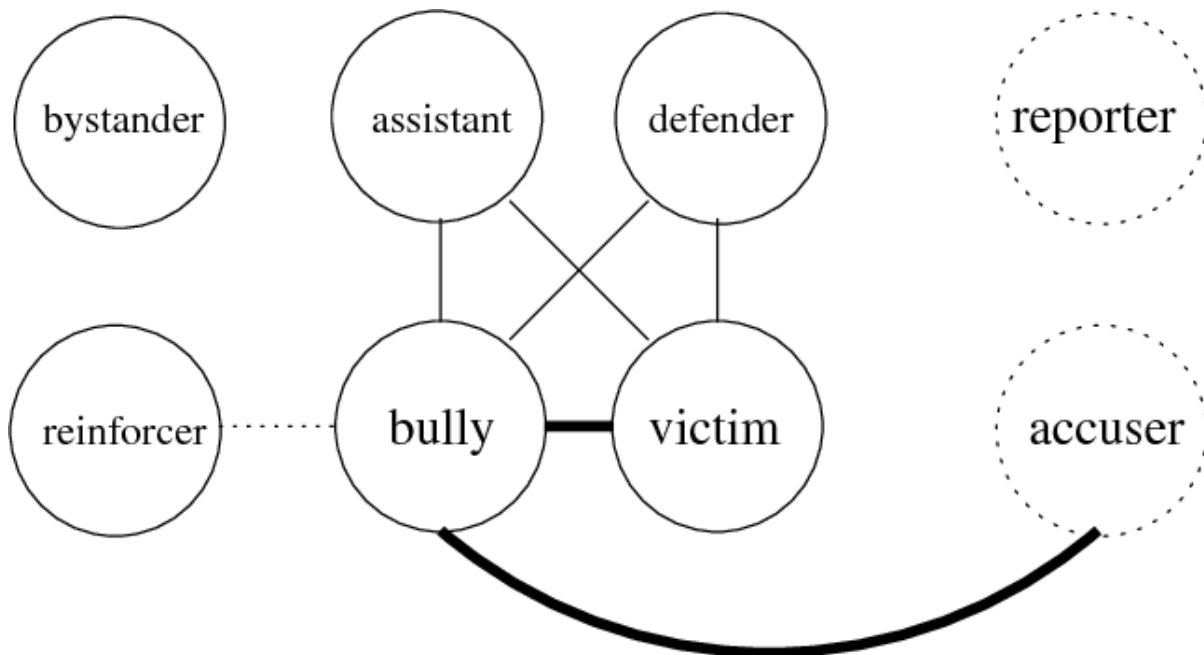




	<p>When one person from the audience has an answer, they do not say it. They go to that specific person in the freeze frame and touches their shoulder. This is the signal that the character in the freeze-frame says his/her line.</p> <p>The person who touched their shoulder then confirms that they were thinking the same thing or says what they would say differently.</p> <p>8. Continue with this procedure (freeze frame - Feedback from the class on the roles chosen - Thought tracking) for each group.</p>
<b>Keywords</b>	<i>offender, victim, perpetrator, bystander, assistant, reinforcer, defender</i>
<b>Assessment method</b>	<b>Peer feedback on the freeze frames</b> - if the participants understand from the freeze-frame the role each 'actor' is playing in the bullying situation, then they have all understood the meaning of the roles and can produce an image out of the taught content. If the peers do not identify the roles correctly, then the trainer would need to see the source of the mistakes, either in understanding the definitions of each role or in the artistic interpretation of them.
<b>Sources / further reading/resources</b>	<p><sup>1</sup>Salmivalli, C. (2014): Participant Roles in Bullying: How Can Peer Bystanders Be Utilized in Interventions, in <i>Theory into Practice</i> 53(4):286-292, retrieved on 26.09.2021 from <a href="https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.1080%2F00405841.2014.947222">https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.1080%2F00405841.2014.947222</a></p> <p><sup>2</sup>Xu, Jun-Ming et al (2012): Fast learning for sentiment analysis on bullying, in <i>Proceedings of the ACM SIGKDD International Conference on Knowledge Discovery and Data Mining</i>, retrieved on 26.09.2021 from <a href="https://www.researchgate.net/publication/238598367_Fast_learning_for_sentiment_analysis_on_bullying">https://www.researchgate.net/publication/238598367_Fast_learning_for_sentiment_analysis_on_bullying</a></p>



## HANDOUT 1: Roles in bullying



<sup>2</sup>Xu, Jun-Ming et al (2012): *Fast learning for sentiment analysis on bullying*, in *Proceedings of the ACM SIGKDD International Conference on Knowledge Discovery and Data Mining*, retrieved on 26.09.2021 from [https://www.researchgate.net/publication/238598367\\_Fast\\_learning\\_for\\_sentiment\\_analysis\\_on\\_bullying](https://www.researchgate.net/publication/238598367_Fast_learning_for_sentiment_analysis_on_bullying)



<b>Description of content</b>	Positive and negative relationship behaviours
<b>Learning outcomes</b>	<p><b>Knowledge:</b> categorize behaviours</p> <p><b>Skill:</b> discuss relationships</p> <p><b>Competence:</b> evaluate behaviours in relationships to become responsible for own relationships</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Cut-outs</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Social relationships like friendships are very important for teenagers. During teenage, friendships become more intense, close, and supportive and teenagers communicate more together than they communicate with parents and adults. Most of these friendships are based on personal similarities, shared interests, and acceptance. The relationships offer teenagers a sense of belonging, appreciation beyond the family circle, confidence, security, and comfort. Teenagers follow role models in their entourage and develop patterns of interaction based on their relationships with their friends. One important aspect of healthy teen development is positive peer influence.</p> <p><b>Positive teen relationships</b> will make a teenager feel that they naturally belong to that group or relationship and will give them a sense of comfort and emotional security. No matter how long they last, positive friendships will make teenager feel accepted for who they are. A <b>good friend</b><sup>1</sup>:</p> <ul style="list-style-type: none"> <li>- shows care through words and actions, both on important issues and small things</li> <li>- is there for you when you need them</li> <li>- does not judge you</li> <li>- does not put you down</li> <li>- does not hurt your feelings</li> <li>- is loyal</li> <li>- says what they think about you in a caring way</li> <li>- listens to your problems</li> <li>- often laughs with you</li> <li>- makes you feel valued for who you are</li> <li>- makes you feel important for them</li> </ul> <p><b>Toxic teen relationships</b> are the ones that make teenagers feel bad about themselves and others. Instead of being supportive friends, some people are frenemies, pretending to be your friend, but not really acting like friends. They are also called fake friends. Unlike a true friend, a fake friend does not offer support, loyalty, and closeness. You can recognize a <b>frenemy or fake friend</b> by this behaviours<sup>2</sup>:</p>



	<ul style="list-style-type: none"><li>- is a fair-weather friend and is present around you when they have something to benefit from?</li><li>- is hard to reach when you need support</li><li>- always seems to need something from you</li><li>- is competitive with you</li><li>- makes you feel bad about yourself</li><li>- belittles your achievements</li><li>- drains your energy</li><li>- talks behind your back</li><li>- does not say positive things to you and about you</li><li>- is disrespectful with your values and boundaries</li><li>- is jealous of you in some way</li><li>- tries to sabotage you by saying or doing embarrassing things in key moments for you</li><li>- repeats the same toxic behaviours even after you explain how that hurts you</li></ul>
<b>Duration</b>	<i>30 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p><b>Matching activity.</b> The traditional way of familiarizing students with the theoretical content of the lesson is to lecture it or explain it. However, by doing this the Teacher Talking Time is high, and the student's attention and motivation are low. By teaching the theoretical content through a matching activity, the students or trainees will read the theory and think about it, and how to classify it. This increases retention and appeals to visual and kinaesthetic learners. Matching activity is easy to set up, although it requires some preparation before class: typing, printing, cutting.</p> <p><b>Discussion</b> is a widely used teaching technique. Its aim is to have students/trainees articulate the input content in their own words, an action that helps them internalize the content. This technique works well with short theoretical content. In our case, after the trainees are getting familiarized with the examples of positive and negative behaviours, they are asked to generalize the characteristics of positive and toxic relationships and tackle the introductory paragraph about the importance of social relations for teenagers.</p> <p><b>Exercise:</b></p> <ol style="list-style-type: none"><li>1. Brainstorm 'friend' - What does a friend do? You can use a whiteboard to write down keywords. Ask</li><li>2. Then ask, 'What should a friend NOT do?'</li><li>3. Tell the class the topic: Positive and negative relationship behaviours</li><li>4. Matching. In pairs, the trainees do the matching activity on Handout 1. Before class, print and cut the table so each pair receives a pile of cut-outs that they need to place under each heading: A Good Friend or A Frenemy</li></ol>



	<p>5. In the feedback stage show or give the uncuttable as Answer Key.</p> <p>6. Discussion. Participants are given the following questions to discuss in their groups of 4 before having a whole-class discussion.</p> <ol style="list-style-type: none"> <li>a. By looking at the characteristics of a good friend, how can you characterize positive teen relationships?</li> <li>b. By looking at the characteristics of a frenemy, how can you characterize toxic teen relationships?</li> <li>c. Why are friendships important for teenagers?</li> </ol> <p>7. Whole class feedback and clarifications according to the theoretical part above.</p> <p>8. Trainer describes a situation and asks the groups to come up with two follow up ideas:</p> <ol style="list-style-type: none"> <li>a. What would a good friend do/ say?</li> <li>b. What would a frenemy do/ say?</li> </ol> <p>Situation: You are a teenager, and your friend sends you loads of text messages every day and expects you to react and respond to each of them.</p>
<p><b>Keywords</b></p>	<p><i>frenemy, toxic relationship,</i></p>
<p><b>Assessment method</b></p>	<p>Reflection</p> <p>Think of your relationship with your best friend when you were a teenager:</p> <ul style="list-style-type: none"> <li>- Which of the positive behaviours discussed characterized his/her attitude to you?</li> <li>- Do you keep in touch with your teen best friend?</li> <li>- Did you have frenemies when you were a teenager? How did you realize they were not true friends to you?</li> <li>- If you were to give some advice to yourself as a teenager about friendship, what would you say to your younger self?</li> </ul>
<p><b>Sources / further reading/resources</b></p>	<p><sup>1</sup>adapted from: ReachOut Australia: <i>What makes a good friend?</i>, retrieved on 28.09.2021 from <a href="https://au.reachout.com/articles/what-makes-a-good-friend">https://au.reachout.com/articles/what-makes-a-good-friend</a></p> <p><sup>2</sup>adapted from: Regan, Sarah (30.06.2021): <i>How to Spot a Fake Friend and What to Do about It, from Experts</i>, on MindBodyGreen platform, retrieved on 28.09.2021 from <a href="https://www.mindbodygreen.com/articles/signs-of-fake-friends">https://www.mindbodygreen.com/articles/signs-of-fake-friends</a></p>



## HANDOUT 1:

Match the examples of behaviours to the two types of friends: a good friend or a frenemy.

A Good Friend	A Frenemy
- shows care through words and actions, both on important issues and small things	- is hard to reach when you need support
- is there for you when you need them	- always seems to need something from you
- does not judge you	- is competitive with you
- does not put you down	- makes you feel bad about yourself
- does not hurt your feelings	- belittles your achievements
- is loyal	- drains your energy
- says what they think about you in a caring way	- talks behind your back
- listens to your problems	- does not say positive things to you and about you
- often laughs with you	- is disrespectful with your values and boundaries
- makes you feel valued for who you are	- tries to sabotage you by saying or doing embarrassing things in key moments for you
- makes you feel important for them	- repeats the same toxic behaviours even after you explain how that hurts you



## Unit 6: Teaching high school students' appropriate reactions and actions when they are bullied

<b>Description of content</b>	Emotions and thoughts when you are a victim of bullying Working on thoughts and emotions - a step out of being a target of bullying
<b>Learning outcomes</b>	<p><b>Knowledge:</b> List thoughts and emotions of a victim of bullying</p> <p><b>Skill:</b> Identify your own thoughts and emotions when you are a victim of bullying</p> <p><b>Competence:</b> Be responsible for your own thoughts and emotions</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>● Bullying scenarios handouts</li> <li>● Emotion's flashcards</li> <li>● A4 sheets of paper</li> <li>● A3 sheets of paper</li> <li>● Pens</li> <li>● Whiteboard</li> <li>● Markers</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>The scientific literature has demonstrated that exposure to bullying in school can cause increased stress and different physical and mental health problems. Concerning the victims and witnesses, they are more prone to constant fear, anxiety, negative thinking, low self-esteem, depression, self-punishment, psychosomatic symptoms (headaches, dizziness, stomach problems, among others) and suicidal ideas.</p> <p>The aggressors, in turn, tend to engage in situations of domestic violence, psychoactive substance abuse, vandalism and criminal activities.</p> <p>Some meta-analyses of the long-term outcomes for former victims provide convincing evidence that being a bullying victim is not a harmless and passing school problem, but something that has serious adjustment and public health consequences.</p> <p>This is the main reason why everyone should identify the emotions and thoughts involved in bullying and try to break out of the negative emotions.</p> <p>Eckman (1999) identified six initial basic emotions: anger, disgust, fear, happiness, sadness, and surprise. Later Ekman proposed an expanded list of basic emotions, including a range of positive and negative emotions:</p>



amusement, contempt, contentment, embarrassment, excitement, guilt, pride in achievement, relief, satisfaction, sensory pleasure, and blame.

Emotions prepare us to deal with important events without having to think about them, they are automatic, primitive, related to instincts and have a stereotypic aspect.

The emotion comes first, before the thought. Thoughts are ways of dealing with feelings, ways of thinking our way out of feelings. When your emotions are negative so are your thoughts.

Changing the way of thinking will change the way you feel. For example:

I'm not worthy. → I still can do that and that very well. I can progress.

There's no point in trying. → I'll use some of the strategies I've learned.  
→ If I try, I stand a chance.

Nothing ever goes my way. → This didn't work, so I will try another way/day.  
→ These things happen. It's important to learn from it.

Life is meaningless. → The glass is also half full.  
→ After a rainy, cloudy day comes a sunny, nice one.

→ I will just ignore what is happening around me and get on with the task.

Nobody really likes me. → The only person who needs to approve of you is you.

→ I will feel fine after a little break.  
→ I'm not alone, I have my family and/or friends.  
→ Realise that it is not the end of the world.

This is the main reason why everyone should identify the emotions and thoughts involved in bullying, be aware of them and try to break out of the negative emotions and thoughts.

**Duration** 50 minutes





<p><b>Type of activity and brief description of the activity</b></p>	<p>Group work</p> <p>This exercise helps us to identify emotions and thoughts when we are bullying victims. Negative emotions and thoughts are impossible to avoid, but <b>we can learn to handle them</b>. When you identify the emotion, the thought associated with it, you can take action, change behaviour/attitude, build positive emotions and seek support.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Divide the group into two to four groups (4-8 people max).</li> <li>2. Warm-up, "Emotional detectives".</li> <li>3. Give each team a bullying scenario handout (Handout 1).</li> <li>4. Give each team a paper and the 10 emotion flashcards.</li> <li>5. Ask participants to go over the bullying scenarios, write a list with emotions and negative thoughts about it and show the emotion flashcards associated with what they might feel when a bullying victim being.</li> <li>6. The entire group creates a poster, by glueing or taping on a larger paper (A3, flipchart) or walling the emotions and thoughts described/listed.</li> <li>7. Ask participants to do brainstorming to come up with creative <b>positive thoughts</b> to replace the negative ones. Every participant completes 1-2 answers on <i>post-its</i> and displays them on the negative thought related.</li> </ol>
<p><b>Keywords</b></p>	<p><i>Bullying, Thought</i></p>
<p><b>Assessment method</b></p>	<p>3-2-1</p> <p>Ask participants to consider what they have learnt by responding to the following: 3 things they have learnt from the lesson; 2 things they want to know more about; 1 question they have.</p>
<p><b>Sources / further reading/resources</b></p>	<p><a href="https://dictionary.cambridge.org/dictionary/english/bullying">https://dictionary.cambridge.org/dictionary/english/bullying</a>  <a href="https://dictionary.apa.org/emotion">https://dictionary.apa.org/emotion</a>  <a href="https://dictionary.apa.org/thought">https://dictionary.apa.org/thought</a>  <a href="https://www.scielo.br/j/tce/a/MR8ZKtrtr94qtv8jBtRbMHcF/?lang=en">https://www.scielo.br/j/tce/a/MR8ZKtrtr94qtv8jBtRbMHcF/?lang=en</a>  <a href="https://www.academia.edu/download/42643314/AnnReviewFinalMarch2013.pdf">https://www.academia.edu/download/42643314/AnnReviewFinalMarch2013.pdf</a>  <a href="https://kidshealth.org/en/teens/stressful-feelings.html">https://kidshealth.org/en/teens/stressful-feelings.html</a>  <a href="https://www.cbtcognitivebehavioraltherapy.com/automatic-negative-thoughts/">https://www.cbtcognitivebehavioraltherapy.com/automatic-negative-thoughts/</a>  <a href="http://www.canva.com">www.canva.com</a>            Ekman, Paul; Davidson, Richard J. (1994). <i>The Nature of emotion: fundamental questions</i>. New York: Oxford University Press  <a href="https://www.freeimages.com/photo/happy-boy-1434108">https://www.freeimages.com/photo/happy-boy-1434108</a>  <a href="http://www.pexels.com">www.pexels.com</a>  <a href="https://www.vectorstock.com/royalty-free-vector">https://www.vectorstock.com/royalty-free-vector</a></p>



## HANDOUTS

### Emotional detectives!

1. Choose three pictures, from the given materials/magazines, that are representative of three feelings you think are related to the fact of being bullied and precisely establish the name of each feeling. Glue the pictures on a sheet of paper. Write down in your separate notes the names of those feelings but do not reveal them to anybody.
2. Each group posts a sheet of paper to be seen (on the walls, etc).
3. Look at the pictures chosen by the other groups and make hypotheses on what feelings could be represented in each picture. Write it on the paper next to each picture with the colour specific to your group.
4. Finally, go back to your posted papers. Write your own words and decide amongst the words written next to each picture by others, which is the correct one (or the one that is closest) and explain the reason for choosing that picture.  
The group that guessed more feelings is the winner!

### Bullying scenarios

**Go over the bullying scenarios and show the emotion flashcards associated with what a person might feel when a bullying victim being**

1. A child with autism spectrum disorder who often flips his left hand and manifests echolalia is almost daily followed by a group of students who imitate and mock him. He refuses to go to school or tries to leave early. He has been seen shaking sometimes.
2. During football training, the coach constantly insults and threatens a particular student player. At the game in the arena, some parents follow his example and add their own insults and threats when the student makes a mistake. Later, some parents complained about the behaviour and language of that student against their own kids.
3. Every time some teenage girls are in the locker room at a private pool, three girls make fun of one swimmer's weight. She refuses to go out and refuses to see even her friends. She has been seen with red eyes often.
4. A nine-grade student who doesn't talk much and dresses negligently, regularly receives texts or emails calling him a "loser" and "stupid like a cow". He avoids other students and has been seen often with razor marks on his hands that looked self-inflicted.



## List of emotions and thoughts when being bullied

**Emotions**

/

**Negative thoughts**

.....

.....

.....

.....

.....

.....

.....

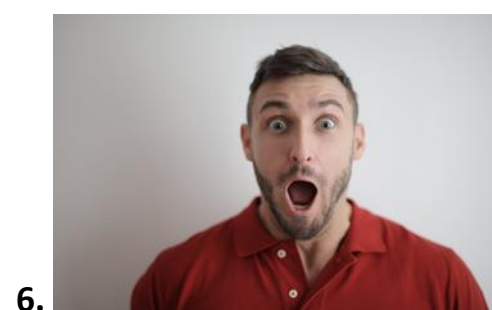
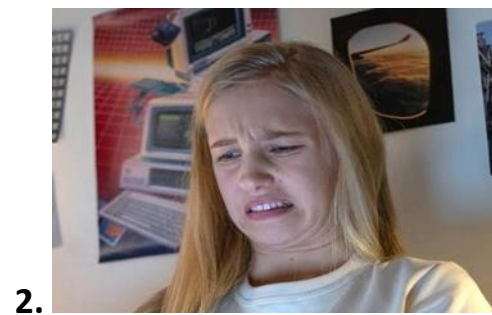
.....

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.....



**10 emotion flashcards: anger, disgust, fear, happiness, sadness, surprise, disinterest, powerful, vulnerable/powerless, loneliness.**





<b>Description of content</b>	<b>Appropriate actions and reactions when you are a victim of bullying</b>
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Identify reactions and actions of bullying victims</p> <p><b>Skill:</b> Choose the desired resolution of the scene/situation</p> <p><b>Competence:</b> Provide appropriate reactions and actions for given bullying scenarios</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>● Markers</li> <li>● Whiteboard</li> <li>● Bullying scenarios handouts</li> <li>● Envelopes with resolution example sentences</li> <li>● Glue</li> <li>● Coloured paper</li> <li>● Badges</li> <li>● Scissors</li> <li>● Worksheets</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>There are many ways people can respond to situations involving bullying.</p> <p><b>Some of the possible responses of what you should do are the following:</b></p> <p>Report bullying (Reflection: Why is it generally not reported?)</p> <ul style="list-style-type: none"> <li>- It is important for students to report bullying to an adult they trust, a teacher, parent, or specialist.</li> </ul> <p>Avoid being alone and use safe paths and spaces</p> <ul style="list-style-type: none"> <li>- Whenever possible, avoid situations/places where there are no other students or teachers/adults around.</li> <li>- Be very careful and try to go to and from school in groups.</li> </ul> <p>Use humour Ignore the person Others: Say STOP, keep cool, walk away, reach out for new hobbies, friends, interests. Save evidence, report, and block on the internet in the case of Cyberbullying.</p> <p><b>Some of the possible responses of what you shouldn't do are the following:</b> <b>Don't bully back</b></p> <ul style="list-style-type: none"> <li>- It may be difficult not to bully back or show anger or tears, but you should either calmly tell the bully to stop bullying or simply walk away</li> <li>- Don't start spreading bad rumours about the other kids</li> </ul>



	<p>Do nothing or isolate yourself</p> <p>- It's not healthy for you to think you did something wrong and you deserve the way your friends act.</p>
<b>Duration</b>	<i>45 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p>Group work</p> <p>This exercise explores the appropriate actions and reactions of bullying victims.</p> <p>The main goal of the exercise is to choose the desired resolutions of the scenes that can provide appropriate reactions and to discuss the impact of different ways people can respond to situations involving bullying.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Divide the group into two to four groups (4-8 people max/group).</li> <li>2. Give each team one or two bullying scenarios handouts.</li> <li>3. Give each team an envelope with resolution example sentences.</li> <li>4. Ask participants to go over the bullying scenarios and choose the appropriate reaction and action from the resolution example sentences.</li> <li>5. Think about other appropriate reactions and actions.</li> <li>6. Ask participants to glue on a paper the appropriate reaction and action for the bullying scenarios.</li> <li>7. Once all agree on what the appropriate reaction and action to bullying are, discuss the results.</li> </ol> <p>"The badge of kindness". Ask participants to personalize a badge for a colleague, by writing 2 nice/ positive words about him/her. The colleague should take it with him/her.</p>
<b>Keywords</b>	<i>Bullying, Action</i>
<b>Assessment method</b>	<p>Short quiz</p> <ol style="list-style-type: none"> <li>1. Why isn't fighting a good way to react when you are a bullying victim?</li> <li>2. Might" telling a teacher" Be helpful when you are a bullying victim?</li> <li>3. Which are the most appropriate ways to respond when you are a bullying victim? Why?</li> </ol> <p>-Discuss answers.</p>
<b>Sources / further reading/ resources</b>	<p><a href="https://dictionary.cambridge.org/dictionary/english/bullying">https://dictionary.cambridge.org/dictionary/english/bullying</a></p> <p><a href="https://dictionary.apa.org/action">https://dictionary.apa.org/action</a></p> <p><a href="http://www.eycb.coe.int/compasito">http://www.eycb.coe.int/compasito</a></p> <p><a href="http://www.pexels.com">www.pexels.com</a></p>



## HANDOUTS

**Go over the bullying scenarios and choose the appropriate reaction and action from the resolution example sentences!**

### **Bullying scenarios:**

1. Some of your colleagues are spreading hurtful rumours about yourself, including on the internet. Others won't speak to you and don't know what to believe. You also saw some colleagues giggling when looking at you. What should you do?
2. You are a refugee in a new school. Your colleagues say racist things about you, make fun of your English and are telling you to go back home, even if you are more qualified than they are in some subjects. What should you do?
3. One of your colleagues draws a caricature of you which exaggerates your shortness. Other colleagues are teasing you and making fun of you because of that. What should you do?
4. Some of your colleagues are always showing you the dislike sign, no matter what you do. Even though you do better than they do in classes, they continue to show you the dislike sign.

### **Resolution example sentences:**

1. Ignore them and continue your daily work.

Use humour.

Tell your teacher/parents about it.

Nothing. If everyone thinks the rumours are true, no one will believe you.

Yell at them.

Threaten you hurt them.

Say STOP

Save evidence

Block

Other: .....



2. Ignore them and continue your daily work.

Tell your teacher that your colleagues are saying racist things.

Take some English lessons.

Nothing. He/She is having a bad day and it has nothing to do with you.

Start missing school because you don't like going there.

Other: .....

3. Fight against it.

Avoid him/them, try to keep your distance.

Use humour.

Draw back a caricature of him.

Other: .....

4. Ignore them and continue your daily work.

Yell at them.

Show them bad signs.

Fight against it.

Say STOP

Nothing. They are having a bad day and it has nothing to do with you.

Start missing because you don't like going to school.

Report them, ask for help.

Other: .....





<b>Description of content</b>	<p><b>Identify trusted persons who can help you when you are bullied</b></p> <p><b>Report bullying</b></p>
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Describe situations when you asked for someone’s help</p> <p><b>Skill:</b> Choose the person who can help you according to the situation</p> <p><b>Competence:</b> Deal with bullying situations by looking for appropriate help</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Paper – A4 (can be coloured)</li> <li>● Coloured pencil</li> <li>● Pens</li> <li>● Markers</li> <li>● Scissors</li> <li>● Worksheets</li> <li>● Flashcards</li> <li>● Glue</li> </ul>
<b>Setting</b>	<p>Face to face with a trainer</p>
<b>Theoretical lessons</b>	<p>We are trying to respond to the following questions:</p> <ul style="list-style-type: none"> <li>· Do people who are bullied need help and support? Why?</li> <li>· Where can people who are bullied find help and support?</li> <li>· Who is responsible to help and support children when they are bullied?</li> </ul> <p>Unfortunately, most studies suggest that most children and youth who have been bullied (50-75% in most studies) have not told an adult at school. Some studies indicate that they have told a parent, but many of them are silent.</p> <p>If you’ve experienced bullying, you’re not alone. There are people who can help you identify actions you can take to make things better. Bullying is when a person or a group makes someone feel hurt, afraid, or embarrassed on purpose and repeatedly. Whether it’s physical, verbal, or emotional, bullying hurts. If you’ve experienced bullying, it’s not your fault.</p> <p>So don’t go on it alone—reach out and try taking these steps to improve the situation:</p> <p>In the Moment...</p>



1. Walk Away: If possible, remove yourself from the situation immediately.
2. Say “Stop:” If it feels safe, tell the aggressor to stop in a firm but calm way. If you feel confident to do so, use humour or a clever response to weaken the effect of the mean behaviour.
3. Keep Cool: Try to control your emotions now. Showing fear or anger may egg on the aggressor.
4. Don’t Fight: Try not to fight or bully back in response—this may just continue the cycle of bad behaviour.

#### After the Incident...

1. Tell a Friend: Don’t keep the bullying a secret. Tell a friend and ask for support. You will feel better, and your friend can help you decide what to do next and go with you to get assistance.
2. Report to an Adult: Tell a trusted adult what has happened. Remaining silent will not make things better and may worsen the situation. Reporting a serious problem is not the same as “tattling.” Adults need to know about bullying behaviour so they can support you and take action to stop it.

#### Over Time...

1. Find Safe Spaces: Try to avoid “danger zones” where bullying is likely to take place and where there are few adults who can help. Try to surround yourself with supportive friends or classmates whenever you can.
2. Practice Responding: Reflect on how you might react to bullying in the future and rehearse those responses with a trusted friend or adult. Think about what strategies have worked or fallen short, and don’t give up if your first response is not successful.
3. Express Your Feelings: Keep a diary or journal—written, electronic or video—where you can record your private thoughts and feelings. It is important to express yourself, especially when you are going through a tough time.
4. Reach Out: Find new friends, hobbies or interests that occupy your time in positive ways and make you feel good about yourself. Avoid spending too much time on your own.

Examples of persons who can help you: friend, parent, teacher, coach, brother, other relative, counsellor, principal, school administrator, in a store: the salesman, in a public space: a policeman, a guardian

By identifying the person who can help, according to the situation, you can deal with bullying situations and get the appropriate help.

**Duration** 25 minutes



<b>Type of activity and brief description of the activity</b>	<p>Group work</p> <p>This exercise helps children to identify people who can support children being bullied. People who are being bullied need help and support.</p> <p>The goal of the exercise is to discuss where people who are bullied can find help and support.</p> <p>Exercise:</p> <ol style="list-style-type: none"><li>1. Warming up: Understand social relationships</li></ol> <p>It is important for us and especially for kids and youngsters to understand the difference between relationships: relatives, close friends, acquaintances, online “friends”, to distinguish between people, they can really trust or not.</p> <p>It prevents them from being too easily open with people they don’t actually know or having a confused idea of what a friend or a trusted person is.</p> <p>Right down on the paper approximately how many friends, acquaintances, online friends do you have. Compare the numbers. Who can you trust more? Why? What a friend is? Why is someone considered a friend?</p> <ol style="list-style-type: none"><li>2. ” People you can trust”. Knowing the people, you can trust when help is needed is important, too. Each participant is asked to draw a heart on a paper and then to answer individually the given questions and write the answers in the heart they did.</li><li>3. Ask participants to explain why they have chosen that person and to describe a situation when they reached out and asked for that person’s help if they did that.</li><li>4. Ask participants to complete the heart displayed on the whiteboard, with other missing persons who can help when they don’t feel safe (at school: any teacher, school administrator, in a store: the salesman, in a public space: a policeman, the guardian).</li><li>5. Once all agree on who are the trusted persons in case of bullying, discuss the results.</li></ol>
<b>Keywords</b>	<i>Bullying, Trust, Report.</i>
<b>Assessment method</b>	<p>Write a newspaper article</p> <p>Think like a newspaper writer. You are invited to give your opinion by writing a short article on what reactions and actions students should have when they are bullied and who are the people who can help. It can be at least half a page and no more than a full page. The participants are encouraged to add representative drawings and/or use graphs. Read some articles, underline the main ideas.</p>



<p><b>Sources / further reading/ resources</b></p>	<p><a href="https://dictionary.cambridge.org/dictionary/english/bullying">https://dictionary.cambridge.org/dictionary/english/bullying</a> <a href="https://dictionary.apa.org/trust">https://dictionary.apa.org/trust</a> <a href="https://dictionary.cambridge.org/dictionary/english/report">https://dictionary.cambridge.org/dictionary/english/report</a> <a href="https://www.stopbullying.gov/sites/default/files/2017-10/prnt_friendly_speaker_notes.pdf">https://www.stopbullying.gov/sites/default/files/2017-10/prnt_friendly_speaker_notes.pdf</a> <a href="https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/10-Ways-to-Respond-to-Bullying.pdf">https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/10-Ways-to-Respond-to-Bullying.pdf</a> <a href="http://www.pexels.com">www.pexels.com</a></p>
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## Understand social relationships

What a friend is? Why is someone considered a friend? (reflection)

1. How many(friends)/ level of trust (in them):

family..... / level of trust (circle it): high/ medium/ low/zero

friends ...../ level of trust: high/ medium/ low/ zero

acquaintances ..... / level of trust: high/ medium/ low/ zero

internet "friends" ..... /level of trust: high/ medium/ low /zero

...../ level of trust: high/ medium/ low/ zero

...../ level of trust: high/ medium/ low/ zero

## People you can trust

Answer each question and write it on the heart:

1. Who would you choose to go on a trip with?
2. Who would you take advice from to open a bank account?
3. Who would you choose to tell a secret?
4. Who would you take advice from on love issues?
5. Who would you choose to be with if you feel sad or you would like to cry?
6. Who would you ask for help if you find yourself in a risky situation?





## Unit 7: Teaching high school students what to do when witnessing a bullying situation

<b>Description of content</b>	Bystanders' different responses to bullying
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Identify bystanders' responses to bullying</p> <p><b>Skill:</b> Describe bystanders' responses to bullying</p> <p><b>Competence:</b> Differentiate desirable from undesirable reactions to bullying</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>● Envelopes with puzzle pieces</li> <li>● Lifesize bullying scene characters made from cardboard</li> <li>● Post-it's to be used onward wall</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>One of the many aspects that involve knowing and understanding the phenomenon of bullying is the behaviour and reactions of viewers, those who witness the harassment and humiliation of children by other children, in schools and outside them. Following studies on the reactions and role of viewers in bullying situations, one of the things that were found out is that harassment is a <b>group phenomenon</b>. The other members of the group, these studies show, are present in most bullying episodes. Despite their presence, students rarely intervene to stop attacks on their peers. However, following the observation of the numerous situations of bullying, but also of the multiple studies undertaken in this direction, several behaviours, and types of reactions of the bystanders were highlighted. It was also found that the different responses of bystanders to an act of bullying are related to several aspects, including <b>the age and sex of the bystanders, the level of education and socio-cultural background, and the school climate</b>. Taking these factors into account, it was established that the bystanders play different roles during an act of bullying. These are:</p> <p style="text-align: center;"><b>1. Outsiders - passively accepting the bullying</b></p> <p>In this case, the others, the bystanders, are witnesses of the bullying situation, but they stay out of it and do not get involved. This passivity and</p>



non-involvement have been explained in several ways.

First, those who witness aggression may not be sure what their role is and what they can do to stop the aggression. Apparently, it is a lack or weak development of the empathy and emotional and social skills of the bystanders. They do not intervene because they do not know how not because they do not want or are not impressed by the serious situation the victim is going through. Other children do not intervene out of fear. They fear that if they do, both the aggressor and the group of bystanders will turn against them.

Other studies suggest that while most attendees do not support the practice of harassment, they find it embarrassing, difficult to watch and admire those who intervene to end it, very few choose to intervene because they believe victims are being harassed. In such cases, children, but also adults, may have the impression that victims "deserve" their aggression by behaving in an ugly and provocative way. They are also perceived as weak and vulnerable by attracting harassment attacks precisely because they are weak and unable to defend themselves. Especially boys tend not to jump in to help others who show that they are afraid. However, such explanations observed or collected by researchers translate into a low level of spectator empathy, lack or deficient presence of social and emotional skills, as well as lack of awareness of the need for safety and protection that any child has, no matter how strong or vulnerable he is. Of course, all children need to feel safe in schools!

Another explanation refers to the phenomenon of **diffusion of responsibility** and the concept of the **bystander effect**, researched in the 70s by John Darley and Bibb Latane. According to the phenomenon of diffusion of responsibility, the bystanders feel that the responsibility to do something is shared by the whole group. This slows down their response or they fail to respond at all. In addition, viewers can respond slowly because they monitor others in the group for their reactions. They try to determine if the situation is serious enough to do something and they will watch to see if anyone else will take a step forward. Sometimes, when no one steps forward, the bystanders feel entitled to do nothing. This inaction is often called **the bystander effect**.

All this suggests that the viewer may be a victim himself when witnessing an act of bullying. In fact, witnessing harassment creates a wide range of emotions, tension and stress that can have a negative influence on viewers. From anxiety and uncertainty to fear and guilt, harassment has a significant



impact on viewers.

## 2. Defenders

These are the bystanders who support/defend the victim of harassment, either by asking for help from other spectators or reporting the aggression to adults or by direct intervention defending the victim or asking the aggressor to stop. Defending bystanders show their support for the victim when the aggression occurs, during it or can be later extended to the person who is being assaulted through other actions that address harassment - psychological counselling, for example. We deduce, unlike the first role played by bystanders and presented here, that of passive acceptance of aggression, that in this case, we are dealing with bystanders with a high level of empathy, low tolerance for the injustice of an act of harassment, aggression, and humiliation and, perhaps, with a better level of development of the emotional and social skills needed to intervene in such bullying situations.

## 3. Reinforcers

They are those bystanders who through their behaviours and attitudes support and encourage the aggressors and not those who are aggressed, as they should. The reinforcers can join the aggressor to intimidate the victim, even more, they can laugh, applaud, and rejoice at her situation, during or after the aggression incident.

## 4. Aggressor's assistants

Like reinforcers, the aggressor's assistants support and encourage him by joining him through various gestures, behaviours, attitudes, and even concrete actions. For example, an assistant may physically restrict or block the target of the aggression so that he cannot escape

<b>Duration</b>	<i>45 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p>Group work</p> <p>This exercise brings the participants to identify possible reactions of bystanders to bullying situations and differentiate desirable from undesirable reactions to bullying.</p>





Exercise:

1. Divide the group into small groups of 3-4 trainees.
2. For each group, ask participants to choose a representative.
3. Ask each representative to choose an envelope.
4. Tell participants to open the envelope and build a puzzle with the pieces inside it. The puzzles will reveal bullying scenes with different responses of bystanders/ bystanders. (Examples: bystander/ bystanders are laughing/ calling a teacher/ helping the victim).
5. Give each group one post-it and ask them to write the bystander/bystanders reaction represented in the puzzle they chose.
6. In front of the trainees there will be life-size bullying scene characters made from cardboard. Tell representatives of the groups to stick their post-it's on the cardboard bystanders.
7. Read all post-its and ask trainees if they could think of other possible reactions to bullying.
8. Have trainees write the other possible reactions on post-its and stick them to the image of the bystander.
9. Divide the group into 4 groups.
10. Have each group choose a piece of paper with the description of a different category of the role played by bystanders during an act of bullying: outsiders, defenders, reinforcers, aggressor's assistants, as described in the theoretical part.
11. Have each group read the information and take from the cardboard bystander the post-its corresponding to their category. If members of two or more groups want to take the same post-it, have them discuss and come to conclusions.
12. *Have the representative of each group present relevant information about the category they chose, and the reactions of bystanders written on their post-its.*
13. *Have the rest of the participants give feedback and ask questions.*



<b>Keywords</b>	<i>Bullying, Bystander to bullying, Bully, Outsider, Defender, Assistant, Diffusion of responsibility</i>
<b>Assessment method</b>	<p>Reflection questions</p> <p><i>Have trainees discuss and come to conclusions regarding the four categories of bystanders' reactions to bullying:</i></p> <ol style="list-style-type: none"> <li>1. Why do you think some bystanders choose to be OUTSIDERS (passively accepting the bullying)?</li> <li>2. Why do you think some bystanders choose to be DEFENDERS?</li> <li>3. Why do you think some bystanders choose to be REINFORCERS?</li> <li>4. Why do you think some bystanders choose to be AGGRESSOR'S ASSISTANTS?</li> </ol>
<b>Sources / further reading/ resources</b>	<ul style="list-style-type: none"> <li>● BULLYING   meaning in the Cambridge English Dictionary. Retrieved October 11, 2021 from Cambridge Dictionary   English Dictionary, Translations &amp; Thesaurus website</li> <li>● Bystanders to Bullying   StopBullying.gov Retrieved October 11, 2021 from stopbullying.gov website</li> <li>● BULLY   meaning in the Cambridge English Dictionary Retrieved October 11, 2021 from Cambridge Dictionary   English Dictionary, Translations &amp; Thesaurus website</li> <li>● OUTSIDER   meaning in the Cambridge English Dictionary Retrieved October 11, 2021 from Cambridge Dictionary   English Dictionary, Translations &amp; Thesaurus website</li> <li>● DEFENDER   meaning in the Cambridge English Dictionary Retrieved October 11, 2021 from Cambridge Dictionary   English Dictionary, Translations &amp; Thesaurus website</li> <li>● <sup>6</sup> ASSISTANT   meaning in the Cambridge English Dictionary Retrieved October 11, 2021 from Cambridge Dictionary   English Dictionary, Translations &amp; Thesaurus website</li> <li>● Bystander effect - Diffusion of responsibility   Britannica Retrieved October 11, 2021 from Cambridge Dictionary   English Dictionary, Translations &amp; Thesaurus website</li> <li>● Harwood, R., Miller, S. A., Vasta, R., "Relațiile dintre copii. Acceptarea de către alți copii - Cercetare și societate: <i>Hărțuirea și victimizarea la școală</i>", în <i>Psihologia copilului</i>, Editura Polirom, 2010, Iași</li> <li>● "How to Intervene to Stop Bullying" Retrieved April 20, 2021 from truesport.org Website How to Intervene to Stop Bullying (truesport.org)</li> <li>● "Bystanders are Essential to Bullying Prevention and Intervention". Retrieved April 20, 2021 from stopbullying.gov website: Bystanders are Essential to Bullying Prevention and Intervention (stopbullying.gov)</li> <li>● www.pexels.com</li> </ul>



<b>Description of content</b>	From bystander to helper
<b>Learning outcomes</b>	<b>Knowledge:</b> Name bullying reactions of bystanders when witnessing a bullying situation <b>Skill:</b> Assess the degree of the helpfulness of specific reactions of bystanders to bullying situations <b>Competence:</b> Choose the most appropriate reactions in bullying situations
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>● Life size bystander made of cardboard</li><li>● Wattle baskets</li><li>● White balls</li><li>● Post-its</li><li>● Flipchart</li><li>● Markers</li></ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>The way bystanders react to a bullying situation is very important because they can either encourage or inhibit the aggressor's/ aggressors' behaviour. Bystanders who take no action encourage the bullying behaviour to continue. Bystanders need to know which actions useful and which actions are not useful when witnessing bullying and that they must act immediately by reporting, discouraging, or intervening in a safe way.</p> <p>It seems that their very passive presence (of the <b>bystanders</b>) encourages the bullying act, as well as its author, the aggressor. He often feels and plays the role of the star, in the centre of attention, and attention that he often seeks, but that he does not get otherwise or does not find elsewhere. He is followed, encouraged, sometimes even acclaimed, and applauded, receiving exactly the kind of response he is looking for and needs to continue his harassment.</p> <p>Many times, the aggressor takes advantage and sees in the group, in the passive reactions of the bystanders, the perfect opportunity to display his "strength", "authority", "courage", boldness and audacity. In this way, the passive presence of the spectators gives him courage and impetus to continue the harassment and humiliation of the victim. Imagine an actor or singer performing in a huge, crowded hall that at some point begins to empty, or that instead of applause gives the person on stage boos and apostrophes for the way he performs. Could he continue his show?</p>



Sometimes the secret or key to stopping harassment, even before it begins, is group cohesion and solidarity against harassment. These must be reflected in the attitude and behaviour of the spectators and must be manifested whenever the children become spectators of acts of intimidation and aggression. As it has been found in many cases, children who attend, the bystanders, do not know how to intervene in favour of the victim, although they would like to do so. It is important to talk to children about what they can do when they see that harassment is taking place at school. Then, give them some ideas on how the child can respond to aggression. Not only does an appropriate response to aggression help the victim, but it also helps the child to avoid the negative effects of witnessing a bullying incident. Here are some useful tips for teachers, parents, and children, in fact, 7 concrete tips to respond appropriately to bullying situations:

1. Avoid joining the aggressor, the act of harassment or laughing at the victim or the situation. Sometimes children will be noisy, happy, laughing when aggression occurs. Even a nervous laugh gives the aggressor an answer he is looking for. Explain to the children that you expect them not to join the aggression. Even if they don't feel brave enough to do something at that moment, they can at least avoid giving in to peer pressure and laughing with others.
2. Get out of the place of aggression. Sometimes aggressors simply seek attention. And if they don't have an audience, they'll stop. Tell the children that sometimes all it takes to help a victim is to get away from the incident or ignore the abuser. However, remind the child to report an adult's aggression so that it does not happen again.
3. Tell the aggressor to stop. Usually, if an aggressor does not receive positive attention from the crowd, he will stop what he is doing. It only takes one or two people to show disapproval, and the aggression will stop. Tell children to use this method only if they feel safe. If the aggressor poses a physical threat, another option may be to seek help.
4. Announce and ask for help from an adult. Encourage your child to calmly walk away from an incident of aggression and seek help. This should be done discreetly to keep the child out of danger. If the aggression is not reported, it will continue. Moreover, if the child witnesses the aggression and is willing to tell someone what he saw, this helps the victim a lot.
5. Use a mobile phone to call or send text messages for help. If your child has a cell phone, tell them that they can call or text an adult at any time and ask for help. In doing so, the child avoids saying anything directly to the abuser but offers a way to help the victim.

Ask for solidarity from the other bystanders. Sometimes it is safer and more effective if a group of children face the aggressor. In fact, research shows that



	<p>when colleagues intervene in an aggression incident, the aggression stops almost 60% of the time. Remind the children that there is power in numbers and encourage them to gather their friends to end the aggression at school.</p>
<p><b>Type of activity and brief description of the activity</b></p>	<p>Whole class</p> <p>This exercise gives trainees the opportunity to evaluate different reactions that bystanders usually must bully situations. The goal of this activity is to make participants aware of the most appropriate reactions of bystanders to bullying situations.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Ask trainees to volunteer for playing a game. The number of participants to come in front of the group should be equal to the number of post-its on the cardboard bystander resulting from the previous activity.</li> <li>2. Have each volunteer pick one post-it and stick it to his/her chest.</li> <li>3. Ask volunteers to sit in a line, facing the rest of the group.</li> <li>4. Give each volunteer one empty basket to hold in their hands.</li> <li>5. Give one bag with white balls to each trainee sitting on a chair.</li> <li>6. Have each volunteer take one step in front and say: "When I witness a bullying situation I ..... (Fill in the sentence with what is written on his/ her post-it).</li> <li>7. When one volunteer takes a step-in front of the rest and tells his/ her sentence, each participant who is holding a bag with balls will place a number of balls in the basket of the volunteer: 0- if that behaviour makes the situation worse, 1- if that behaviour can sometimes be helpful and 2- if that behaviour is very helpful.</li> <li>8. Have each volunteer count and say aloud the number of balls in their baskets.</li> <li>9. Tell volunteers to rearrange themselves in descending order, from the one that has the biggest number of balls to the one that has the smallest number of balls.</li> <li>10. After they rearrange, tell them to read, in the new order, the behaviours on their post-it's while you write them on the flipchart.</li> <li>11. At the end, all trainees can see on the flipchart a hierarchy of bystanders' reactions to bullying situations, from the most helpful ones to the ones that can do harm.</li> </ol>



<b>Duration</b>	<i>40 minutes</i>
<b>Keywords</b>	<i>Behaviour, Helper, Bystander to bullying, Group cohesion.</i>
<b>Assessment method</b>	<p>Four corners</p> <p>Get trainees familiar with 2 bullying stories. For each story tell trainees to focus on bystander/ bystanders' reactions and to go to a specific corner of the classroom, taking into consideration if they: totally agree with the behaviour (corner 1), somehow agree with the behaviour (corner 2), somehow disagree with the behaviour (corner 3) and totally disagree with the behaviour (corner 4). Repeat for all three stories.</p> <p>For each story, each trainee will say one reason for choosing that corner. (Bullying Story 1, Bullying Story 2)</p>
<b>Sources / further reading/resources</b>	<ul style="list-style-type: none"><li>● BEHAVIOUR   Meaning &amp; Definition for UK English   Lexico.com Retrieved October 11, 2021 from Definitions, Meanings, &amp; Spanish Translations   Lexico.com website</li><li>● HELPER   Meaning &amp; Definition for UK English   Lexico.com Retrieved October 11, 2021 from Definitions, Meanings, &amp; Spanish Translations   Lexico.com website</li><li>● Bystanders to Bullying   StopBullying.gov Retrieved October 11, 2021 from StopBullying.gov website</li><li>● group cohesion – APA Dictionary of Psychology Retrieved October 11, 2021 from APA Dictionary of Psychology website</li><li>● 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)</li><li>● Padgett, S. and Notar, C. "Bystanders are the Key to Stopping Bullying", Retrieved July 1, 2021 from Universal Journal of Educational Research, Website: EJ1053992.pdf (ed.gov)</li><li>● Who is involved?   Bullying Free NZ</li><li>● Harwood, R., Miller, S. A., Vasta, R., "Relațiile dintre copii. Acceptarea de către alți copii - Cercetare și societate: <i>Hărțuirea și victimizarea la școală</i>", în <i>Psihologia copilului</i>, Editura Polirom, 2010, Iași</li></ul>



## **BULLYING STORY 1**

Mark is in the seventh grade. Some of his colleagues always pick up on him. During a break today one colleague took his pen and ran with it in the bathroom while calling Mark names. Mark was very sad. Tom saw the whole scene; he was sad for Mark but decided to go on with reading his book.

## **BULLYING STORY 2**

Lisa is 10 years old. When she goes to the park in front of her house and wants to play with other kids, there are almost always John and Victor there who are telling the other kids not to play with Lisa because she is very fat. Today John and Victor saw Lisa and told her to go home because there is no room for her in the park. Another kid's sister went to Lisa and said: "Come on! Play with me!"



<b>Description of content</b>	<i>Helpers' qualities and understanding</i>
<b>Learning outcomes</b>	<b>Knowledge:</b> Identify helpers' qualities and understanding <b>Skill:</b> Describe helpers' profile <b>Competence:</b> Solve positively a bullying situation
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>● Sheets of paper - A3</li><li>● Crayons</li><li>● Markers</li><li>● Pens</li></ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>We have already established that one of the roles or positions through which the bystanders relate to the bullying situation is that of the defenders. As it was found during the manifestation of many episodes of bullying with bystanders, some of them feel the need to act, to intervene in favour of the victim and in its defence. Why, unlike other bystanders, do they intervene in defence of the victim and stop the act of harassment? What motivates these people to adopt such an attitude? What are the qualities of these people? How do they differ from other bystanders? We could deduce that these people have some qualities and personality traits, such as empathy, calm, tolerance, honesty, responsibility, self-confidence, warmth, attitude without judgment, flexibility, openness, etc. which helps them to intervene effectively in a case of bullying.</p> <p>It seems that in the case of defending bystanders we are dealing primarily with a high level of empathy that helps the viewer to understand and be aware of the victim's suffering, his negative feelings, the gravity of the act of bullying, the humiliation to which the victim is subjected and the injustice that it is brought to him/her. Thus, empathy, a sense of justice, altruism, warmth, openness, tolerance and respect for people and their needs could be essential qualities with key roles in the intervention of spectators in bullying situations.</p> <p>Empathy, as a complex socio-emotional ability to understand what others feel and why they feel so in each situation and how their actions can impact</p>





others, is a gradual process shaped by both genetic factors and temperament (the innate part of personality), as well as environmental factors, experiences and how much empathy is exercised. In this regard, it is important to provide children with opportunities, at school and in the family, through which to exercise their empathy, emotional and social skills, the positive personality traits mentioned above.

It is known that empathy helps children, and later as adults, to cope better in social situations, to adapt better to different life situations, including bullying.

The problem that arises in bullying situations is that in many cases the bystanders, although they will feel the need to intervene to help the victim when the bystander effect does not appear (spreading responsibility to others and waiting for others to intervene), they do not know how to do it. Therefore, the school together with the family must help the children in:

- Formation and development of prosocial behaviours and awareness of their importance for the well-being and proper functioning of a society, group or community (solidarity, support, help, passing intervention, altruism, friendship, cooperation, charity, sacrifice, sympathy, trust, etc.);
- Education, stimulation, and development of empathy. Often children do not understand the severity, connotations, suffering and negative emotional implications of the direct victim of harassment and even their viewers. They often give the harassing situation a funny connotation, unable to transpose themselves in the place of the victim and understand her suffering. An adult sadly remembers several episodes of humiliating bullying to which some of his classmates were subjected by other children, without him intervening, and even having more fun due to the suffering of harassed colleagues. "I don't know how I could look, accept, or even have fun because of the suffering and humiliation of my colleagues. Today, it seems unimaginable to me!"
- Exercising, stimulating, and developing emotional and social skills in schools and families. As shown above, some children do not understand or do not know how to respond, or how to intervene in a bullying situation. To a large extent, teachers, schools, and families play a very important role in helping children to understand their roles in situations of aggression. Social learning, by providing models, both in school and in the family, by the way, the school, teachers and the family position and approach harassment can send many uplifting messages to students, can open perspectives and ways to change the understanding of the phenomenon of bullying, of the attitude



towards it, of the awareness of its harmful effects. Behaviours and attitudes in school, those of teachers towards students, but also towards their fellow teachers can be edifying for those who observe, students and teachers alike. Also, the family, parents should be advised on behaviour, language, and attitudes in the presence of children. Harassment, teasing, gossip, criticism, defamation, verbal and behavioural violence, false, hypocritical, and harmful attitudes are often learned from the family. In fact, it is always true in education that changing the behaviours and attitudes of our children must begin with our change, of adults - teachers and parents.

A bystander who becomes a helper usually understands that:

- One must take bullying seriously.
- You must treat others with respect and kindness.
- All people are equal.
- It is important to act when you see that someone is a target of bullying.
- Not taking any action when witnessing bullying means that you agree with what is happening.
- You can always turn to a trusted adult for help.
- If you wait for somebody else to act, this might not happen.

**Duration** *35 minutes*

**Type of activity and brief description of the activity**

Whole class

This exercise explores the helping behaviour of bystanders and which qualities and understanding one needs to become a helper.

Exercise:

1. Tell trainees that you will together create a bullying story in which the bystander/ bystanders act in a desirable way. The behaviour of the bystander/ bystanders should be chosen from the helpful reactions identified in the previous activity.

2. Start with a sentence and have trainees continue the story by adding one



	<p>sentence each.</p> <ol style="list-style-type: none"> <li>3. Have the discussion focused on the bystander's/ bystanders' intervention and the way that behaviour can turn a bystander into a helper.</li> <li>4. Discuss with trainees about qualities and personality traits of a helper and what school and families should teach a child for him/ her to have a helping attitude when witnessing bullying.</li> <li>4. Divide the group into two groups.</li> <li>5. Give each group a piece of paper (A3).</li> <li>6. The first group will write a short composition or make a drawing regarding the <b>qualities</b> that one needs to be a helper when witnessing a bullying scene. Participants should think about what a teenager would learn from that drawing or composition.</li> <li>7. The second group will write a short composition or make a drawing regarding the things one should <b>understand</b> to be a helper when witnessing a bullying scene. Participants should think about what a teenager would learn from that drawing or composition.</li> <li>8. Have one representative from each group present the group's work.</li> <li>9. Have trainees ask the other group questions and draw conclusions regarding helper's qualities and understanding.</li> </ol>
<p><b>Keywords</b></p>	<p>Bystander to bullying, Helper, Empathy, Prosocial, Social skills</p>
<p><b>Assessment method</b></p>	<p>Reflection questions</p> <ol style="list-style-type: none"> <li>1. How can teachers help teenagers develop the necessary qualities and understanding for acting properly when witnessing bullying?</li> </ol> <p>How can families help teenagers develop the necessary qualities and understanding for acting properly when witnessing bullying?</p>
<p><b>Sources / further reading/ resources</b></p>	<ul style="list-style-type: none"> <li>● Bystanders to Bullying   StopBullying.gov Retrieved October 11, 2021 from stopbullying.gov website</li> <li>● HELPER   Meaning &amp; Definition for UK English   Lexico.com Retrieved October 11, 2021 from Definitions, Meanings, &amp; Spanish Translations   Lexico.com website</li> </ul>



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## Unit 8: Forms and methods of intervention and mediation for teachers in bullying cases

<b>Description of content</b>	Intervention phases in a bullying situation
<b>Learning outcomes</b>	<p><b>Knowledge:</b> List the intervention phases in a bullying situation.</p> <p><b>Skill:</b> Describe the Intervention phases in a bullying situation.</p> <p><b>Competence:</b> Create appropriate intervention scenarios for each intervention phase in a different bullying situation.</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Flipchart</li> <li>● Coloured post-its</li> <li>● Pens</li> <li>● Markers</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>The recommendation for teachers of the Centre for Children and Families in the Justice System of the London Family Court Clinic is to have an intervention based on the following phases when dealing with a bullying situation at school:</p> <ol style="list-style-type: none"> <li>1. Stop the bullying immediately.</li> <li>2. Discuss with the aggressor and the victim separately and try to understand what is happened, what are their needs etc. If there is more than one aggressor, talk to each separately. Is possible that aggressors will deny or minimize their actions.</li> <li>3. When discussing with the aggressor, focus on reiterating what behaviour is expected in the classroom, by reminding them with calm about school and classroom rules. Discuss sanctions that will be imposed for future bullying behaviour.</li> <li>4. The victim needs to be reassured that they will do everything possible to prevent a recurrence.</li> <li>5. Have a discussion in the classroom with other students and make them aware of the consequences of bullying behaviour. Reiterate the school's policy of zero tolerance toward bullying.</li> <li>6. Discuss with the parents of the victim and of the aggressor, as soon as possible. If possible, involve the parents in designing a plan of action.</li> <li>7. Continue to monitor the behaviour of the bully and the safety of the victim.</li> </ol>



	<p>8. Discuss with counsellors, administrators, teachers, and staff members about the problem and to get a better understanding of it.</p> <p>9. If the situation doesn't change, remove the bully -- not the victim -- from the classroom.</p>
<b>Duration</b>	<i>20 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p><i>JIGSAW method</i></p> <p><i>This exercise is focused on the main phases of intervention in case of bullying and offer the teachers recommendation on how to react and the appropriate actions for solving the problem effectively.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Divide the group into four small groups (4-5 people max).</li> <li>2. Appoint one participant from each group as the leader.</li> <li>3. Tell the participants that the first phase of an intervention in a bullying case is to stop it immediately.</li> <li>4. Announce that each group will present two phases of bullying intervention. Give each group one flipchart with two different intervention phases (Group 1 – Phases 2&amp;3, Group 2 – Phases 4&amp;5, Group 3 – Phases 6&amp;7, Group 4 – Phases 8&amp;9).</li> <li>5. Give each group coloured post-its and ask them to write for each phase they have two short scenarios (dialogue, reactions, ideas).</li> <li>6. Let the group discuss and familiarize themselves with the phases and create their short scenarios for 5 minutes.</li> <li>7. Each leader of the groups will present to others the intervention phases and their examples of scenarios (10 minutes).</li> <li>8. Encourage the participants to ask questions for clarification or to discuss what they consider important (3 minutes).</li> <li>9. Give the participants a short quiz to answer (2 minutes).</li> </ol>
<b>Keywords</b>	<i>Aggressor, victim, intervention, discussion, prevention</i>
<b>Assessment method</b>	Short quiz, Discussion
<b>Sources / further reading/resources</b>	<a href="https://www.educationworld.com/a_issues/issues/issues103.shtml">https://www.educationworld.com/a_issues/issues/issues103.shtml</a>



<b>Description of content</b>	<b>Assertive and non-violent communication of students in relation to each other for bullying prevention</b>
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Apply assertive and non-violent communication of students in relation to each other.</p> <p><b>Skill:</b> Evaluate assertive and non-violent communication of students in relation to each other.</p> <p><b>Competence:</b> Guide assertive and non-violent communication of students in relation to each other.</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● Photos</li> <li>● Recording equipment</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Collaborative activities as photo-voice projects or role-playing related to the topic of bullying can contribute to its prevention. In addition, teaching students how to communicate effectively by using assertive and non-violent communication in relation to each other will diminish the possibility of bullying.</p> <p>Teachers can explain the characteristics of non-violent communication (see previous activities), as well as the “I” statement technique of assertive communication. It is also important for them to remember that assertiveness means also:</p> <ol style="list-style-type: none"> <li>1. To say “no” when they want to say “no”, in a nice way: For example, when colleagues make an invitation and they want to refuse they can say “No, thank you” or “Thanks for asking me, but I’m not interested.”</li> <li>2. To set boundaries and say when they are uncomfortable to do something.</li> <li>3. To clearly express their needs.</li> <li>4. To not tolerate an aggressive answer and try to calmly close the conversation. They can say: “I think I communicated my thoughts clearly, so there’s not much more to talk about.”</li> <li>5. To ask some thinking time when they do not know what to answer. An example of how to say this is: “I’m not sure how to answer that right now. Can I get back to you later?”</li> </ol>
<b>Duration</b>	<i>30 minutes</i>
<b>Type of activity and brief description of the activity</b>	<p><i>Photo-voice method</i></p> <p><i>Group discussion</i></p> <p><i>This exercise will introduce the method of photo-voice that can be used to teach students how to communicate effectively and use assertive and non-violent communication in relation with each other, preventing, thus, conflicts, and bullying.</i></p>



*Before this activity, teachers can discuss with students the principles and characteristics of assertive and non-violent communication and how they can do this.*

Exercise:

1. Split the group into three small groups (5-6 participants).
2. Each group should take 3 photos to illustrate the concept of “bullying” and its aspects. They can take photos of objects, people, or anything they consider relevant for different aspects related to bullying. After that, for each photo, they must record a short text explaining what it represents (10 minutes).
3. Each group will present their photo-voice project for 5 minutes. (15 minutes)
4. Encourage discussions related to photos, using the principles and characteristics of assertive and non-violent communication: what are their experiences? How do they feel? What solutions do they see in different contexts? Etc. Emphasize that they can use this activity with students to teach them to use assertive and non-violent communication in relation to each other (5 minutes).

**Keywords**

*Assertive communication, non-violent communication, photo-voice, bullying prevention*

**Assessment method**

Group project  
Discussion

**Sources / further reading/ resources**

<https://www.edutopia.org/article/modeling-assertiveness-students>





## Unit 9: Forms and methods of intervention and mediation for teachers in bullying cases

<b>Description of content</b>	Types of conflicts among class students: task conflicts, relationship conflicts, value conflicts.
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Describe the types of conflicts among class students.</p> <p><b>Skill:</b> Identify the type of conflict among class students.</p> <p><b>Competence:</b> Deal with different types of conflicts among class students.</p>
<b>Materials and equipment</b>	<p>Please indicate which material will be used</p> <ul style="list-style-type: none"> <li>• Recording equipment</li> <li>• Flipchart paper</li> <li>• Recycling materials for collage (old magazines, textile materials, plastic materials, etc), Scissors</li> <li>• Glue</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Conflicts in classroom can escalate in bullying, thus is important to know possible reasons of its appearance and how it can be managed.</p> <p>Types of conflict in classroom:</p> <p>1. Task conflicts are disagreements based on different perspectives related to the content and/or outcomes of a task, task assignments, procedures, way of working, resources needed, task expectations and interpretation of facts.</p> <p>Example: When students have a team project and one of the students is more careful and eager than other to do the tasks. The first student might be dissatisfied at one point by the behaviour of the other.</p> <p>To solve this type a conflict, it is important for the teacher to discover what happened, to listen both parts and to ask them to find solution in a collaborative way. By developing solutions together, they are more likely to abide by the agreement and get along better in the future.</p> <p>2. Relationship conflicts derive from differences related to personal characteristics and styles, personality traits and attitudes, ways of thinking, behaviours and perspectives. It is the most common type of conflict. Some common behaviour for this type of conflict in classroom are: ignoring or interrupting others, making disparaging remarks about colleagues, undermining colleagues, insulting and yelling at others etc.</p> <p>Example: One student is insulting other at the history class. Task conflict can be a catalyst for a relationship conflict.</p>



	<p>To solve the relationship conflict, teacher can focus on listening both points of views, asking the parties to be empathic and interested to understand each other. Teacher may also explore and emphasize common aspects of both persons (characteristics, hobbies, strengths, preferences etc.).</p> <p>3. Value conflicts reside in different opinions in politics, religion, education, ethics, and other deeply beliefs and world views. This type of conflict occurs more often in older students than in younger children.</p> <p>Example: Two students have a fight because one of them copied from the other during a test.</p> <p>The differences that led to the conflict are belief-based and not fact-based, thus convincing the parties with logical arguments and facts may work in some cases but it is not the most effective strategy. For solving a value conflict as teacher you can appeal to respect, empathy, tolerance and to teach the students to be flexible and accept different opinions and views. The teacher can use storytelling to build empathy.</p>
<b>Duration</b>	40 minutes
<b>Description of the activity</b>	<p>Storytelling Graphic representation by collage method This exercise will provoke the participants to develop stories in order to describe and differentiate the types of conflicts in classroom. They will also improve their creativity by representing these stories through collage method.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Shortly present the three types of conflicts and ask participants for examples from their experience with students (5 minutes).</li> <li>2. Split the group in three smaller groups (5-6 participants).</li> <li>3. Each group will be given a type of conflict. The members of each group have to think of a short story (2-3 minutes) related to the type of conflict and representing it by collage method the way they want (10 minutes). If they want they can use the equipment to record the story. In the story, they have to focus on the characteristics of each type of conflict, as well as strategies to be solved.</li> <li>4. Each group will present their representation and story in 5 minutes (15 minutes).</li> <li>5. Final discussions to emphasize the conclusions (5 minutes).</li> <li>6. Participants will be asked to fill out the short quiz (5 minutes).</li> </ol>
<b>Keywords</b>	relationship, task, values, conflict, storytelling, collage method
<b>Assessment method</b>	Short quiz Discussion
<b>Sources / further reading / resources</b>	<a href="https://www.pon.harvard.edu/daily/conflict-resolution/types-conflict/">https://www.pon.harvard.edu/daily/conflict-resolution/types-conflict/</a> <a href="https://www.vantageleadership.com/our-blog/not-all-conflicts-are-equal-3-types-of-conflict/">https://www.vantageleadership.com/our-blog/not-all-conflicts-are-equal-3-types-of-conflict/</a>



## Short quiz:

1. Please give one example of a situation to illustrate the task conflict in classroom:
2. When students ignore one of their colleagues because he is poor it is a:
  - a) task conflict
  - b) value conflict
  - c) relationship conflict.
3. Please give two examples of your intervention when two students understood differently the task they have to do and they start a fight:
4. Please give one example from your experience that illustrates relationship conflict:

<b>Description of content</b>	<b>Assertive and non-violent communication characteristics in a bullying context</b>																	
<b>Learning outcomes</b>	<p><b>Knowledge:</b> List assertive and non-violent communication characteristics in a bullying context.</p> <p><b>Skill:</b> Describe assertive and non-violent communication characteristics in a bullying context.</p> <p><b>Competence:</b> Provide assertive and non-violent communication in a bullying context.</p>																	
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>• Recording equipment</li> </ul>																	
<b>Setting</b>	<i>Face to face with a trainer</i>																	
<b>Theoretical lessons</b>	<p>Being assertive means to consider your needs, feelings and rights, as well as those of others, and expressing what you want in a calm and clear way, without being aggressive or passive.</p> <p>To understand better, here are the characteristics of the three behaviours:</p> <table border="1"> <thead> <tr> <th><b>Passive</b></th> <th><b>Assertive</b></th> <th><b>Aggressive</b></th> </tr> </thead> <tbody> <tr> <td>Thinking your needs don't matter at all</td> <td>Recognising that your needs matter as much as anyone else</td> <td>Thinking that only your needs matter</td> </tr> <tr> <td>Give in</td> <td>Compromise</td> <td>Take</td> </tr> <tr> <td>Not talking, not being heard</td> <td>Talking and listening</td> <td>Talking over people</td> </tr> <tr> <td>Trying to keep the peace</td> <td>Making sure things are fair – for you and others</td> <td>Looking out for yourself</td> </tr> </tbody> </table>			<b>Passive</b>	<b>Assertive</b>	<b>Aggressive</b>	Thinking your needs don't matter at all	Recognising that your needs matter as much as anyone else	Thinking that only your needs matter	Give in	Compromise	Take	Not talking, not being heard	Talking and listening	Talking over people	Trying to keep the peace	Making sure things are fair – for you and others	Looking out for yourself
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Trying to keep the peace	Making sure things are fair – for you and others	Looking out for yourself																



Allowing yourself to be bullied	Standing up for yourself	Bullying others
Not saying what you think, or not saying anything	Express your point clearly and confidently	Can lead to shouting, aggression, or violence
Damages relationships – other people respect you less	Enhances relationships – other people know where they stand	Damages relationships – other people don't like aggression
Damages your self-esteem	Builds your self-esteem	Damages your self-esteem

\*Table retrieved from *Psychology Tools*

As teacher, it is important to use assertive communication in a bullying context, to understand what happened, as well as to emphasize that you don't tolerate it without insulting or harming the aggressive student.

Other principles and characteristics of assertive communication are:

1. Have direct eye contact with other.
2. Use a confident body posture, but showing your willingness to listen.
3. Use a calm, but strong tone of voice. However, try not to raise too much your voice to not be perceived as aggressive.
4. Use a non-blaming, non-threatening and positive language. Use positive request, than negative ones.
5. Express your opinions and request in a clear way.

One assertive communication technique is using "I" statements:

1. It is important to refer to the facts and not on your judgments about situation (similar as in non-violent communication).
2. Talk about your feelings, behaviours or results.
3. Do a request, not a demand.

"When you [their behaviour], then [results of their behaviour], and I feel [how you feel]. Please [what you want them to do]"

Example: When you yell at your colleagues, you break the class rules, and I feel angry. I'd like it if you'd stop that.

<b>Duration</b>	20 minutes
<b>Description of the activity</b>	<p>Role play</p> <p>Through this exercise, the participants will understand the principles and characteristics of assertive and non-violent communication by playing the roles of teacher, student (aggressor or victim) and observer in a bullying context.</p> <p>Exercise:</p>



	<ol style="list-style-type: none"> <li>1. Shortly present the characteristics of assertive and non-violent communication (see also Unit 8) and how to use it in a bullying context (5 minutes).</li> <li>2. Split the group in small groups of three participants: one will be observer and the other two will play the role of teacher and student (aggressor or victim) in a bullying case established together with participants. The teacher character has to apply the principles and characteristics of assertive and non-violent communication in dialogue.</li> <li>3. Let the participants to play their roles. Then, they will change roles, so that each of them plays each role at their turn (9 minutes).</li> <li>4. Final discussions will be focused on asking the participants how they felt, what they observed, what they liked and didn't like, how difficult or easy was to apply the principles and characteristics of assertive and non-violent communication, the way they can use them better, in what extent they consider they can apply these principles in bullying cases etc. (6 minutes).</li> </ol>
<b>Keywords</b>	Assertive communication, I statement, passive behaviour, aggressive behaviour, assertive behaviour
<b>Assessment method</b>	Self-assessment Peer assessment
<b>Sources / further reading / resources</b>	<a href="https://www.psychologytools.com/resource/assertive-communication/">https://www.psychologytools.com/resource/assertive-communication/</a> <a href="https://positivepsychology.com/assertive-communication/">https://positivepsychology.com/assertive-communication/</a>

<b>Description of content</b>	<b>Assertive and non-violent communication of teachers in relation to the class where a bullying case happened</b>
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Apply assertive and non-violent communication of teachers in relation to the class where a bullying case happened.</p> <p><b>Skill:</b> Evaluate assertive and non-violent communication of teachers in relation to the class where a bullying case happened.</p> <p><b>Competence:</b> Collaborate with the class using assertive and non-violent communication after a bullying situation.</p>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Recording equipment</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>



<p><b>Theoretical lessons</b></p>	<p>To enhance understanding when a bullying case happened and to encourage dialogue and discussions, it is important to ask open questions and to active listening the students.</p> <p>Open questions invite students to dialogue, to share facts, feelings and thoughts. These are questions whose answers are not limited to a word, “yes” or “no”. They usually start with: how, who, what, why, where etc. or you can use “describe” or “tell me”.</p> <p>Use these questions to find out more and to encourage the dialogue, than to blame or criticize the aggressor.</p> <p>Examples: What do you think about this? Where is happened this event? Why you did not react?</p> <p>Through active listening, you can understand better what is being said, because you offer your full attention to the person speaking. One of the principles of active listening is to be neutral, non-judgemental, and open to find out more. Other principles are:</p> <ul style="list-style-type: none"> <li>- To be patient while listening, and to not interrupt the speaker.</li> <li>- To make eye contact with the speaker and let your body language to show willingness to find out more.</li> <li>- To show that you are interested by asking open questions to clarify everything you need.</li> <li>- To avoid changing the subject in abrupt way.</li> <li>- To paraphrase what has been said, without unsolicited advice or opinions: “If I understand correctly, what you are saying is....”</li> </ul>
<p><b>Duration</b></p>	<p>30 minutes</p>
<p><b>Description of the activity</b></p>	<p>Active listening and communication game</p> <p>This exercise focus on using active listening and asking questions skills in order to understand better a bullying situation.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Shortly present the theoretical part about active listening and open questions (5 minutes).</li> <li>2. Ask for one volunteer to be the teacher in an active listening and communication game.</li> <li>3. Three volunteers will also be the victim, the aggressor and the bystander. Other participants will be the students from the class. Please give them the handouts to read the bullying story and to prepare their characters (5 minutes).</li> <li>4. Meanwhile, invite the teacher out of the room and give him instructions for the game: You are a teacher and a bullying case happened. You know the victim, the aggressors and some of bystanders, but you don’t know the details. Your goal is to find the details and understand what happened by using active listening and asking open questions and assertive and non-violent communication. You can talk with the victim,</li> </ol>



	<p>the aggressor and/ or the bystander separately, but it is also important to have a discussion in the classroom.</p> <ol style="list-style-type: none"><li>5. Begin the game, and let the teacher to discover the details of the story (10 minutes).</li><li>6. Discuss with participants and ask them how they felt, what would they do different as teachers, what other strategies they can use, how do they usually react on similar situations, how will they use active listening and open questions from now on? (10 minutes).</li></ol>
<b>Keywords</b>	Active listening, open questions, willingness, paraphrase, dialogue
<b>Assessment method</b>	Self-evaluation Reflection questions
<b>Sources / further reading / resources</b>	<a href="https://www.mindtools.com/pages/article/newTMC_88.htm">https://www.mindtools.com/pages/article/newTMC_88.htm</a> <a href="https://www.verywellmind.com/what-is-active-listening-3024343">https://www.verywellmind.com/what-is-active-listening-3024343</a> <a href="https://www.mindtools.com/CommSkill/ActiveListening.htm">https://www.mindtools.com/CommSkill/ActiveListening.htm</a> <a href="https://www.noplace4hate.org/real-bullying-stories/">https://www.noplace4hate.org/real-bullying-stories/</a>



## Unit 10: Cyberbullying, a common and frequent form of aggression and harassment among students

<b>Description of content</b>	Definition of cyberbullying
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Identify what is cyberbullying</p> <p><b>Skill:</b> Describe the framework of cyberbullying</p> <p><b>Competence:</b> Collaborate to define types of cyberbullying</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>• stickers,</li> <li>• markers,</li> <li>• flipchart</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Educators need to be able to identify cyberbullying, implement effective management strategies that align with school policies, as well as engage in proactive programming for prevention. The widespread growth of different types of online media and other Internet-based communication technologies has caused real struggles in identifying the limits for freedom of expression. The dangerous products of the current atmosphere are cyberbullying and fake news that turned the Internet into a cyber-weapon.</p> <p>Cyberbullying is the act of deliberately and repetitively harming or hurting someone through digital devices such as: mobile phones, online platforms, including social media, emails, photos, text messages, etc. Cyberbullying occurs online and the person is anonymous. Cyberbullying takes several forms and tactics; examples include communications that seek to intimidate, control, manipulate, disparage, falsely discredit, or humiliate the recipient. The actions are deliberate, frequently repeated, and constitute hostile behaviour intended to harm another. Pacer’s National Bullying Prevention Center (2019) defined cyberbullying as the use of digital technology that entails transmitting data that resembles harassment, harmful rumours, posts of personal information, demeaning materials, etc. Examples of digital harassment included: a post containing mean or hurtful comments or pictures, daring kids to commit suicide, or posing as someone else to extract personal information to be used against the victim.</p> <p>The “fake news” is defined as: “rumours”, “post-truths”, “lies”, etc. These “lies” are most often found on websites and distributed through social media channels, to make a profit or social influence. In order not to become a victim of cyberbullying we all need to pay attention on how we can spot fake news:</p> <ul style="list-style-type: none"> <li>• Be aware: “This can’t be true”. <ul style="list-style-type: none"> <li>If it makes you feel negative emotions the story might be exaggerated or even fake.</li> <li>Sharing might affect others (think before passing it on).</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>• Be suspicious: the most reliable information comes from trusted sources such as: .com, .co, .net, .gov. Don't trust strange looking account, unrelated or no profile picture. Don't believe it just because you heard it from someone, find the trusted source.</li> <li>• Be curious: about who the information comes from. about whether all the facts make sense. if the story is new or old. trust an adult and show them the post.</li> </ul>
<b>Duration</b>	<i>30 minutes</i>
<b>Description of the activity</b>	<p><i>Group work</i></p> <p>This exercise explores the framework of cyberbullying.</p> <p>The main goal of the exercise is to identify what is cyberbullying and how fake news can lead to cyberbullying.</p> <p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Divide the group into two groups.</li> <li>2. Each team creates two bullying scenarios of cyberbullying and fake news.</li> <li>3. Ask participants to go over the bullying scenarios and identify the framework of cyberbullying.</li> <li>4. The teacher writes on a flipchart the ideas about the cyberbullying framework.</li> <li>5. The teacher writes on a flipchart the ideas about how fake news can lead to cyberbullying.</li> <li>6. The two groups read the information written by the other group on the flipchart.</li> <li>7. If the information was written on both flipcharts, it gets a sticker.</li> <li>8. Once all agree on what the cyberbullying framework is, discuss the results.</li> </ol>
<b>Keywords</b>	<i>cyberbullying, framework of cyberbullying, fake news, aggression, harassment</i>
<b>Assessment method</b>	<p><i>Discussion</i></p> <p>Debrief the activity by discussing question such as: How did you feel about the activity? Were some of the scenes difficult to respond to? Can you relate to any of the cyberbullying scenes?</p>
<b>Sources / further reading / resources</b>	<p>Gerwig-Parker, L., Tromski-Klinshirn, D., Kolssak, R., Miller, J. (2020) "Cyberbullying and Ohio Schools: A Social Justice Framework to Understand and Create Change", Wright State University, Leadership and Research in Education: 1.The Journal of the Ohio Council of Professors of Educational Administration, Volema 5. Retrieved November 21, 2021, from the website: <a href="https://files.eric.ed.gov/fulltext/EJ1283097.pdf">https://files.eric.ed.gov/fulltext/EJ1283097.pdf</a></p>



2. Redmond, P., Lock, J., Smart, V. (2020) "Developing a cyberbullying conceptual framework for educators". Retrieved November 21 2021, from the website: <https://www.sciencedirect.com/science/article/abs/pii/S0160791X17302828>
3. "Stop and spot the fake news - fake news guide", Diana Awards. Retrieved November 21 2021, from the website: [https://assets.websitefiles.com/5e84a95e66db51c43172d808/5ec3db1c0d2f9b056c7082c8\\_TDA\\_ABRE20\\_0415\\_Fake\\_news\\_guide.pdf](https://assets.websitefiles.com/5e84a95e66db51c43172d808/5ec3db1c0d2f9b056c7082c8_TDA_ABRE20_0415_Fake_news_guide.pdf)
4. "How to spot and stop fake news". Retrieved November 21 2021, from the website: <https://www.antibullyingpro.com/resources/how-to-spot-and-stop-fake-news>

**Description  
of content**

**Root causes of cyberbullying**



<b>Learning outcomes</b>	<p><b>Knowledge:</b> Identify causes of cyberbullying</p> <p><b>Skill:</b> Explain the causes of cyberbullying</p> <p><b>Competence:</b> Be responsible for your attitude to cyberbullying</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>• stickers,</li> <li>• markers,</li> <li>• flipchart</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Causes of cyberbullying:</p> <ul style="list-style-type: none"> <li>• The internet is a wide and free space.</li> <li>• Social relationships seem to be established more easily.</li> <li>• The identity of the bully is often anonymous.</li> <li>• Feeling powerless in their own lives.</li> <li>• The bully is someone else’s victim of bullying.</li> <li>• Jealousy or frustration.</li> <li>• Lack of understanding and empathy.</li> <li>• Looking for attention.</li> <li>• Bullying behaviour gets rewarded.</li> <li>• Inability to regulate emotions.</li> <li>• Revenge on other peers.</li> <li>• For entertainment purposes.</li> </ul> <p>“Low academic self-concept, negative emotional relationship with parents, problematic school-related behaviour, internet- related dissocial behaviour, anger, frustration, social rejection, “revenge of the Nerd” syndrome in combination with... • a) ...the immature ego of the child and the multiple technological devices of communication (webcams, mms, e-games e. t. c.) • ...b) the anonymity the Net offers (e. g. creation of multiple false identities and accounts)”.</p>
<b>Duration</b>	<i>30 minutes</i>
<b>Description of the activity</b>	<p><i>Group work: Role play - into my shoes</i></p> <p>Players physically perform their characters' actions. Each of the other players takes on the role of a single character.</p> <ul style="list-style-type: none"> <li>• The players are divided into groups of 4-6 and one facilitator.</li> <li>• The facilitator explains the rules of the game.</li> <li>• The participants are free to choose a character that interests them (the victim, the bully/cyberbully, the bystander, the helper, the teacher, etc.).</li> <li>• The players are given time to make up their character: name, age, past, etc.</li> <li>• The players present their character at the table.</li> <li>• The facilitator sets up the first scene.</li> </ul>



	<ul style="list-style-type: none"><li>• The game continues so that everyone (if time allows) is the director of scene once.</li><li>• The game continues until the time finishes or the facilitator ends it.</li></ul>
<b>Keywords</b>	<i>cyberbullying, causes of cyberbullying, role play</i>
<b>Assessment method</b>	<i>Role play - into my shoes - discussion</i> Debrief the activity by discussing question such as: How did you feel about the activity? Name it is using one word (That word will be written on a flipchart). Were some of the scenes difficult to respond to? What are the causes of cyberbullying, in your opinion?
<b>Sources / further reading / resources</b>	“Cyberbullying infographic”. Retrieved November 21 2021, from the website: <a href="https://venngage.net/p/163264/cyber-bulling-infographic">https://venngage.net/p/163264/cyber-bulling-infographic</a> Spyropoulos, C. “Victimisation of children by cyberbullies and online groomers: minor netizens facing the Web’s reality”. Retrieved November 21 2021, from the website: <a href="https://slidetodoc.com/victimization-of-children-by-cyberbullies-and-online-groomers-2/">https://slidetodoc.com/victimization-of-children-by-cyberbullies-and-online-groomers-2/</a> Kaario, P., Vaajakallio, K., Lehtinen, V. (2009) “Someone Else's Shoes - Using Role-Playing Games in User-Centered Service Design”. Retrieved November 21 2021, from the website: <a href="https://ep.liu.se/ecp/059/010/ecp09059010.pdf">https://ep.liu.se/ecp/059/010/ecp09059010.pdf</a>



## Unit 11: Strategies and solutions to prevent bullying

<b>Description of content</b>	How to prevent bullying and the importance of taking actions
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Define practices for a common policy to prevent bullying</p> <p><b>Skill:</b> Evaluate and compare different strategies and solutions</p> <p><b>Competence:</b> Evaluate strategies and solutions</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Chairs</li> <li>• Timer</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Prevention strategies:</p> <ul style="list-style-type: none"> <li>• There isn't only one person responsible for bullying, collaboration between all parties may ensure reconciliation, improve the behavior or end the bullying.</li> <li>• Key players: parents or caregivers.</li> <li>• The clarity and consistency of school procedures and intervention make the difference.</li> <li>• Pupils must be empowered to take responsibility for changing and maintaining their behaviour and influencing the behaviours of others.</li> <li>• Early intervention at the first sign of bullying.</li> <li>• Increase active adult supervision in “hot spots” where bullying occurs.</li> <li>• Intervene immediately, consistently, equitably, and appropriately when bullying behaviour occurs.</li> </ul> <p>According to the EU Kids Online findings, most of those who bully (60%) – online or offline – have themselves been bullied by others and 40% of those who bully online have been bullied online. As bullying behaviour is a phenomenon fed by social power and underpinned by the social norm, an important part of tackling bullying will be changing the responses of bystanders. Global ratings of peer behaviours indicated that peers reinforce bullying behaviour, in some way, in 81% of bullying episodes. Moreover, 85% of children and young people will be bystanders to bullying.</p>
<b>Duration</b>	<i>50 minutes</i>
<b>Description of the activity</b>	<p>Group work</p> <p>This exercise explores the strategies and solutions to prevent bullying.</p> <p>The main goal of the exercise is to evaluate and compare different strategies and solutions to prevent bullying.</p>



	<p>Exercise:</p> <ol style="list-style-type: none"> <li>1. Divide the group into two to four groups (4-8 people max/group).</li> <li>2. Give each team one or two bullying scenarios handouts.</li> <li>3. Ask participants to go over the bullying scenarios and evaluate and compare different strategies and solutions to prevent bullying.</li> <li>4. Think about other strategies and solutions to prevent bullying.</li> <li>5. Once all agree on what the strategies and solutions to prevent bullying are, discuss the results.</li> </ol>
<p><b>Keywords</b></p>	<p><i>bullying, prevent bullying, strategies, solutions</i></p>
<p><b>Assessment method</b></p>	<p>Debate</p> <ul style="list-style-type: none"> <li>• Read the theoretical part written above about the findings of EU Kids Online.</li> <li>• Read the rules for the debate.</li> <li>• Divide into two groups.</li> <li>• Choose a judge (a neutral person who does not participate with arguments in the debate).</li> <li>• Topic: Changing the response of bystanders is an effective strategy for preventing bullying.</li> <li>• Using structured arguments build a relevant point of view on the topic, pro or against, depending on what team you are.</li> </ul> <p>The judge decides which of the teams provided more convincing arguments.</p>
<p><b>Sources / further reading / resources</b></p>	<p>Lee, C. (2004) "Preventing Bullying in Schools: A Guide for Teachers and Other Professionals", Paul Chapman Publishing, New Delhi</p> <p>"Growing debate over best way to tackle child bullying". Retrieved November 22, 2021, from the website: <a href="https://www.euronews.com/2013/12/09/growing-debate-over-best-way-to-tackle-child-bullying">https://www.euronews.com/2013/12/09/growing-debate-over-best-way-to-tackle-child-bullying</a></p> <p>"Rules for the debate". Retrieved November 22, 2021, from the website: <a href="https://www.living-democracy.com/textbooks/volume-4/students-manual-6/student-handout-35/">https://www.living-democracy.com/textbooks/volume-4/students-manual-6/student-handout-35/</a></p>



## HANDOUT 1

**Go over the bullying scenarios and evaluate and compare different strategies and solutions to prevent bullying.**

### **Bullying scenarios:**

1. Someone uploaded some indecent pictures with me to a group, but I preferred not to fight with anyone, so I didn't say a thing.
2. I am in sixth grade, and I wear glasses. A boy from my classroom always calls me names, like four eyes, alien and more, just because I'm wearing glasses. This is upsetting me because it's not my fault I have to wear glasses.
3. I have one Jamaican friend in my class. Three boys from the same class are always telling her she is black, and she should go back home, away from us. I realize they are doing a bad thing but I'm afraid to do something because those boys are very mean.
4. My daughter has recently been bullied by her so called "friends" so badly that we had to take her out of the school and enrol her in a private school which allows us to home school since it is such a distance to travel. We approached the school which did nothing. They acted concerned but did not act on the information. The bullying did not stop at school, it went on further onto Facebook. The girls thought it was funny and tried to make it look like my daughter had been saying ugly things about them. The awful part was while they were doing this, they were acting like they were her friend and staying at our house. They said they had been planning all of it.



## HANDOUT 2

### Rules for the debate

1. The first speaker for the affirmative side who is sitting next to the chairperson begins. Then, as indicated by the arrows in the diagram, the first speaker for the negative side responds. In this way, the speakers for both sides speak in turn. When the last speaker for the negative side has spoken, the second round of the debate begins, this time in reverse order.
2. After the first speaker for the affirmative side has spoken, a speaker from the negative team (but not their first speaker) has the last word.
3. The order of speakers must not be changed.
4. Each speaker has a maximum time of one minute. The chairperson checks the time carefully. He/ she gives a sign when the speaker has 10 seconds to go, and after speaking time is over, the speaker may finish his/her sentence and must then stop. Spare time may not be transferred to another speaker.
5. Interrupting a speaker is forbidden.
6. The audience must not participate in the debate.
7. After the debate, the audience has five minutes to share their impressions and opinions. Then they vote by a show of hands.
8. In the vote, yes and no votes are counted. The majority wins the vote.





<b>Description of content</b>	<b>Theoretical solutions</b>
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Match solutions to different types of bullying</p> <p><b>Skill:</b> Write about different theoretical solutions</p> <p><b>Competence:</b> be responsible for your online activity to prevent cyberbullying</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• markers</li> <li>• chairs</li> <li>• desks</li> <li>• board</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>The bullying prevention education aims to teach students the management of cognition and emotion conflicts. To prevent bullying, awareness and adult involvement are two key prerequisites. However, the awareness of bullies and victims is the challenging and important issue. Storytelling is proposed to provide assessment for bullies and victims. Storytelling is usually used in the teaching to motivate students to realize the abstract concepts through the stories. The storytelling is a good approach to situate students in specific scenario for easily providing the assessment and guidance for students to resolve the conflicts.</p> <p>“We store our life experiences, attitudes, values and beliefs in the form of stories, not in detached lists of facts and figures. Indeed, Sabrin (1986) proposes that, "human beings think, perceive, imagine and make moral choices according to narrative structure" (p. 8). Witherell and Noddings (1991)”. Stories reflect people's beliefs about the organizations within which they work.</p> <p>Boyce (1996) proposes seven reasons why shared storytelling is important in organisations and, by implication, the potential role it plays in organisational and attitudinal change. The first is that telling stories allows organisational members and clients to express experience. The second is that storytelling can confirm the shared experiences and meaning of individuals and groups within an organisation. The third and fourth suggest that stories are also devices for orienting and socialising organisational members, and, importantly, for altering or amending organisational reality. The fifth is that telling stories allows organisational purpose to be developed, sharpened, and reviewed. The sixth reason holds that storytelling can prepare groups for planning and decision-making in line with shared purpose and, finally, storytelling can play a major role in co-creating vision and strategy.</p>
<b>Duration</b>	<i>30 minutes</i>



<p><b>Description of the activity</b></p>	<ol style="list-style-type: none"> <li>1. Students create their own stories about bullying, while the researcher, although present, avoided to intervene, to guide or to lecture students to a great extent</li> <li>2. Guide your listeners to a story which has a strong moral component about bullying.</li> <li>3. Create your characters so that they struggle to achieve their goals.</li> <li>4. Have an Enemy and a Hero (Stories about bullying need a victim and a bully).</li> <li>5. Discuss the content of the stories, the plot, the characters and find solutions to different types of bullying.</li> </ol> <p>Tips: Commit yourself to the story and to your audience. Use voice modulation and dramatize. Tell your stories with gesture, body language and movement. Create mental images through descriptions made with all the senses. Use metaphors.</p>
<p><b>Keywords</b></p>	<p><i>bullying, cyberbullying, storytelling, prevent bullying</i></p>
<p><b>Assessment method</b></p>	<p><i>Self-evaluation</i></p>
<p><b>Sources / further reading / resources</b></p>	<p>Tsai, M, Tseng, S., Weng, J. (2011) "A Pilot Study of Interactive Storytelling for Bullying Prevention Education". Retrieved November 23 2021 from the website: <a href="https://link.springer.com/chapter/10.1007/978-3-642-23456-9_89">https://link.springer.com/chapter/10.1007/978-3-642-23456-9_89</a></p> <p>Quong, T, Walker, A, (2017)"Using Stories to Shift Attitudes: The Case of Bullying", Northern Territory Department of Education, Australia and Chinese University of Hong Kong. Retrieved November 23 2021 from the website: <a href="https://journals.library.ualberta.ca">https://journals.library.ualberta.ca</a></p> <p>Boyce, ME. (1996). Organisational story and storytelling: a critical review, Journal of Organisational Change Management, 9(5), 5-26.</p>



<b>Description of content</b>	<b>Practical solutions to bullying</b>
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Show examples of cyberbullying</p> <p><b>Skill:</b> Share own experience of potential cyberbullying</p> <p><b>Competence:</b> Evaluate different solutions to cyberbullying</p>
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• markers</li> <li>• chairs</li> <li>• desks</li> <li>• board</li> </ul>
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<p>Some people use the internet to reinvent themselves, to hide from what they are and to be a new person. What they say behind the screens can lead to cyberbullying. In the same time what they say online might be totally different to what they say to your face.</p> <p>A difference between online and face to face forms of bullying was that the internet encouraged and allows the anonymity. Often children consider that on the internet you wear a mask, you never know who you are talking to.</p> <p>Forum Theatre method is an exciting participatory practice developed by Brazilian dramaturge Augusto Boal. Boal believed that theatre could serve as a forum for training people to develop the strategies they need to change their world. We have chosen this technique as an interactive tool for developing practical solutions to cyberbullying. A group of actors improvise a short piece of theatre highlighting the cyberbullying problem and perform it for the auditory. Forum Theatre has proved to be a good interactive practice, which stimulates both intellectual and emotional audience participation through discussion, interactive role-playing, and shared experiences. The aim of Forum Theatre is to change the spectator from a passive to an active participant and to encourage people to get active and engage in dialogue about issues of concern within their society, trying to come up with solutions.</p> <p>Viewers are given the opportunity to intervene in the ongoing acting to provide comments on the action, to intervene directly in the action and try to bring the play to a different conclusion. The role of the audience (spectators) will be transformed into a “spectator” in the Forum Theatre. For Boal (2006), the theatre is the art of looking at ourselves and all men are actors (they act!) and the audience (they are watching!). Boal (2006) designated the audience-actor as “spectators”. We have chosen Forum Theatre as an interactive teaching and learning technique that requires students to participate actively in the process of developing a script, memorizing, engaging in forums, acting, and expressing ideas. It allows students to</p>



	<p>appreciate the value and think about what they are doing. Students also can engage in intellectual, emotional, and physical development (Osburn, 2010). There are four steps involved in the Forum Theatre techniques: (a) develop a script (b) anti-model play (c) forum, and (d) intervention play.</p> <p>Hammond (2012) called the involvement of the “spectators” in action as “role-reversal”. The aim is to provide participants with a safe and supported space to share their views and to give an opportunity to take part in a rehearsal for reality (Boal, 2006).</p>
<b>Duration</b>	40 minutes
<b>Description of the activity</b>	<p>a) Students are asked to develop a script based on their own experiences of daily life that has to do with cyberbullying. The participants collaborate in developing a script based on their own experience about cyberbullying.</p> <p>b) Anti-model Play After developing the script, students must act out the script written earlier. It is compulsory for the scene performed to display oppression or pressure situations, where a character being cyberbullied failed to overcome the persecution.</p> <p>c) The Forum The session is conducted by the „Joker”. The Joker is discussing with the auditory the problems that appeared and the solutions to overcome the mentioned problems.</p> <p>d) Intervention Play During this session, the anti-model is presented a second time. Some of the audience members take the place of the actors to demonstrate the ideas for solving the problems</p>
<b>Keywords</b>	<i>cyberbullying, Forum Theatre method, script, “spectators”, active participant</i>
<b>Assessment method</b>	Quiz
<b>Sources / further reading / resources</b>	<p>„Using Forum Theatre in social and educational work”. Retrieved November 26, 2021 from salto-youth.net website: <a href="https://www.salto-youth.net/tools/european-training-calendar/download/salto%5Ctrainingcalendar%5Cmodel%5CDownload-7706/Forum%20TC%20%20Information.pdf">https://www.salto-youth.net/tools/european-training-calendar/download/salto%5Ctrainingcalendar%5Cmodel%5CDownload-7706/Forum%20TC%20%20Information.pdf</a></p> <p>Boal, A. (2006). The aesthetics of the oppressed. Oxford: Routledge. Retrieved November 26, 2021 from researchgate.net website: <a href="https://www.researchgate.net/publication/306400812_FORUM_THEATRE_TECHNIQUE_ENHANCING_LEARNING_IN_MORAL_EDUCATION_CLASSROOM">https://www.researchgate.net/publication/306400812_FORUM_THEATRE_TECHNIQUE_ENHANCING_LEARNING_IN_MORAL_EDUCATION_CLASSROOM</a></p> <p>Osburn, K. M. (2010). Forum Theatre Empowering Students to speak, Act and Know. Unpublished Bachelor’s Dissertations, Western Kentucky University. Retrieved November 26, 2021 from researchgate.net website: <a href="https://www.researchgate.net/publication/306400812_FORUM_THEATRE_TECHNIQUE_ENHANCING_LEARNING_IN_MORAL_EDUCATION_CLASSROOM">https://www.researchgate.net/publication/306400812_FORUM_THEATRE_TECHNIQUE_ENHANCING_LEARNING_IN_MORAL_EDUCATION_CLASSROOM</a></p>



Hammond, N. (2012). Introducing Forum theatre to elicit and advocate children's views. Educational Psychology in Practice: Theory, research and practice in educational psychology. Retrieved November 26, 2021 from researchgate.net website:[https://www.researchgate.net/publication/306400812\\_FORUM\\_THEATRE\\_TECHNIQUE\\_ENHANCING\\_LEARNING\\_IN\\_MORAL\\_EDUCATION\\_CLASSROOM](https://www.researchgate.net/publication/306400812_FORUM_THEATRE_TECHNIQUE_ENHANCING_LEARNING_IN_MORAL_EDUCATION_CLASSROOM)

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](http://enable.eun.org/c/document_library/get_file?uuid=4228f04e-10c8-4efb-903a-0fa3b388ac14&groupId=4467490)



## HANDOUT

### Quiz

1. Name at least three types of cyberbullying.
2. What is the first thing you should do if you are a cyberbullying victim?
3. If you are bullied online, should you keep the threatening messages, pictures or texts that were used to bully you?

### Quiz answer key

1. Name at least three types of cyberbullying: online threats, posting personal information, photos, videos about someone else without that person's agreement, refusing to delete a post or a comment after you have been asked by that person, rude comments, mean posts, messages, texting, emailing, or posting unwanted messages or photos of a sexual nature.

2. What is the first thing you should do if you are a cyberbullying victim?

The first thing you should do if you are a cyberbullying victim is to tell someone you trust about what is happening, and act together (a parent, a teacher, a counsellor, etc.)

3. If you are bullied online, should you keep the threatening messages, pictures or texts that were used to bully you?

Yes, of course. All of these can be used as evidence against the aggressor, shown to the parents, teachers, even to the police.

## Unit 12: Developing empathy and compassion

**Description of content**

*Being a good friend often means showing concern to a person when your loved one needs it. When a loved one encounters health problems, physical or emotional suffering, our goal as friends is to help him. But how to do it? What do we choose: empathy or compassion? How to express your concern to help him as much as possible?  
During this training you will learn about the power of compassion education, compassion for yourself and the other person*



**Learning outcomes**

**Knowledge:**  
*To understand the peculiarities of compassion education.*

**Skill:**  
*To be able to use exercises of compassion education.*

**Competence:**  
*To apply examples of compassion in everyday situations*

**Materials and equipment**

*Please indicate which material will be used*

- Markers
- Post-its
- Whiteboard

**Setting**

*Face to face with a trainer*

**Theoretical lessons**

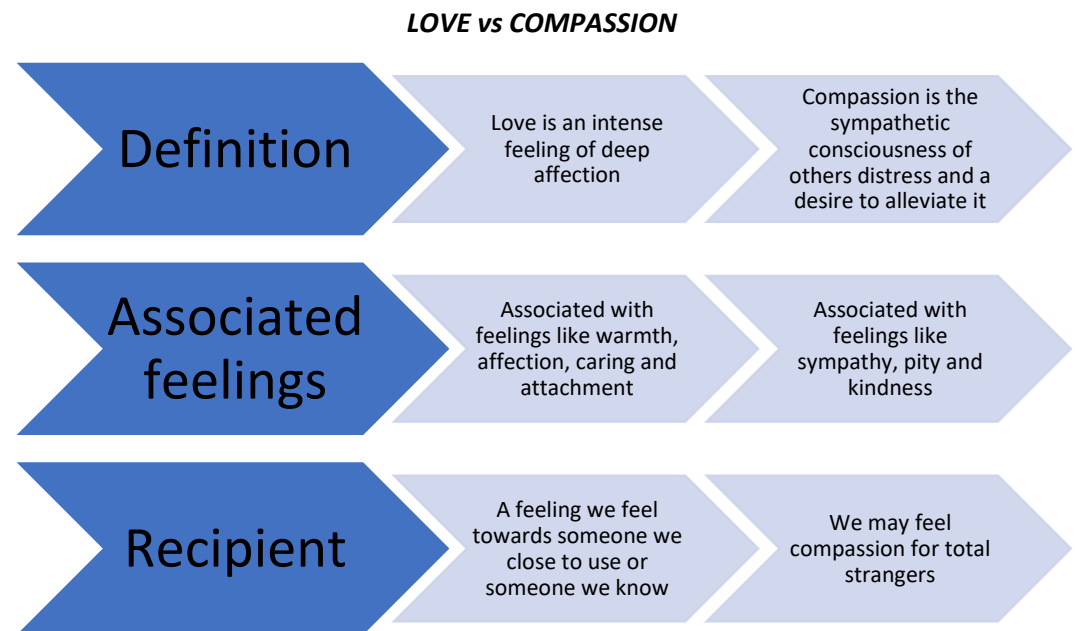
*Compassion can arise from empathy—the more general ability to understand and feel others’ emotions—but goes further by also including the desire to help. Of course, we can feel compassion without acting on it, and not all helpful acts are motivated by compassion.*



*When compassion does lead to action, we often call the result kindness. Kindness always includes the intention to benefit other people, especially (though not always) at a cost or risk to ourselves.*

*Research has shown that compassion and kindness are deeply rooted in human nature—our first impulse is to cooperate rather than compete. Even toddlers spontaneously help people in need out of genuine concern for their welfare. This innate kindness, however, often gets lost in a society built on competition. Schools have a golden opportunity to cultivate the compassionate side of students by creating a school culture in which kindness is valued and practiced.*

*What are differences between love and compassion?*



Source : <https://www.differencebetween.com/difference-between-love-and-compassion/>

*Children’s understanding of kindness and compassion change as they mature. For example, their ability to be compassionate grows as they develop their perspective-taking ability and emotion regulation.*

*Elementary age students and younger may view kindness mainly in concrete ways, such as in terms of the consequences of actions; whereas, older children and teens can appreciate the intentions behind the actions, allowing them to better navigate complex situations.*

*Empathy and compassion are similar in appearance, but really different in one respect: how they make the other person feel. Empathy should be understood as a feeling that allows you to understand another person’s emotional state and be able to empathize with it. In other words, the person experiencing the empathy of the other person feels that you are “sharing” the experience, i. y. he understands that you are trying to empathize with his situation and try on "pressure shoes" for him.*

*For instance, the mother of a good friend died. In situations like this, you feel empathy for a friend because you yourself are facing such a state of loss. Do you remember how confused and lonely you felt, how great emptiness opened up in your life when you lost someone close and loved?*

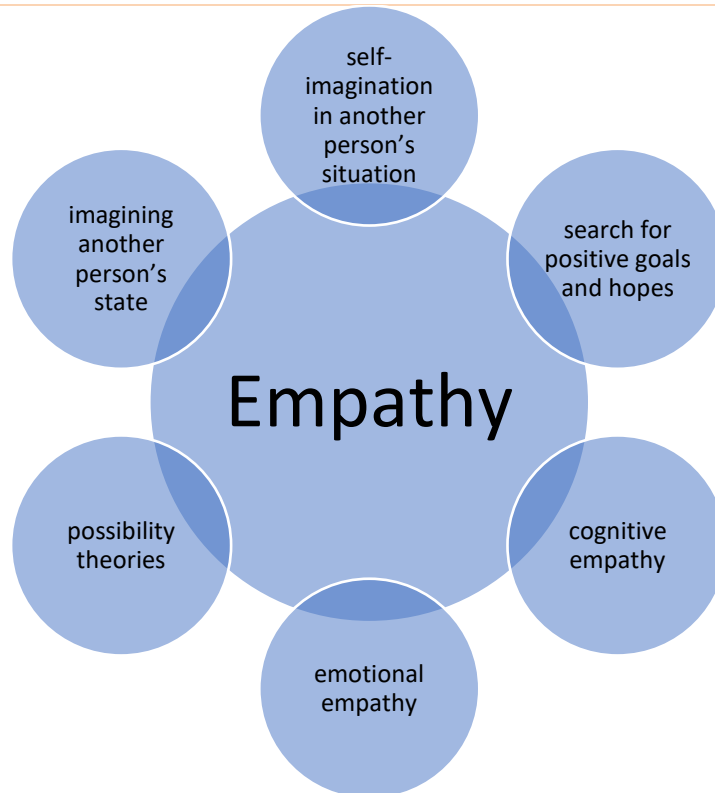




*Often, people who do not know how to be empathetic (or simply show that they are) will turn their tongue out of hearing unpleasant feelings (such as loss). They will want to escape this unpleasant experience. The answer "oh, how sad, but did you read that book?" Causes the painful person to experience defeat and feel very lonely, so such an answer should be avoided. The same remarks work: "Well, but life is still good: you get along well with your spouse."*

*An empathetic person listens and asks first. Let the person talk, cry, scream. Express the emotions that are now boiling inside him. If you can't offer any solution, don't offer it: shut up, listen, and just be around.*

*When you face another's pain and want to act empathetically, it is important for you to understand the other's feelings. Ask questions that will help you figure out how the other is feeling. Also ask the same questions to yourself. For example: "How would you feel if your mother died?"; "What would be your reaction?" Such questions help to understand feelings, not rationalizations. If you understand the other person's feelings inside, you know more clearly how he or she feels. True, you shouldn't constantly demonstrate that "you have a great understanding of how your friend feels." After all, it is not you who needs care, but your loved one, so he should be the most important and express his feelings. Compassion is defined as the feeling that arises when you perceive another's suffering and feel motivated to relieve that suffering.*



*Always try to let the other know that you are seeing his pain. Answers to difficult situations could be, "Wow, I don't even know what to answer"; "What an absurdity, what nonsense. It is a real injustice that you have to experience such things at all." Be sure to tell the person that it is important to you that he or she shares his or her experiences with you. Show that you support and love him, you will be together in the various situations that befell him. Another way to respond to another person's pain is to empathize with him. According to psychologists, compassion is not as effective as empathy. It is important in the face of loss, but only when shown sensitively and sincerely. But, if you sympathize with another person and feel sorry for him for his "failure," it's not a good way to help the other. A person who understands that he has pity may feel insecure, doubt himself, feel separated and separated from others - not in the best sense of the word. Exceptional because he had an accident. Likewise, pity narrows the person himself to one who is "the calamity that befell him." For example, in the case of a mother's death, feeling sorry for him, he can only think of himself as the one whose mother died. Part of his humanity disappears, and he simply identifies with the loss that befell him. This feeling can even be humiliating.*

<b>Duration</b>	30 minutes.
<b>Type of activity and brief description of the activity</b>	<p><b>Write a Self-Compassion Letter</b></p> <p>Everybody has something about themselves that they don't like; something that causes them to feel shame, to feel insecure, or not "good enough." Write a letter to yourself about this issue from a place of acceptance and compassion. So, try to write out something kind to yourself, talking to yourself like you're a child or someone in need of kindness. Here is a self-compassion exercise that can help you build this skill. Time for writing letter – 10 minutes.</p> <p>Reflection questions Is it hard to write this kind of letter?</p>



	<p>Is it hard to feel compassion for yourself? How your feelings changed while writing this kind of letter?</p>
<b>Keywords</b>	Compassion, Empathy, Feelings, Communication, Emotional empathy, Cognitive, empathy.
<b>Assessment method</b>	<p><i>Individual evaluation in 10 points scale</i> <i>Ask students evaluate their training results on 10 points scale</i> <i>I understand the peculiarities of compassion</i> 1 2 3 4 5 6 7 8 9 10</p> <p>I am able to use exercises of compassion 1 2 3 4 5 6 7 8 9 10</p> <p>I can apply compassion in everyday situations 1 2 3 4 5 6 7 8 9 10</p>
<b>Sources / further reading / resources</b>	<ol style="list-style-type: none"> <li>1. <a href="https://ggie.berkeley.edu/student-well-being/kindness-and-compassion-for-students/">https://ggie.berkeley.edu/student-well-being/kindness-and-compassion-for-students/</a></li> <li>2. <a href="https://www.edutopia.org/article/value-compassion-teaching">https://www.edutopia.org/article/value-compassion-teaching</a></li> <li>3. <a href="https://www.differencebetween.com/difference-between-love-and-compassion/">https://www.differencebetween.com/difference-between-love-and-compassion/</a></li> <li>4. <a href="https://thefleury.life/blog/3631">https://thefleury.life/blog/3631</a></li> <li>5. <a href="https://www.psychologytoday.com/us/basics/empathy">https://www.psychologytoday.com/us/basics/empathy</a></li> <li>6. <a href="https://www.dictionary.com/browse/feeling">https://www.dictionary.com/browse/feeling</a></li> <li>7. <a href="https://www.skillsyouneed.com/ips/what-is-communication.html">https://www.skillsyouneed.com/ips/what-is-communication.html</a></li> <li>8. <a href="https://www.verywellmind.com/what-is-empathy-2795562">https://www.verywellmind.com/what-is-empathy-2795562</a></li> <li>9. <a href="https://www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how-they-differ-and-how-you-can-develop-them-all.html">https://www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how-they-differ-and-how-you-can-develop-them-all.html</a></li> </ol>



## Unit 13: Self-knowledge, self-awareness and knowing others

<b>Description of content</b>	How to know yourself well? Positive evaluation of yourself and others
<b>Learning outcomes</b>	<p><b>Knowledge:</b> To know the importance of knowing yourself and others</p> <p><b>Skill:</b> To be able to evaluate yourself and others objectively</p> <p><b>Competence:</b> To create preconditions for the development of a mentally and physically healthy personality</p>
<b>Materials and equipment</b>	<p>Please indicate which material will be used</p> <ul style="list-style-type: none"> <li>• Writing instruments (pens and pencils),</li> <li>• paper,</li> <li>• various team building instruments (balls, sticks, boxes, etc.)</li> </ul>
<b>Setting</b>	Face to face with a trainer
<b>Theoretical lessons</b>	<p>"Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power..." The Tao the Ching</p> <p>"What you think about yourself is more important than what others think of you." Seneka</p> <p>How many of us can say, we know who we are, what we want, and why we want those specific things? How can we realistically set goals, go about life and have successful relationship if we do not know who we are or what we want?</p> <p>Not knowing yourself can lead to confusion. We tend to underestimate the importance of knowing ourselves. Many of us go through each day reacting to events and just getting by rather than making conscious choices based on who we are and what we want.</p> <p>When we do not know where we are headed, it is hard to set goals, to get motivated, and to determine the best course of action for our life. Before we can do any of these things, we must develop and establish Who We Are.</p> <p>To begin the process of learning yourself, we must begin to consider the following:</p> <ul style="list-style-type: none"> <li>• Become aware of your strengths, weakness, likes, and dislikes</li> <li>• Observe and become aware of your moods, reactions, and responses to what is happening to you and around you</li> <li>• Become aware of how your moods and emotions affect your state of mind and overall well-being</li> <li>• Examine how you interact with others</li> <li>• Observe how your environment affects you and your mood</li> </ul> <p>We inevitably gain self-understanding through our relationships, which can be startling mirrors to our strengths and weaknesses, as well as our assets and insecurities. Challenges test us, and age in general inevitably reveals more. Life as it progresses has a way of showing what we are made of. Likewise, learning to accept oneself is one of the genuine gifts of growing older.</p> <p>While self-knowledge leads us to a greater understanding of ourselves and how we relate to the world, it also helps us to understand why people relate to us the way they do. It gives us better judgment and the clarity to understand and gain insight into those around us. Our personal aim is to develop a deeper understanding of our self that then turns outward rather than inward and results in better understanding of others. Understanding</p>



ourselves and our own motivations can help us better appreciate the challenges others face. This, then, is the goal of coming to know ourselves: ultimately, we look inward so that we might look outward with greater clarity, patience and compassion.



It is necessary for people to know themselves, especially to know their personality traits, interests, values, competencies, and achievements. You also need to understand how your personality forms and changes in the context of a particular life experience. It is impossible to know yourself well without knowing how to do it. Therefore, before getting acquainted with important personality factors, it is necessary to find out how a person knows himself.

Self-knowledge is also important because everyone who has a self-image can not only control themselves, but also shape them. For example, if a person knows himself as having no career goals and does not want to learn, he may change and become one who sets himself career goals and knows why and what he should learn to achieve them.

Person not only knows and perceives himself, but also values him. Obviously, a certain standard or benchmark is needed to evaluate yourself. His choice can determine the outcome of self-assessment. Depending on the standard chosen, the same trait or other personality trait can be assessed both positively and negatively. Therefore, self-assessment refers to the attitude towards oneself in relation to a certain standard or benchmark. For example, if a student evaluates his / her knowledge by comparing it with the knowledge of a teacher, it is very likely that his / her knowledge will be very modest and self-esteem in this area will be negative. However, if the same student compares his knowledge with that of other students, the result of self-assessment may be completely different. Therefore, a person who wants to manage his career, first, must learn to value himself properly.

#### **LEVELS OF SELF - ASSESSMENT**



### **Self- overestimation**

Human sometimes overestimates himself for one reason or another, does not realize that his chances are far less than he thinks. An example would be a student looking for a managerial job who considers himself or herself mature enough and competent to do just such a job. He has repeatedly had to observe how managers work, and he has read a lot about leadership. However, if he looked more realistically at himself, his competencies, and accomplishments, he might find that it would be much wiser to look not for a managerial job but for a job where leadership could be learned. Self-esteem does not allow such a student to make a good career decision and choose the most appropriate career direction.

### **Insufficient self - esteem**

People set low goals for themselves because they are most afraid of failure. They are very sensitive to external evaluations. They are convinced in advance that those around them view them negatively. They fall into a vicious circle: first of all, they evaluate themselves negatively, and those who notice them also begin to underestimate them. It forms passivity, indecision, independence, limits active personality activities. Proper use of career opportunities sometimes requires a sufficiently high level of professional and general competencies, certain personality traits, interests and values. Even with all of them, but underestimating oneself, one cannot take full advantage of life and career opportunities.

### **Real self-esteem**

It enables a person to look at himself critically, to constantly combine his abilities and abilities with the demands of life, to set himself high enough but realistic goals, to give up unreasonable aspirations, goals, and activities. A person who realistically values himself does not consider himself inferior to others, believes that he can overcome his weaknesses. Real self-esteem can be a solid foundation for making good career decisions.

**BUT- to feel good and succeed, we must evaluate ourselves not only realistically, but also positively.**

A person who values himself positively not only knows all his strengths and weaknesses in concrete terms but is also able to perceive himself as he is. Such a person knows that he may not be perfect in all areas, but there are certainly many areas where he is doing well, which he understands, where he can function effectively, and whom he can boast of.

Positive self-esteem is a positive attitude towards your opportunities and future. It therefore acts as a good background for career decisions. If a person basically values himself positively, he allows himself to dream of a career that is acceptable to him and satisfies him. Respecting himself, he believes he is worthy of a good life and a good career. Therefore, he is not standing still, but looking for ways to use his strengths and how to overcome his shortcomings.

On the contrary, a person who is negative in his / her self-esteem tends to emphasize his / her shortcomings and mistakes, he / she does not allow himself / herself to set high career goals because he / she thinks that they are not worth it.

### **How to learn to evaluate yourself realistically and positively?**

It is necessary to research oneself, systematically analyse, compare, and interpret various characteristics of one's personality. It is not emotions but the mind that must dominate the realm of self-knowledge.

In order to maintain a positive attitude towards yourself, it is necessary to constantly align your aspirations and opportunities. The image of the self-changes, so once you know



	<p>and evaluate yourself, you cannot assume that the results of self-knowledge and evaluation will remain reliable for a long time. In communication, self-esteem becomes more realistic. Sharing information about yourself helps you get to know yourself better. The ability to hear and listen to the opinions of those around you, both positive and negative, about yourself is also very important here. You need to learn to respect yourself and your individuality, to allow yourself to dream of a career that is acceptable and satisfying to you. Despite the various factors that affect us in one way or another, we are the creators and evaluators of ourselves and our careers. Therefore, self-esteem depends on what we want to create ourselves for.</p>
<p><b>Duration</b></p>	<p>45 minutes.</p>
<p><b>Type of activity and brief description of the activity</b></p>	<p><b>1 Part</b></p> <p>On a piece of paper, participants individually write what problem they face in positively evaluating other people. Then he sends his sheet of paper to the other participants, who write their views on how that problem should be addressed. All participants express their opinions. The received answers are evaluated by the author of the indicated problem and choose the most suitable ones for himself.</p> <p><b>2 Part</b></p> <p>Examine various aspects of your life carefully. It is suggested that the learner selects 10 items, such as:</p> <ul style="list-style-type: none"> <li>• your place of residence (situation),</li> <li>• daily habits,</li> <li>• eating habits,</li> <li>• potential addictions (smoking, alcohol, TV watching, sitting at a computer, etc.),</li> <li>• health condition,</li> <li>• appearance, figure, dressing features,</li> <li>• éducation, occupation, intelligence,</li> <li>• Financial situation,</li> <li>• having or not having a partner,</li> <li>• marital status.</li> </ul> <p>The learner makes a list of aspects of his life. Think about every aspect/point. If the learner is completely satisfied with his situation (reality coincides with desires), sign at that point 100 percent. If the desires related to any aspect are completely contrary to reality, 0 percent is written. Assessing the percentage of your situation in each aspect, how much the real situation satisfies the person's wishes. When complete, add up all the numbers and divide the amount by 10. The obtained number will show the percentage of person 's satisfaction by themselves and their life.</p> <p>The results can be discussed, debated, analysed in various aspects.</p> <p><b>3 Part:</b></p> <p>find at least a few minutes just for yourself and sincerely answer for yourself the following questions:</p> <p><b>1. When am I happiest?</b></p> <p>To discover what gives you true, deeply felt happiness, you may need to go through a series of memories in chronological order. Others can be helped by thinking about the activities they do work, leisure, hobbies, activities with friends or a loved one, and so on.</p>



## **2. What should I do more?**

Not sure about the answer to this question? Try to make a list of your achievements and single out the ones when you enjoyed not only the result, but the whole process towards it.

## **3. What should I do less?**

Here again, the list will help. Name yourself your failures or failures and try to find what they all have in common. These may be certain patterns of behaviour, habits, or reactions.

## **4. What should I do differently?**

Think about important activities that happen often, at work and outside of it. Could you do them more effectively, and perhaps enjoy them more yourself, if you did something different? What specifically should be changed?

## **5. Where am I most productive?**

For example, at work, some people achieve better results by working in isolation from others, while others necessarily need a full environment for colleagues. Some feel more focused and focused when working in an office, while others prefer a home environment. The same goes for activities outside of work: we can be more productive at home, at the library, at the bar, at friends' homes, and so on.

## **6. Why do most people react to me this way?**

Usually, due to our behaviour, we get a lot of different reactions. But sometimes we notice that our behaviour provokes constant reactions — perhaps approval, defence, indifference, or hostility. Why could that be? If it's hard to find an answer, ask someone you trust completely who will answer you without trying to beautify the truth. Be prepared to accept it!

## **7. What would my wise side do in this situation?**

Usually, our behaviour varies on a scale between the "worst self" and the "best self." This, the seventh question, allows our wise side to speak.

## **8. What example should I follow?**

For many people, following inspiring examples encourages them to be better. Maybe you have a figure in your mind - real or imagined - that would help you deal with a specific problem?

## **9. What will my schedule look like today?**

One of the tips for professionals who want to better plan their time is to make a schedule for the next day already on its eve. It doesn't have to be a day broken down by hours, more a tentative agenda. This way, as soon as you close your eyes, you will know that you have tasks to do that day.

## **10. Does constant rethinking of bad experiences help me?**

Or maybe it takes up my mind, gets stuck in place, and gives reasons not to move forward? Sometimes it's really helpful to rethink how badly your parents, loved one, or manager has treated you at work. However, much more often, the harm outweighs the benefits of such an attachment to bad experiences. Anger locks us in place and does not allow us to look at the same experiences from a different, soothing look.





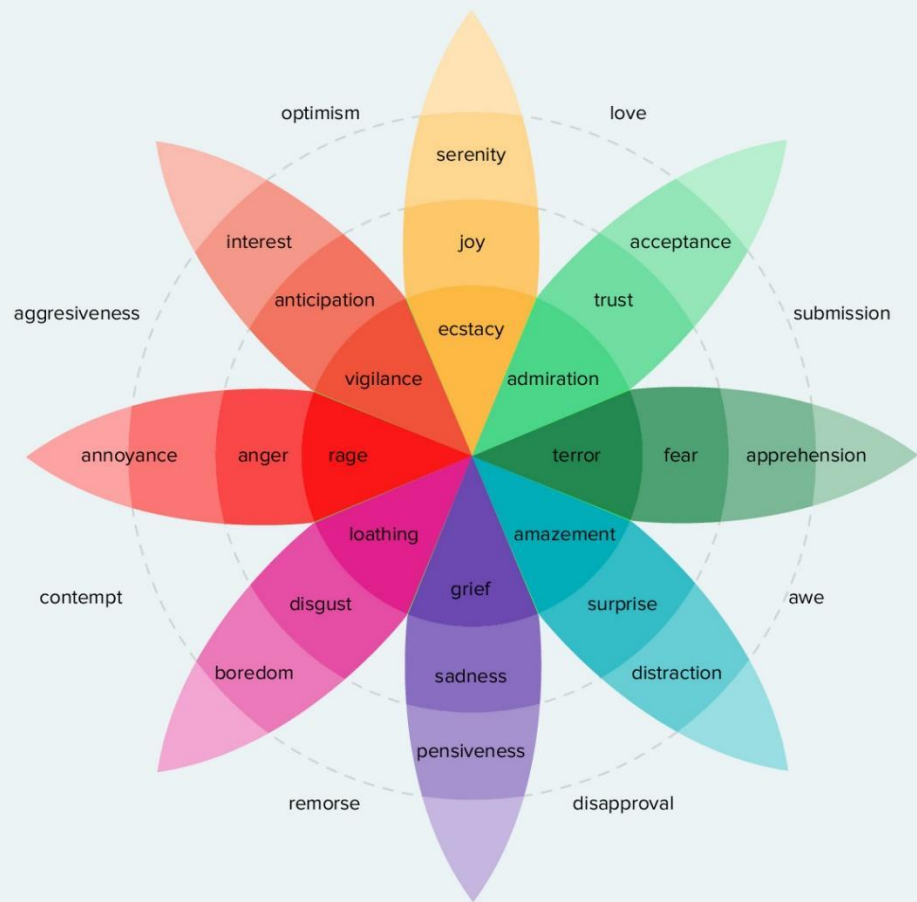
	Who cares more than anything? Each of us has our own answer to this question. Some people care about family the most. For others, their work. For the third - an opportunity to be creative and realize yourself. For others, it is an opportunity to contribute to a cohesive society. Lots of answers, and which one is yours?
<b>Keywords</b>	Positivity, Evaluation, Self-assessment
<b>Assessment method</b>	<p><i>Individual evaluation in 10 points scale</i></p> <p><i>Ask students evaluate their training results on 10 points scale</i></p> <p><i>I understand the importance of knowing myself and others</i> 1 2 3 4 5 6 7 8 9 10</p> <p><i>I can evaluate yourself and others objectively</i> 1 2 3 4 5 6 7 8 9 10</p> <p><i>I can create preconditions for the development of a mentally and physically healthy personality</i> 1 2 3 4 5 6 7 8 9 10</p>
<b>Sources / further reading / resources</b>	<ol style="list-style-type: none"> <li>1. Self-awareness (2019/12/19). Better Up. Retrieved from (<a href="https://warwick.ac.uk/services/wss/topics/selfawareness/05/06/2021">https://warwick.ac.uk/services/wss/topics/selfawareness/05/06/2021</a>).</li> <li>2. <a href="https://www.habitsforwellbeing.com/importance-knowing/">https://www.habitsforwellbeing.com/importance-knowing/</a></li> <li>3. <a href="https://www.hsvpcs.com/understanding-yourself/">https://www.hsvpcs.com/understanding-yourself/</a></li> <li>4. <a href="https://www.livescience.com/59349-knowing-yourself-helps-you-understand-others.html">https://www.livescience.com/59349-knowing-yourself-helps-you-understand-others.html</a></li> <li>5. <a href="https://www.mvorganizing.org/what-is-the-importance-of-knowing-yourself-relate-to-community-building/">https://www.mvorganizing.org/what-is-the-importance-of-knowing-yourself-relate-to-community-building/</a></li> <li>6. <a href="https://tunevienas.lt/index.php/pagrindinis/stresas/item/69-saves-pazinimas-10-klausimu-kuriuos-butina-sau-uzduotis">https://tunevienas.lt/index.php/pagrindinis/stresas/item/69-saves-pazinimas-10-klausimu-kuriuos-butina-sau-uzduotis</a></li> <li>7. <a href="https://www2435.vu.lt/wp-content/dokumentai/Ugdymas_karjerai/kaip_as_pazystu_tave.pdf">https://www2435.vu.lt/wp-content/dokumentai/Ugdymas_karjerai/kaip_as_pazystu_tave.pdf</a></li> <li>8. <a href="https://www.successconsciousness.com/blog/positive-attitude/what-is-positivity/">https://www.successconsciousness.com/blog/positive-attitude/what-is-positivity/</a></li> <li>9. <a href="https://dictionary.cambridge.org/dictionary/english/evaluation">https://dictionary.cambridge.org/dictionary/english/evaluation</a></li> <li>10. <a href="https://www.cleverism.com/skills-and-tools/self-assessment/">https://www.cleverism.com/skills-and-tools/self-assessment/</a></li> </ol>



## Unit 14: Creative ways of expressing negative emotions and feelings

<b>Description of content</b>	How to understand and properly express your feelings Causes of emotional change
<b>Learning outcomes</b>	<p><b>Knowledge:</b> To understand the importance of feelings in a person's life</p> <p><b>Skill:</b> To be able to name feelings, indicating the reasons that caused them</p> <p><b>Competence:</b> To be able to express feelings without offending the social environment</p>
<b>Materials and equipment</b>	<p>Please indicate which material will be used</p> <ul style="list-style-type: none"> <li>● Writing instruments (pens and pencils),</li> <li>● paper,</li> <li>● whiteboard</li> </ul>
<b>Setting</b>	Face to face with a trainer
<b>Theoretical lessons</b>	<p>Aristotle spoke of the pleasures inherent in the cathartic release of tension. Catharsis has since been used within the mental health field as a way of describing the practice of emotional expression, which is essential for communicating our needs, desires, and emotions (Brackett &amp; Simmons, 2015). Plus, being able to express one's emotions is associated with various positive outcomes, such as increased adjustment to stressors (Moreno, Wiley, &amp; Stanton, 2017), greater life satisfaction (Stanton, Kirk, Cameron, &amp; Danoff-Burg, 2000), and increased psychological resilience (Eldeleklioglu &amp; Yildiz, 2020).</p> <p>Emotions and feelings play a very important role in our lives. Emotions - more spontaneous reactions lasting shorter, feelings - a little more intense and lasting longer, but both arise constantly, only we do not always manage (or just do not manage) to recognize them, and even more so - to control and express them properly. They help build a relationship with the environment around us, show how we value a particular situation, and whether our needs are being met. These inner states help us understand what we are going through and react to, but their lack of cognition and inadequate expression can cause difficulties related to emotional, physical health, adaptation to the environment.</p> <p><b>The Plutchik wheel</b> Psychologist Robert Plutchik developed one of the most popular emotion wheels, known as the Plutchik wheel. He suggested that people experience eight core emotions, which he arranged in opposite pairs on the wheel:</p> <ul style="list-style-type: none"> <li>- sadness and joy</li> <li>- anger and fear</li> <li>- expectation and surprise</li> <li>- acceptance and disgust</li> </ul> <p>According to his theory, these basic emotions can intensify, become milder, or even combine to produce any emotional state.</p>

## PLUTCHIK'S WHEEL OF EMOTION



healthline

Source: <https://www.healthline.com/health/emotion-wheel#how-to-use-it>

There's no right or wrong way to use an emotion wheel, but here are some tips to get you started.

Got a feeling you don't quite know how to put into words?

Finding an approximation of your current emotional state on the wheel can help you start narrowing down the distinct layers and nuances of what you're feeling.

As you can see on the wheel above, emotions are arranged on colour-coordinated spokes in three layers:

- **Outer edges.** Along the outer edges, you'll find low-intensity emotions: acceptance, distraction, boredom, and so on.
- **Toward the centre.** As you move toward the centre, the colour deepens and milder emotions become your basic emotions: trust, surprise, disgust, and more.
- **Centre circle.** The centre circle holds the most intense manifestations: admiration, amazement, loathing, among others.
- **Between each coloured spoke.** Here, you'll find what are called mixed emotions — contempt, for example, rises out of a combination of anger and disgust.

Let's say you have some awareness of a vague sense of discontent. Looking at the wheel, you find two emotions that resonate with you: boredom and apprehension.

Emotional reactions accompany us from the first days, but the ability to express our feelings to children is difficult to manage.

Cultural backgrounds, family values, and many other factors can influence how we express emotions. Typically, we learn to express our emotions in two primary ways: either directly expressing them to someone else (e.g., in a personal confrontation), or hiding the feelings and keeping them to ourselves. Learning ways to express our emotions that are aligned with our cultural values, while still attending to our need and feelings, can be helpful both for ourselves and in our relationship with others.

The first school of emotion cognition and recognition is the family. Parents' ability to notice, recognize, and name a child's emotional states not only helps the child understand himself or herself and the environment, but also influences his or her development. It helps to form various connections in brain structures that control cognitive processes: thinking, perception, memory, and affects physical development. Therefore, it is very important that parents try to understand the reasons for their child's emotional reaction from an early age and be able to explain them to their child, describing how the child feels and where these feelings came from: "You look upset, would you like to tell me more about what happened?" , "I see you're angry because we couldn't go outside today," "Yeah, I see, I'd be angry too." Later, the recognition of feelings and emotions, their expression is learned at school, in a group of peers and as an adult. It is a continuous and lifelong process, the result of which is the acquired and developed emotional competence and healthy development of the child, adolescent, and adult.



Typically, children know how to express their positive emotions. However, when overwhelmed by negative feelings, problems often arise, because young people who do not yet fully understand how to describe the feeling they are experiencing.

Anger, sadness, frustration are the same feelings as joy or satisfaction, only it is much more difficult to deal with them. Either way, we cannot protect our children from life situations that cause negative feelings. But we can help them learn to express their feelings constructively.

How properly express feelings and emotions? How to do it? Here are the basic steps:



	<p>1. Recognize how you felt and what specific environmental factor or behaviour caused it. For example, are you worried about a difficult conversation waiting? Or maybe angry and sad because the spouse said painful words? Maybe you're afraid of getting sick? Do you feel ashamed or guilty about yesterday's actions?</p> <p>2. Notice your body's reactions. For example: Maybe you were tense? Maybe the heart beats harder? Has your breathing changed? Spilled sweat? Maybe you cried or scared?</p> <p>3. If you have a strong emotion - calm down a bit. Discover ways to calm down that are pleasant and acceptable to you. You can take a deep and calm breath, go for a walk, do your favourite activity.</p> <p>4. Think about what action you will take in a particular situation: what is acceptable to you, what you would like, how you will do it so as not to hurt the other, but to get what is important to you.</p> <p>5. Take action.</p> <p>And finally: feelings and emotions are a huge treasure, you just have to learn to discover, notice and use them properly in life</p> <p>Reflection questions: Why it is hard to understand your emotions? Why is it difficult to properly express your emotions in crisis situations? What do you do to express the right emotions in a particular situation?</p>
<p><b>Duration</b></p>	<p>20 minutes.</p>
<p><b>Type of activity and brief description of the activity</b></p>	<p>After hearing a description of an object or situation, participants try to express the appropriate emotion on their face. E.g., we meet a long-seen good friend - participant tries to depict a surprise and a positive emotion on his face.</p> <p>Try with children several ways to control negative emotions</p> <p>The first way immediately release all accumulated emotions. This is the "Defeat the Enemy" technique, invented in Japan and very popular, when a doll like a boxing pear is placed in a separate room, and you can express your dissatisfaction on it whenever you want.</p> <p>The second way For many centuries, it has been a popular way to reconcile, to remain silent, to hide emotions in the distant corner of consciousness, and even better, in the abyss of the subconscious. And of course, not always get a pleasant and expected result: depression, unconstructive life scenarios, psychological games, and so on.</p> <p>The third way The third method is best used when showing emotions is undesirable and you need to maintain self-control. In your mind, ask yourself three questions: why am I angry? Why am I in such an unpleasant state? What if I allow myself this emotion now? And answer these questions for yourself quickly, concisely, and clearly. At the end of your inner monologue, add a very rational conclusion. For example, "I was upset because the teacher didn't notice my success in the project. It's the morning of a busy workday, and I don't need to feel such emotions at all.</p> <p>Questions for discussion: Which way do you like more? How do your emotions change? How does your feeling change as your emotions change?</p>



	How do circumstances affect your emotions and their appearance?
<b>Keywords</b>	Feelings, Emotions, Negative emotions, Expression.
<b>Assessment method</b>	<p>Individual evaluation in 10 points scale</p> <p>Ask students evaluate their training results on 10 points scale</p> <p>I understand the importance of feelings in a person's life</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>I am able to name feelings, indicating the reasons that caused them</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>I am able to express feelings without offending the social environment</p> <p>1 2 3 4 5 6 7 8 9 10</p>
<b>Sources / further reading / resources</b>	<ol style="list-style-type: none"> <li>1. <a href="https://positivepsychology.com/express-emotions/">https://positivepsychology.com/express-emotions/</a></li> <li>2. <a href="https://counselingcenter.illinois.edu/brochures/experiencing-and-expressing-emotion">https://counselingcenter.illinois.edu/brochures/experiencing-and-expressing-emotion</a></li> <li>3. <a href="https://www.healthline.com/health/emotion-wheel#how-to-use-it">https://www.healthline.com/health/emotion-wheel#how-to-use-it</a></li> <li>4. <a href="https://www.tavovaikas.lt/lt/lavinimas-ir-ugdymas/g-51116-kaip-ismokytivaikus-konstruktyviai-isreiksti-jausmus">https://www.tavovaikas.lt/lt/lavinimas-ir-ugdymas/g-51116-kaip-ismokytivaikus-konstruktyviai-isreiksti-jausmus</a></li> <li>5. <a href="https://www.dictionary.com/browse/feeling">https://www.dictionary.com/browse/feeling</a></li> <li>6. <a href="https://www.goodtherapy.org/blog/psychpedia/emotion">https://www.goodtherapy.org/blog/psychpedia/emotion</a></li> <li>7. <a href="https://www.dictionary.com/browse/expression">https://www.dictionary.com/browse/expression</a></li> </ol>



<b>Unit 15: Evaluation</b>	
<b>Description of content</b>	Examples of bullying and non-bullying behaviour Examples of mediation and intervention activities Intervention plan
<b>Learning outcomes</b>	<p><b>Knowledge:</b> Discriminate between aggressive and non-aggressive descriptions of behaviour</p> <p><b>Skill:</b> Match bullying examples to solutions learnt during the course</p> <p><b>Competence:</b> Plan intervention and mediation activities to address bullying situations</p>
<b>Materials and equipment</b>	Cut-outs Reusable adhesive Magazines and journals Hand-outs <i>Paper</i> pens and pencils Whiteboard
<b>Setting</b>	<i>Face to face with a trainer</i>
<b>Theoretical lessons</b>	<i>This will be an evaluation that can help to see which content has been learned and which can be improved</i>
<b>Duration</b>	<i>60 minutes</i>
<b>Type of activity and brief description of the activity</b>	<i>Case study, collage, and questions to elaborate</i> <ol style="list-style-type: none"> <li><i>1. Read the case study</i></li> <li><i>2. Recreate with pics from old journals and magazines the scene</i></li> <li><i>3. Answer the questions</i></li> </ol>
<b>Glossary</b>	
<b>Assessment method</b>	Identification activity Matching activity Presentations
<b>Sources / further reading / resources</b>	



## HANDOUT

### SCENARIO

Amir is a 16-year-old 9th grader with hearing impairment from birth. He is from Egypt and had to reattend class because of his deafness and because he moved from Egypt some years ago. He attends a mixed school and uses mainly sign language to communicate, although he can read lips. On the same time, due to different language he struggles to follow the lesson and to socialise with other classmates. His support teacher who acts as an interpreter and attends some of the lessons with Amir. His parents are one deaf and one hearing, who knows basic sign language and rely on lip-reading to communicate with son and other parent. Until 6th grade, Amir attended a special boarding school for hearing impaired students, but his family decided to move and so he had to change to mainstream education during high school. This because they live in a small town and there is no special boarding nearby and because so he could better integrate into society and the hearing culture.

Now Amir is introvert, shy and he found it hard to adapt to his new school and gradually became socially isolated. He made a few casual friends at school, but their relationship didn't go far, they do not socialize in their private time except for Sarah, who really engaged with him and is learning some sign language to better communicate with him. They meet after class sometimes and study together. She tried also to organize some evenings with her friends but that didn't go very well because they were not aware of the difficulties that Amir was facing.

#### **What the parents noticed:**

In the last few months, Amir started to come home late. One parent became worried that Amir did not want to talk about school and that he started to isolate himself in his room. Moreover, Amir used to be quite open with his mobile phone and pc, but lately he refuses to give access to his parents. Amir got sick a few times and is very tired because he spends a lot of time on social media especially at night. At last, he asked for more pocket money and money to buy materials for a school project, but he did not bring home any of the materials. He also came home without his school backpack and started to go to school on foot instead of taking the bus. Moreover, now he avoids some streets when going to school.

#### **What the teachers noticed:**

Amir started skipping school, his grades fell drastically. He justifies himself by being sick and suffering from migraines. He says that he has difficulties to study because of this and because he cannot sleep properly at night. He told the support teacher that he wants to go back to the boarding school for the hearing-impaired students and that he feels nobody understands him here.

#### **What the classmates notice:**

Amir is always alone during break except when some boys from class approach him. Sarah sometimes joins them but when she arrives, the boys leave. They once heard that the three boys were calling Amir names and making fun of something about some pictures. The other classmates don't want to be involved, so they stay away from the boys, who are known for being troublemakers. Sarah once reported to the teachers that Amir has some bruises on his arm and that he avoids physical contact with anybody and with her too lately. Moreover, one time she had to intervene because a classmate out of fun tried to bind the hands of Amir behind his back with a scarf, making him unable to sign.





## QUESTIONS

- Briefly describe the victim's profile and what characteristics could raise the likelihood of being a target of bullying.
- Briefly describe the bully's profile and what characteristics could raise the likelihood of being actor of bullying.
- Briefly analyse the situation: bully, target, bystanders, upstanders, assistant, defender.
- What mediation could the teacher use in this situation?
- Where, who and how could empathy help in this situation?
- Where can the victim who are bullied find help and support?
- Which signs (physical, emotional, relational) have the environment and the people surrounding the victim to recognise bullying?
- What skills and good practices could the teachers provide their class to recognize and/or prevent bullying?
  - For the victim
  - For the witness, bystanders, helpers, defender
  - For the bullies
- What about cyberbullying? Can we find some elements to believe that there could be cyberbullying in act? If yes, please elaborate briefly what are signals and what could be a good approach to give support.



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