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CREATIVE ACTIVITIES TO PREVENT BULLYING ON SPECIAL NEEDS STUDENTS

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INTELLECTUAL OUTPUT-2

Creative Methods and Tools for Bullying
Prevention in Special Education

Self-directed learning



LICEUL TEHNOLOGIC SPECIAL
„VASILE PAVELCU” - IASI
BULEZARDUL SORTELOR 100, IASI, ROMANIA
TEL: 0232 210100 FAX: 0232 210101



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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 proficient students and other students with disabilities. (Sullivan, 2006) In the case of Deaf/ Hard of Hearing students, a study in the UK found that 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 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
<https://psycnet.apa.org/record/2010-06797-002>;

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

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

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



INTRODUCTION

The “Creative Methods and Tools for Bullying Prevention in Special Education” self-directed learning 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 self-directed learning 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 a significant role in the management of classroom bullying. Teachers' responses to bullying vary 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 knowledge 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 fifteen units of self-directed learning that take more or less 21 hours of 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 students' 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	
Description of content	Definition of bullying
Learning outcomes	<p>Knowledge: Identify the definition of bullying</p> <p>Skill: Explain the phenomenon of bullying in general</p> <p>Competence: Collaborate with peers to create a common definition</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Case presentation ● Handouts ● Pens ● Markers ● Paper ● Flipchart
Setting	<i>Self-directed</i>
Theoretical lessons	<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>
Duration	<i>15 minutes + 10 minutes discussion</i>
Type of activity and brief description of the activity	<p>Individual 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"> 1. Take a printable scenario 2. Read the scenario, understand the case, and clarify any doubts about the content. 3. Take note about what are the characteristics of bullying and what a definition could be for each scenario. 4. Summarize any aspects on a separate paper, to have a unified vision of the definition of bullism. 5. If possible, compare your results with a friend, partner or relative, to get even more feedbacks.
Keywords	<i>Bullying, bullism, harassment, intimidation,</i>
Assessment method	Peer assessment
Sources / further reading / resources	<p>https://4-h.ca.uky.edu/files/stc11_bullying_program.doc_1.pdf Compassito_EN.indd (coe.int) 10 Scenarios to Get Kids Talking About Bullying Free Spirit Publishing Blog https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecbully.pdf 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>



PRINTABLE SCENARIOS:

SCENARIO 1

This scenario is about a young girl who does not match the sexual stereotypes in her class. She is regularly called names and offended by some classmates in class, the gym and outside the school building. Other students start to ignore her, and she suffers from this isolation. She starts to stay at home from school and avoid places where she could find classmates.

NOTES:





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 in 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 network like Instagram or WhatsApp. Soon, other peers start pointing, snickering, and laughing at Rahim at school and in the school yard.



NOTES :



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 don't know what to do.



NOTES:



Description of content	Causes of bullying
Learning outcomes	<p>Knowledge: List the causes of bullying</p> <p>Skill: Compare the different causes of bullying</p> <p>Competence: Provide examples of causes of bullying</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Case presentation ● Handouts ● Pens ● Markers ● Paper ● Flipchart
Setting	<i>Self-directed</i>
- Theoretical lessons	<p>There are many varied 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"> - Stress and Trauma. 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. - Gender Norms. Males are more likely to become a bully. - The Bullied becomes the Bully. People who are bullied are twice as likely to bully others. - Environmental factors. 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 a bullying behaviour. - Low self-esteem. Some students who bully others have low self-esteem and crave for attention. They try to compensate 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. - Peer groups. Peer group's influence and pressure can also contribute a lot in 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.
Duration	<i>15 minutes + 10 minutes discussion</i>



<p>Type of activity and brief description of the activity</p>	<p>Individual 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"> 1. take the first printable scenarios 2. read the first scenario, understand the case, and clarify any doubts about the content. 3. Take note about what you think are behaviours that could relate or lead to bullism or conflicts and focus on the topic and how practical solutions could look like and what are reasons for bullying. 4. Hold your thoughts on a paper and summarize them. 5. Repeat for all scenarios, then recap and summarize from all scenarios
<p>Keywords</p>	<p><i>Bullying, bullism, harassment, intimidation,</i></p>
<p>Assessment method</p>	<p>Peer assessment: after having defined the term bullism in the previous exercise, the case studies should be reused under a different prospective. This will help to understand what bullying is and where does it come from.</p>
<p>Sources / further reading / resources</p>	<p>https://4-h.ca.uky.edu/files/stc11_bullying_program.doc_1.pdf</p> <p>Compassito_EN.indd (coe.int)</p> <p>10 Scenarios to Get Kids Talking About Bullying Free Spirit Publishing Blog</p> <p>https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecbully.pdf</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>



PRINTABLE SCENARIOS:

SCENARIO 1

This scenario is about a young girl who does not match the sexual stereotypes in her class. She is repeatedly called names and offended by some classmates in class, the gym and outside the school building. Other students start to ignore her, and she suffers from this isolation. She starts to stay at home from school and avoid places where she could find classmates.

NOTES:





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 in 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 network like Instagram or WhatsApp. Soon, other peers start pointing, snickering, and laughing at Rahim at school and in the school yard.



NOTES:



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, 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 don't know what to do.



NOTES:



Description of content	Difference between bullying students in general and students with hearing impairment
Learning outcomes	<p>Knowledge: identify the difference between bullying students in general and students with hearing impairment</p> <p>Skill: measure and analyse the different forms of bullying</p> <p>Competence: create a bullying thermometer, ensuring the comprehension of the different bullying forms in general and for students with hearing impairments</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Pens ● Pencils ● Markers ● Paper
Setting	<i>Self - directed</i>
Theoretical lessons	<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"> - hitting, kicking, tripping, pinching, and pushing or damaging property. <p>Verbal bullying</p> <ul style="list-style-type: none"> - name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. <p>Social bullying</p> <ul style="list-style-type: none"> - 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 <p>Cyber bullying</p> <ul style="list-style-type: none"> - 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
Duration	<i>25 minutes</i>
Type of activity and brief description of the activity	<p><i>Individual activity</i></p> <p><i>This exercise explores the different forms of bullying and brings the participant to elaborate them, and to decide which behaviour is worse, which meaning it has and their impact on themselves and others. The main goal is to learn different types of bullying behaviours. Moreover, to process the impact of bullying and individual differences.</i></p>



	<p>Exercise:</p> <ol style="list-style-type: none">1. Take the handout2. Read the possible bullying behaviours3. Try to give a definition for each word, in case help yourself with a dictionary4. Once you defined all the words, draw a thermometer on a paper5. Put the words in order from the “coolest” (least harmful) to the “hottest” (most harmful).6. If possible, confront yourself with a friend or neighbour and see if they agree on your classification
Keywords	<i>Bullying, bullism, bullying thermometer, harassment, intimidation,</i>
Assessment method	Peer assessment
Sources / further reading / resources	stc11_bullying_program.doc_1.pdf (uky.edu) Types Of Bullying National Centre Against Bullying (ncab.org.au)

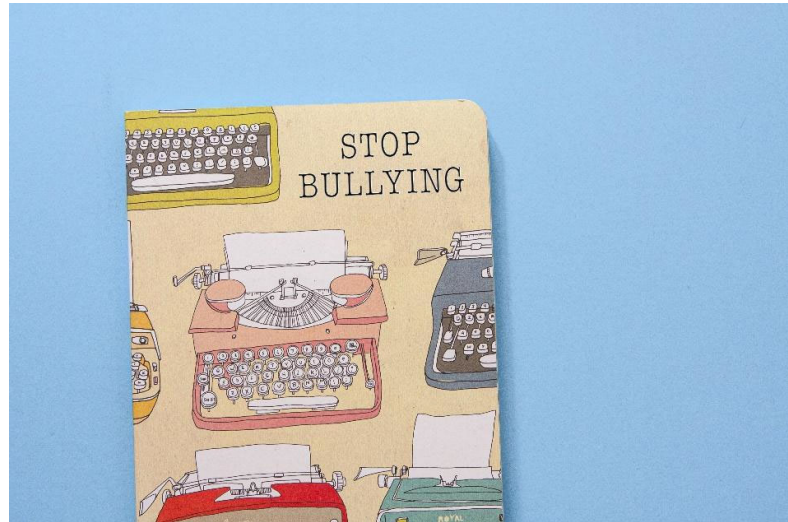


HANDOUT:

Possible bullying behaviours:

- 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	
Description of content	Attributes of high school students which raises the likelihood of being a target of bullying
Learning outcomes	<p>Knowledge: find the attributes of high school students which raises the likelihood of being a target of bullying</p> <p>Skill: choose the attributes that determine high school students which raises the likelihood of being a target of bullying</p> <p>Competence: carry out a discussion in small groups about high school students which raises the likelihood of being a target of bullying</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Handouts ● Pens ● Markers ● Paper ● flipchart
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p>Physical Signs</p> <ul style="list-style-type: none"> - 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. - 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.) <p>Emotional Symptoms/ Insecure personality</p> <ul style="list-style-type: none"> - Submissive, passive, and anxious children are more likely to be bullied <p>Social Symptoms</p> <ul style="list-style-type: none"> - 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



	<p>Lower peer Acceptance</p> <ul style="list-style-type: none">- Victims of bullies may have few or no friends- children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins. <p>Overprotective Parents</p> <ul style="list-style-type: none">- Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers
Duration	<i>15 minutes</i>
Type of activity and brief description of the activity	<p>Individual work</p> <p>Fill the gap:</p> <ul style="list-style-type: none">● You are provided with a text with gaps● Your task is to fill the gap with the word from the list● Compare your answers with the solution below
Keywords	<i>Rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, Submissive, passive</i>
Assessment method	<i>Fill the gap - solution</i>
Sources / further reading / resources	<ul style="list-style-type: none">● What are the Characteristics of Victims of Bullying? (wise-geek.com)● Characteristics of a Typical Victim of Bullying● Characteristics of Bullied Children: Tips for Teachers



What are the Characteristics of Victims of Bullying?

According to the UNESCO Institute of Statistics:

- _____ of the globe’s youth is bullied; this ranges from as low as 7% in Tajikistan to 74% in Samoa.
- Low _____ is a main factor in youth bullying within wealthy countries.
- Immigrant-born youth in wealthy countries are more likely to be bullied than locally born youth.¹

There is more than a single factor that puts a child at risk of being bullied or bullying others. It is usual, that victims of bullying will show signs of _____ that could be a warning signal they are being bullied, for example: depression, anxiety, school performance issues or similar. The indicators that victims of bullying will show will vary from case to case, but some common behaviours one might exhibit include a change in eating habits, _____, a drop in school performance, or a change in daily routines. Bullying can occur anywhere—cities, suburban areas, or rural towns. It is common, that a certain kind of people become victims of bullying. Generally, these people are a _____ in some way, or are perceived as “different” from the mainstream: Ethnic minorities, religious minorities, people of lower social or economic status, _____, or simply physically smaller people are often targeted for bullying.

Students who have a physically and _____ disability are often targeted for bullying. Also Stigma can spread false or harmful information that can lead to bullying, _____, and hate crimes against certain groups of people. In fact, anyone can be a victim of bullying without being part of one of these categories, but simply because the bully targeted a certain person. In many cases, the victims of bullying are insulted, ridiculed, or even _____ from more than one bully. Another common indicator for bullied people is the possibility of being robbed. Bullying can occur by one person or by a group of people. It is fundamental to identify behaviours and warning signals associated with bullying quickly to prevent and act in time.

INSERT THE FOLLOWING WORDS INTO THE GAPS:

One third socioeconomic status Distress isolation minority
 Homosexuals mentally harassment physical violence

¹ Facts About Bullying | StopBullying.gov



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According to the UNESCO Institute of Statistics:

- **One third** of the globe's youth is bullied; this ranges from as low as 7% in Tajikistan to 74% in Samoa.
- Low **socioeconomic status** is a main factor in youth bullying within wealthy countries.
- Immigrant-born youth in wealthy countries are more likely to be bullied than locally born youth.²

There is more than a single factor that puts a child at risk of being bullied or bullying others. It is usual, that victims of bullying will show signs of **distress** that could be a warning signal they are being bullied, for example: depression, anxiety, school performance issues or similar. The indicators that victims of bullying will show will vary from case to case, but some common behaviours one might exhibit include a change in eating habits, **isolation**, a drop in school performance, or a change in daily routines. Bullying can occur anywhere—cities, suburban areas, or rural towns. It is common, that a certain kind of people become victims of bullying. Generally, these people are a **minority** in some way, or are perceived as “different” from the mainstream: Ethnic minorities, religious minorities, people of lower social or economic status, **homosexuals**, or simply physically smaller people are often targeted for bullying.

Students who have a physically and **mentally** disability are often targeted for bullying. Also Stigma can spread false or harmful information that can lead to bullying, **harassment**, and hate crimes against certain groups of people. In fact, anyone can be a victim of bullying without being part of one of these categories, but simply because the bully targeted a certain person. In many cases, the victims of bullying are insulted, ridiculed, or even **physical violence** from more than one bully. Another common indicator for bullied people is the possibility of being robbed. Bullying can occur by one person or by a group of people. It is fundamental to identify behaviours and warning signals associated with bullying quickly to prevent and act in time.

² Facts About Bullying | StopBullying.gov



Description of content	Awareness of characteristics of high school students which raise the likelihood of being a target of bullying
Learning outcomes	<p>Knowledge: Recall the elements that define high school students which raise the likelihood of being a target of bullying</p> <p>Skill: Compare cases to raise awareness on characteristics of high school students which raise the likelihood of being a target of bullying</p> <p>Competence: Produce scenarios from which it is possible to deduce the characteristics of high school students which raise the likelihood of being a target of bullying</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Handouts ● Pens ● Markers ● Paper
Setting	<i>Self-directed</i>
Theoretical lessons	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p>Physical Signs</p> <ul style="list-style-type: none"> - 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. - 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.) <p>Emotional Symptoms/ Insecure personality</p> <ul style="list-style-type: none"> - Submissive, passive, and anxious children are more likely to be bullied <p>Social Symptoms</p> <ul style="list-style-type: none"> - 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 <p>Lower peer Acceptance</p> <ul style="list-style-type: none"> - Victims of bullies may have few or no friends - children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins.



	<p>Overprotective Parents</p> <ul style="list-style-type: none"> - Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers
Duration	15 minutes
Type of activity and brief description of the activity	<p>Create a mind map</p> <p>When we talk about a Mind Map, we identify an instrument that is an easy to hold a brainstorming in a dynamic way without a specific order or structure. It allows to structure in a visual way thought, ideas, logical paths through words, concepts, images or similar. See an example below:</p> <p>Your task is to create a mind map to the topic: “Awareness of characteristics of high school students which raise the likelihood of being a target of bullying”</p>
Keywords	<i>Rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, submissive, passive</i>
Assessment method	-
Sources / further reading / resources	<p>Role Play Exercise (Free practice) Assessment Day</p> <p>Role-Plays: A Step-By-Step Guide To Assessment Centre Success (assessmentcentrehq.com)</p>



	lesson_plan__facilitator_guide.pdf (weebly.com)
Description of content	Definition of myths and truths about high school students which raise the likelihood of being a target of bullying
Learning outcomes	<p>Knowledge: Define the characteristics of high school students which raise the likelihood of being a target of bullying</p> <p>Skill: Choose the right definition about high school students which raise the likelihood of being a target of bullying</p> <p>Competence: Deal with myths and trues about high school students which raise the likelihood of being a target of bullying</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Pens ● Pencils ● Markers ● Paper
Setting	<i>Self - directed</i>
Theoretical lessons	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p>Physical Signs</p> <ul style="list-style-type: none"> - 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. - 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.) <p>Emotional Symptoms/ Insecure personality</p> <ul style="list-style-type: none"> - Submissive, passive, and anxious children are more likely to be bullied <p>Social Symptoms</p> <ul style="list-style-type: none"> - 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 <p>Lower peer Acceptance</p>



	<ul style="list-style-type: none"> - Victims of bullies may have few or no friends - children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins. <p>Overprotective Parents</p> <ul style="list-style-type: none"> - Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers
Duration	25 minutes
Type of activity and brief description of the activity	<p><i>Individual 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 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"> 1. Take the quiz. 2. The quiz is structured with three statements, two truths and a lie. 3. Spot the lie. 4. Verify the answers on the answers sheet.
Keywords	<i>Bullying, bullism, harassment, intimidation, victim, rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, submissive, passive</i>
Assessment method	Quiz
Sources / further reading / resources	20 Bullying Quizzes Online, Trivia, Questions & Answers - Bullying Multiple Choice Test bullying_wp_faculty_and_staff_quiz.pdf Answer Key: Bullying (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 rumours 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 who 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

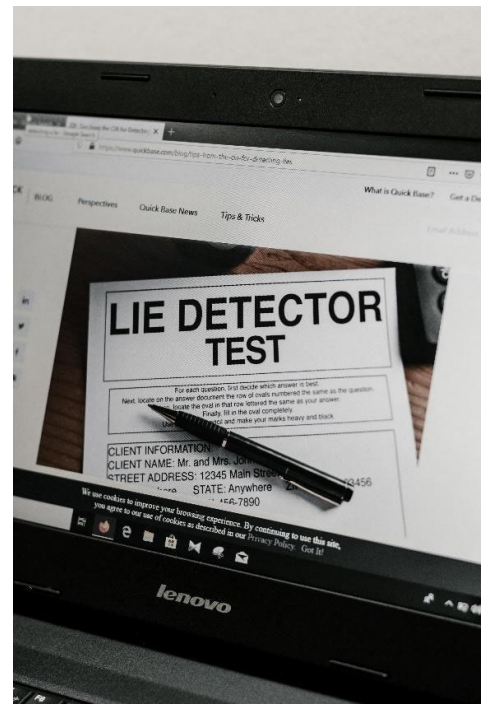
1. Being physically larger or smaller is a predictor for bullying
2. Wearing glasses is a predictor for bullying
3. Having new clothes is a predictor for bullying

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	
Description of content	The profile of the victims
Learning outcomes	<p>Knowledge: Recognize the profile of the victims</p> <p>Skill: Identify the profile of the victims</p> <p>Competence: Carry out a one-on-one discussion on the profile of the victims</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Pens ● Pencils ● Markers ● Paper
Setting	<i>Self-directed</i>
Theoretical lessons	<p>Many children who are victims of bullying display some of the following characteristics.</p> <p>Physical Signs</p> <ul style="list-style-type: none"> - 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. - 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.) <p>Emotional Symptoms/ Insecure personality</p> <ul style="list-style-type: none"> - Submissive, passive, and anxious children are more likely to be bullied <p>Social Symptoms</p> <ul style="list-style-type: none"> - 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 <p>Lower peer Acceptance</p> <ul style="list-style-type: none"> - Victims of bullies may have few or no friends - children experiencing peer rejection and being left out of social situations is one symptom that occurs long before bullying begins. <p>Overprotective Parents</p>



	<ul style="list-style-type: none"> - Overprotective parental behaviours prevent a child from learning how to handle conflict—which makes it more likely that they will be victimized by peers
Duration	25 minutes
Type of activity and brief description of the activity	<p>Sometimes advantage 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:</p> <p>As you read a statement or question, you can count +1 or -1 for each statement if the statement applies or not on you.</p> <p>If your result is negative at the end of the game, you are more likely to be bullied. If your result is positive, you are a privileged person.</p> <p>If possible, do this exercise with a friend, a partner or relative.</p> <p>Then answer the following questions: 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>
Keywords	<i>Bullying, bullism, harassment, intimidation, victim, rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, submissive, passive</i>
Assessment method	Quiz
Sources / further reading / resources	<p>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)</p>



QUESTIONS TO READ OUT LOUD

Add +1 if:

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 or your family never had to move due to financial inabilities,
5. 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,
6. If you feel that people do not interpret your personal opinions as a representation of people with the same disability,
7. If you almost always feel comfortable with people knowing your sexual orientation,
8. If you feel certain that you will not be followed, harassed, or watched under close surveillance because of your disability,
9. If you never worry about crime, drugs, rape, or any other violence threats in your neighbourhood,

Subtract -1 if:

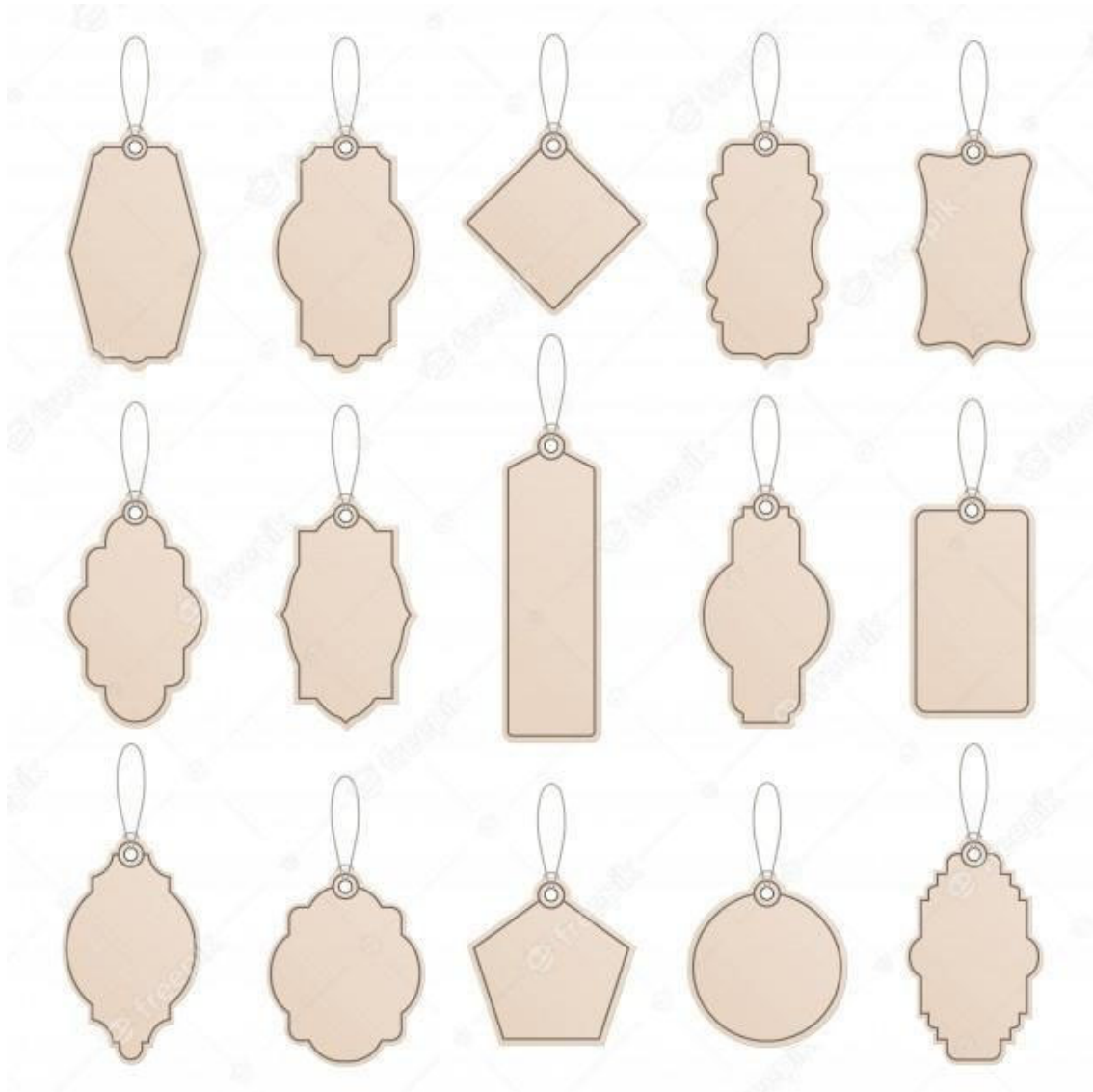
1. If both of your parents are Deaf,
2. If you started school speaking a language other than national language,
3. If you have ever been the only person of your race/ethnicity in a classroom or place of work,
4. If you grew up in an economically disadvantaged or single-parent home,
5. If you were ever discouraged from any personal goal or dream because of your race, socioeconomic class, gender, sexual orientation, or physical/learning disability,
6. If you have ever been called names regarding your race, socioeconomic class, gender, sexual orientation, or physical/learning disability and felt uncomfortable.
7. If you have ever been hesitant to communicate to avoid being ridiculed because of your disability or speech impediment,
8. If you have been mistreated or served less fairly in a place of business because of your disability,
9. If anyone in your immediate family has ever been discriminated because of their disability,



Description of content	The profile of the aggressors
Learning outcomes	<p>Knowledge: Recognize the profile of the aggressors</p> <p>Skill: Identify the profile of the aggressors</p> <p>Competence: Create a product to demonstrate understanding of the aggressor's profile</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Pens ● Pencils ● Markers ● Paper
Setting	<i>Self-directed</i>
Theoretical lessons	<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:</p> <p>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>
Duration	<i>25 minutes</i>
Type of activity and brief description of the activity	<p>In this activity, the task is to find a word that best describes a bully. Words should not repeat. Task of the participants is to create a label.</p> <p>Exercise steps:</p> <ul style="list-style-type: none"> ● take a sample label, ● you can decorate it as wished ● you must write on it a word that identifies a bully: it can be an adjective or a noun. ● Try to find as many words as possible that you can find ● Create a small pinboard and place all the labels on it. ● Write down a small explanation why you chose those words.
Keywords	<i>Bullying, bullism, harassment, intimidation, victim, rejection, social symptoms, overprotective parenting, lower peer acceptance, victim, submissive, passive</i>
Assessment method	self-assessment, small report
Sources / further reading / resources	<p>The Label Game - Valley Family Fun</p> <p>20 Bullying Quizzes Online, Trivia, Questions & Answers -Bullying Multiple Choice Test bullying_wp_faculty_and_staff_quiz.pdf</p> <p>Answer Key: Bullying (Grades Grades 6 to 8)</p>



PRINTABLE





Unit 4: Recognising the signs that a teenager has been bullied	
Description of content	<p><i>Warning signs at school</i></p> <p><i>Warning signs at home</i></p> <p><i>Why bullied teenagers do not ask for help?</i></p>
Learning outcomes	<p>Knowledge: identify the warning signs of being bullied</p> <p>Skill: explain behavioural choices</p> <p>Competence: advise bullied teenagers to ask for help</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● computer or laptop ● internet access ● Gmail email account open on the device in order to have access to the Jamboard ed tool https://jamboard.google.com/d/1SqY9nDYFeML3_foQUE6XnApk2y2ecROzvAyBlz9uUio/edit?usp=sharing ● Quizzez link for the questionnaire and the quiz: https://quizizz.com/admin/quiz/61475fb0ffdc04001e44097f
Setting	<i>Self-directed</i>
Theoretical lessons	<p>Most often bullied teenagers do not report the incidents, but they display a change in behaviour¹ 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"> - exhibit aggressive and unreasonable behaviour - get involved in fights - refuse to answer questions about aggressive behaviour - show physical signs of aggressiveness: bruises, cuts, scratches - have their belongings or clothes destroyed or 'lost' - have lower grades than the usual - spend the breaks alone or be excluded from their friends' group - become quieter during the class activities - exhibit low self-esteem and insecurities - be the target of mean jokes in class <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"> - having trouble following the daily routine, like waking up in the morning - refusal to attend school or absenteeism - changing the route to school, changing the bus, or avoiding some places on their way to school - new eating and sleeping routines or lack of appetite and sleep



	<ul style="list-style-type: none"> - displaying mood swings and being unable to manage their emotions, like overreacting to minor incidents at home - feeling sad, scared and less satisfied with their lives - 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' <p>Why bullied teenagers do not ask for help?</p> <p>Quite often bullied teenagers choose to stay silent and not report incidents. A study² 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. Consequently, events that are not reported cannot find a solution because schools should know about such incidents to proceed to an action plan. Teenagers do not report bullying for many reasons, for example:</p> <ul style="list-style-type: none"> - 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	<i>30 minutes</i>
Type of activity and brief description of the activity	<p><i>Brainstorming</i></p> <p><i>This exercise activates your previous knowledge of the topic, so think about what you already know about bullying.</i></p> <ol style="list-style-type: none"> 1. In the previous unit, you have just studied different types of bullying. Go to this link https://jamboard.google.com/d/1SqY9nDYFeML3_foQUE6XnApk2y2ecROzvAyBlz9uUio/edit?usp=sharing <p>and write your answers on sticky notes that you can choose from the left-hand panel.</p> <p>Note: you should have a Gmail email account open on your device to work on this.</p> <p>Alternatively, you can use a sheet of paper and quickly name the ones you remember. Example: threatening.</p> <p>Imagine what would be the change for the bullied teenager after suffering these types of bullying. Think of physical, emotional, behavioural changes and write down your answers.</p>



	<p><i>Concept mapping</i></p> <p>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 reflection while you are deciding how to group and make connections among the given elements.</p> <ol style="list-style-type: none"> 1. Go to page 2 of the Jamboard by clicking on the right arrow on the top panel (Next frame). 2. Read the types of warning signs that bullied teenagers exhibit at school and at home. Of course, some of these could belong to both categories and some others could be added. Feel free to read the further reading section and add others on green sticky notes if you wish. 3. Go to page 3 of the Jamboard, click on the pen on the left-hand panel and draw connections between the bullying types and the warning signs that the bullied teenagers exhibit. Alternatively, you can move the sticky notes around the page and create your own hierarchies and connections. 4. Check your answers on page 4 of the Jamboard. However, this is just one example of an answer key, and many other connections can be drawn because people react differently to aggressive behaviour like bullying. <p><i>Questionnaire</i></p> <p>In this activity, you will answer questions to make you reflect on why some bullied teenagers do not report the incidents and risk being bullied again.</p> <ol style="list-style-type: none"> 1. Go to this Quizzes link and answer questions 1 to 10. https://quizizz.com/admin/quiz/61475fb0ffdc04001e44097f 2. If you have problems answering some questions, check the ‘further reading’ section here for clarification. 3. 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 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.
Keywords	<i>warning signs, low self-esteem, overreact, snitch or tattletale</i>
Assessment method	<p>Short quiz</p> <ul style="list-style-type: none"> - continue working on the Quizzez lesson and on the last slides you will answer a short quiz. The site will automatically check your answers. https://quizizz.com/admin/quiz/61475fb0ffdc04001e44097f
Sources / further reading / resources	<p>¹ 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</p> <p>² Petrosino, A. et all (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</p>



	<p>Further reading: Warning signs : https://www.stopbullying.gov/bullying/warning-signs</p> <p>Why bullied teenagers do not report incidents? https://www.verywellfamily.com/reasons-why-victims-of-bullying-do-not-tell-460784</p>
Description of content	<p>Other problems teenagers may face that show similar warning signs to bullying substance abuse, gang affiliation</p> <p>How to find out the real problem behind the warning signs</p>
Learning outcomes	<p>Knowledge: describe warning signs of substance abuse and gang affiliation</p> <p>Skill: apply information about warning signs to new contexts</p> <p>Competence: evaluate behaviours related to substance abuse and gang affiliations</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● hand out 1 - Make a copy on your drive (Go to File - Make a copy - click on the 'Folder' cell - click on the left arrow until you see your drive - Click on 'OK' and you will have your own copy that you can edit) https://docs.google.com/document/d/1POOX_dARvypmSAkqgUHNfKxCzIFOUNbi6eOhOZg7g_U/edit ● for handouts 2, 3 and 4 you do not need to make a copy. You can find them all in this folder https://drive.google.com/drive/folders/1Qw5UU_6JaocnzlhNOsjHaLq50w5sheLb?usp=sharing
Setting	<i>self-directed learning</i>
Theoretical lessons	<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 study¹ 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 disorder²:</p> <ul style="list-style-type: none"> - 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 - asks more pocket money - has lost or missing possessions



	<p>Warning signs of gang affiliation³:</p> <ul style="list-style-type: none"> - 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 - asks more pocket money - has lost or missing possessions - communicates differently: uses slang or specific dress style <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 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.</p> <p>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 peers⁴.</p> <p>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.</p>
Duration	<i>30 minutes</i>
Type of activity and brief description of the activity	<p><i>Case study</i></p> <p>The aim of this activity is to familiarize yourself with a potential story of a hearing-impaired teenager who shows warning signs of substance abuse or gang affiliation.</p> <p><i>Guided Discovery</i></p> <p>By answering questions related to the case study and comparing answers to the theoretical part, you are encouraged to apply the theoretical knowledge to a potential real case situation. On the one hand, not every warning sign reflects a bullying situation,</p>



and, on the other hand, the same warning signs are common to different problems that teenagers might face.

Reflection

The reflection 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. Make a copy of this document on your drive, then read the case study (Handout 1).

https://docs.google.com/document/d/1POOX_dARvypmSAkqUHNfKxCzIFOUNbi6eOhOZg7g_U/edit

Highlight in pink the warning signs of substance abuse that you can find.

2. Read the Warning Signs of Substance Use Disorder on Handout 2 and try to find and highlight more warning signs on Sena's case study.

<https://docs.google.com/document/d/1PsEfUJ52eQCRpCsA2IVOPBbjl0Zk9ASdoe1x0JQJEWg/edit?usp=sharing>

3. Check your answers on this document.

https://docs.google.com/document/d/1GgtcJn2Ptv1Rt7w2n9U_Mh86PQFu3IoHe8_E1UTGQ1A/edit

4. Go back to your copy of Handout 1: Sena's case study and think of which of these warning signs could signal the problem of gang affiliation. Highlight them in blue.

5. Read Handout 3, then look back at Sena's case study. Are there any warning signs of gang affiliation that you might have missed? Highlight them in blue.

6. Check your answers on this document.

<https://docs.google.com/document/d/1NtVUM0BEIrcAJbK8nTgcuF4n6NtZ0FJNRCAZD2SMCYI/edit>

7. Reflection questions: think of the answers to these questions

Which warning signs are common to both problems?

Which of these warning signs could be related to bullying?

What should you do if you notice these warning signs?

8. Read more about the overlap of these warning signs on this document and answer the two questions below:

https://docs.google.com/document/d/1IOYxCkCz3HjytgXYFD1Llagf5akmRbSwn_-sxuvl6XQ/edit#



	<p>Check your answers here:</p> <p>https://docs.google.com/document/d/1Elb4psUnkLMAjH8XD4pr0HOho_sjSxNp_jJOSeefPvg/edit#</p>
Keywords	<i>substance abuse, gang affiliation, secretive behaviour, health complaints</i>
Assessment method	<p>Reflection question:</p> <p>Have you noticed any of these warning signs at your students before?</p>
Sources / further reading / resources	<p>¹Gaete, 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 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5487445/</p> <p>²Renzi, C (2020): <i>How are Bullying and Substance Abuse Related?</i>, in <i>The Recovery Village</i> retrieved on 15/09/2021 from https://www.therecoveryvillage.com/drug-addiction/related-topics/bullying/</p> <p>³Safeguarding Hub (2018): <i>Gang Involvement - Spotting the Signs</i>, retrieved on 17/09/2021 from https://safeguardinghub.co.uk/gang-involvement-spotting-those-the-signs/</p> <p>⁴Guthmann, 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 http://www.mncddeaf.org/articles/problem_ad.htm</p> <p>Further reading <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 https://pubmed.ncbi.nlm.nih.gov/34080677/</p> <p><i>Training course: SAFE SCHOOLS: Preventing School Violence</i> https://www.accesscontinuingeducation.com/ACE2003/c3/index.htm</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 teachers 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 make her sleepy and she cannot focus well on her studies. However, she said 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 disorder²:

- 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
- asks more pocket money
- has lost or missing possessions

²Adapted 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 affiliation³:

- 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
- asks more pocket money
- has lost or missing possessions
- communicates differently: uses slang or specific dress style

³Adapted 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/>



Handout 4:

Read more about the overlap of these warning signs:

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 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 peers⁴.

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.

⁴Guthmann, D: *Is There a Substance Abuse Problem Among Deaf and Hard of Hearing Individuals?*, in *Minnesota Substance Use Disorder Treatment Program*, retrieved on 19/09/2021 from http://www.mncddeaf.org/articles/problem_ad.htm

1. Why is it difficult to link one warning sign to a specific problem?
2. What should teachers do if they observe one or two of these signs?



HANDOUT 1: Answer Key 2

Warning Signs of Gang Affiliation

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



Unit 4.2.

HANDOUT 1: Answer Key

Warning signs of substance use disorder

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



Unit 4.2.

Handout 4: Answer key

1. Why is it difficult to link one warning sign to a specific problem?

Because there is an overlap of warning signs. They can reflect different problems that teenagers might face, and one teenager may be involved in one or more of these issues.

2. What should teachers do if they observe one or two warning signs on their students?

They should observe changes in behaviour in their students and if they see warning signs, they should refer the issue to further investigation to determine an appropriate intervention.



Unit 5: Teaching high school students to recognise the signs that their colleagues have been bullied	
Description of content	Warning signs teenagers can notice about their bullied peers: physical, emotional, relational, damage of property.
Learning outcomes	<p>Knowledge: identify peer factors that may contribute to bullying</p> <p>Skill: illustrate peer factors in bullying</p> <p>Competence: Create a symbolic image related to the content</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Jamboard for matching - Make a copy on your drive and work on the first frame https://jamboard.google.com/d/1H3dv28sV9_gZWGh_3NI8hCGR9LADUNqgCz6PzTBKzMU/edit?usp=sharing ● colouring pens ● paper
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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 to alert the teachers and school administration for further action.</p> <p>Physical signs:</p> <ul style="list-style-type: none"> - bruises - cuts - scratches - other injuries <p>Emotional signs:</p> <ul style="list-style-type: none"> - can become anxious or unhappy after the breaks or during school time - the student says 'I hate school' or expresses fear of school - frequent tears or anger - feels ill in the morning or when they need to come to school - unable to speak up in class <p>Relational signs:</p> <ul style="list-style-type: none"> - the teenager doesn't have friends in class - refuses to go out at break time - refuses to talk about what is bothering them - spends time alone at school <p>Damage of property:</p> <ul style="list-style-type: none"> - the teenagers frequently 'loses' their belongings



	<ul style="list-style-type: none"> - starts stealing money - somebody has found their sports equipment in the garbage bin - the teenager finds their books or backpack missing from class - after the break time their clothes are dirty or have fresh food spots
Duration	<i>20 minutes</i>
Type of activity and brief description of the activity	<p><i>Matching</i> - this activity allows you to discover by yourself the types of peer factors that contribute to bullying. We recommend you do this before reading the theoretical part of this chapter. By trial and error, you will see the possible meaning of the emojis in this exercise. The answer key is on frame two of the same Jamboard.</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 just as well be a sticky figure wearing the scars of bullying. The emojis can offer them ideas of how to draw the emotional and relational signs simply and symbolically.</p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Before reading the theoretical part of this lesson, go to the link for Jamboard and make a copy of it on your drive. (Click on the 3 vertical dots on the top right-hand panel - Make a copy) 2. You will see that there are different signs related to bullying that teenager may notice: physical, emotional, relationship and damage of property. Examples of signs for each category are expressed by the emojis you see on the centre of this Jamboard. By doing the matching activity (just click and drag the emojis to different squares), you will discover which ones these are. 3. Check your answers on Frame 2 of the same Jamboard 4. Think of what sign each of these emojis are trying to represent 5. Read the theoretical part of this lesson 6. 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' personality. 7. 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.
Keywords	<i>damage of property</i>
Assessment method	<p><i>Reflection question:</i> By answering this question you will better understand the learning progress you have made during this lesson. Before the lesson, most probably you could not give an informed answer to this question, unless you studied the topic before. For the ones who study about bullying for the first time, this is the moment when you should feel proud of the new things you have learnt during this course.</p> <ol style="list-style-type: none"> 1. Which of these warning signs of being bullied are the most difficult to notice? What would you need to pay attention to?
Sources /	National Centre Against Bullying Australia: Signs of Bullying retrieved on 17.09.2021 from https://www.ncab.org.au/bullying-advice/bullying-for-parents/signs-of-bullying/



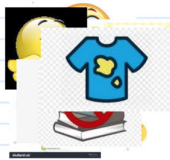
further reading / resources	Further reading: <ul style="list-style-type: none"> - peer signs of bullying: https://www.prevnet.ca/bullying/signs - https://www.bullying.co.uk/advice-for-parents/how-to-spot-the-signs-of-bullying/
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Handout 1:



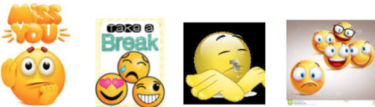
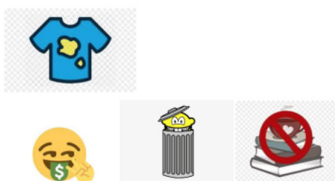
Jamboard frames

Recognise the signs that teenagers have been bullied

<p style="text-align: center; color: #00A6C9; font-weight: bold;">Physical signs</p>	<p style="text-align: center; color: #00A6C9; font-weight: bold;">Emotional signs</p>
<p style="text-align: center; color: #00A6C9; font-weight: bold;">Relationship signs</p>	<p style="text-align: center; color: #00A6C9; font-weight: bold;">Damage of property</p>



Recognise the signs that teenagers have been bullied

<p style="text-align: center; color: #00A6C9; font-weight: bold;">Physical signs</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center; color: #00A6C9; font-weight: bold;">Emotional signs</p> <div style="text-align: center; margin-top: 10px;">  </div>
<p style="text-align: center; color: #00A6C9; font-weight: bold;">Relationship signs</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center; color: #00A6C9; font-weight: bold;">Damage of property</p> <div style="text-align: center; margin-top: 10px;">  </div>



Description of content	Direct and indirect bullying behaviour
Learning outcomes	<p>Knowledge: rank information about roles in bullying</p> <p>Skill: compare behaviours involved in bullying</p> <p>Competence: Create a storyboard</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Quizzex lesson presentation and activities - Slides 1 to 13: https://quizizz.com/admin/presentation/6165e9a8213b0d001df7adad/positive-and-negative-relationship-behaviours ● Paper/ post-its, pencils or ● https://www.storyboardthat.com/
Setting	<i>Face to face with a trainer</i>
Theoretical lessons	<p>Direct and indirect bullying behaviour</p> <p>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>Direct bullying happens with both the bully and the bullied present and it refers to 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>Direct bullying behaviours:</p> <ul style="list-style-type: none"> - hitting, slapping, punching - pushing or using physical force - other physical actions directed to the person or their belongings: ripping clothes, throwing, or taking books, backpacks, etc. - taunting - name calling <p>Indirect bullying 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>Indirect bullying behaviours:</p> <ul style="list-style-type: none"> - 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 victim - 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 to the trash - intimidation through gestures
Duration	<i>40 minutes</i>



<p>Type of activity and brief description of the activity</p>	<p>Guided discovery through a multiple-choice exercise in Quizzes. By following slides 2 to 9 you will read definitions for direct and indirect bullying behaviours and based on those you will try to identify examples of these behaviours in the multiple-choice exercises. The app will instantly check your answers. If you are not sure which behaviour is which type, you can see the theoretical bit grouped on slides 8 and 9.</p> <p>Storyboard is a technique used in filmmaking to help planning scenes before shooting and, also, a teaching technique for integrating narratives in class. In this activity you can work on the template provided below. For this you will need to print Handout 1 and use coloured pencils. If you are more interested in ed tools, you can try to do it in Storyboardthat.com It is suggested to work on a computer rather than a phone to have full functionality of this tool. You will need to register; you can easily do it with your Google account and you'll have 14 days of free trial when all the features are active.</p> <p>To plan the story, you will make a short storyboard (4 frames) to create an illustrated story of one Indirect Bullying Behaviour of your choice. The storyboard includes drawing/ sketches of characters and one caption for each drawing to illustrate what is happening in the drawing. This activity allows you to produce a narrative line related to the topic. It is important to choose one Indirect Bullying Behaviour to imagine the steps of a bullying behaviour in action.</p> <p>Exercise:</p> <ol style="list-style-type: none"> Guided Discovery: https://quizizz.com/admin/quiz/6165e9a8213b0d001df7adad Slide 2 - read definitions for Direct and Indirect Bullying Behaviours Slides 3 to 6 - do the multiple-choice exercises and you will become familiarized with examples of Direct and Indirect Bullying Behaviours Slides 8 and 9 - you will read the theoretical part of Direct and Indirect Bullying Behaviours (30 mins) Storyboard. Choose how you want to work: on paper or in a digital format. For the paper exercise, print Handout 1 and for the digital storyboard go to https://www.storyboardthat.com/ log in and access the 14 days free trial period. Have fun with the different 'scenes' and 'characters', drag and drop them as you wish. Create a short storyboard (4 frames) to have an illustrated story of one Indirect Bullying Behaviour of your choice. The storyboard includes drawing/ sketches of characters and one caption for each drawing to illustrate what is happening in the drawing. See one example on Slide 13.
<p>Keywords</p>	<p><i>spreading rumours, mean jokes, name calling, intimidation</i></p>
<p>Assessment method</p>	<p>Self-assessment: After looking at the example storyboard and comparing it to your work, assess your own work in terms of:</p> <ul style="list-style-type: none"> - clarity of ideas: Was the story clear from the storyboard? - creative stories: Is your story creative? Think of characters, actions, and caption lines - What did you learn about Bullying Behaviours after these activities?
<p>Sources /</p>	<p>Pacer's Bullying Prevention Center: <i>How is 'direct bullying' different from 'indirect bullying'?</i> retrieved on 22/09/2021 from:</p>



further reading / resources	https://www.pacer.org/bullying/info/questions-answered/direct-vs-indirect.asp Australian Education Authorities/ The State of Queensland (29/09/2020): Types of Bullying retrieved on 26/09/2021 from https://bullyingnoway.gov.au/understanding-bullying/types-of-bullying more about how to use the story-board technique: Lynch, M. (31/03/2021): <i>How to Implement the Story-board Teaching Strategy in Your Classroom</i> , in The Advocate platform, retrieved on 26.09.2021 from https://www.theedadvocate.org/how-to-implement-the-storyboard-teaching-strategy-in-your-classroom/
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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 to the trash
- intimidation through gestures

Story-board - Indirect Bullying Behaviours

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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>



Description of content	Positive and negative relationship behaviours
Learning outcomes	<p>Knowledge: categorize behaviours</p> <p>Skill: discuss relationships</p> <p>Competence: evaluate behaviours in relationships to become responsible for own relationships</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● https://jamboard.google.com/d/1_K88KcKhelYKqfhSoEE2DmT8_i6R2Dp9UyYNi4hu-yg/edit?usp=sharing
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p>Social relationships like friendships are very important for teenagers. During teenage the 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>Positive teen relationships 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 the teenager feel accepted for who they are. A good friend¹:</p> <ul style="list-style-type: none"> - shows care through words and actions, both on important issues and small things - is there for you when you need them - does not judge you - does not put you down - does not hurt your feelings - is loyal - says what they think about you in a caring way - listens to your problems - often laughs with you - makes you feel valued for who you are - makes you feel important for them <p>Toxic teen relationships are the ones who make the teenager feel bad about themselves and the 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 frenemy or fake friend by these behaviours²:</p> <ul style="list-style-type: none"> - is a fair-weather friend and is present around you when they have something to benefit from? - is hard to reach when you need support



	<ul style="list-style-type: none"> - always seems to need something from you - is competitive with you - makes you feel bad about yourself - belittles your achievements - drains your energy - talks behind your back - does not say positive things to you and about you - is disrespectful with your values and boundaries - is jealous of you in some way - tries to sabotage you by saying or doing embarrassing things in key moments for you - repeats the same toxic behaviours even after you explain how that hurts you
Duration	30 minutes
Type of activity and brief description of the activity	<p>Matching activity. By teaching the theoretical content through a matching activity, you will read the theory and think about it, and how to classify it. This increases retention and appeals to the visual and kinaesthetic learners.</p> <p>Answer the questions - is a widely used teaching technique. Its aim is to have students/trainees articulate the input content in their own words, an action which helps them internalize the content. This technique works well with short theoretical content. In our case, after you get familiarized with the examples of positive and negative behaviours, you 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>Exercise:</p> <ol style="list-style-type: none"> 1. Think of a 'friend' - What does a friend do? 'What should a friend NOT do?' 2. Matching. Go to Jamboard https://jamboard.google.com/d/1_K88KcKhelYKqfhSoEE2DmT8_i6R2Dp9UyYNi4hu-yg/edit?usp=sharing and place the sticky notes under each heading: A Good Friend or A Frenemy 3. Answer Key is on the next frame. Click on the arrow on the middle top page. 4. Answer the questions: <ol style="list-style-type: none"> a. By looking at the characteristics of a good friend, how can you characterize positive teen relationships? b. By looking at the characteristics of a frenemy, how can you characterize toxic teen relationships? c. Why are friendships important for teenagers? 7. You can read clarifications in the theoretical part above. 8. Think of this situation and answer the questions: <ol style="list-style-type: none"> a. What would a good friend do/ say? b. What would a frenemy do/ say?



	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.
Keywords	<i>frenemy, toxic relationship,</i>
Assessment method	Reflection Think of your relationship with your best friend when you were a teenager: <ul style="list-style-type: none">- Which of the positive behaviours discussed characterized his/her attitude to you?- Do you keep in touch with your teen best friend?- Did you have frenemies when you were a teenager? How did you realize they were not true friends to you?- If you were to give some advice to yourself as a teenager about friendship, what would you say to your younger self?
Sources / further reading / resources	¹ adapted from: ReachOut Australia: <i>What makes a good friend?</i> , retrieved on 28.09.2021 from https://au.reachout.com/articles/what-makes-a-good-friend ² 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 https://www.mindbodygreen.com/articles/signs-of-fake-friends

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



Description of content	<p>Emotions and thoughts when you are a victim of bullying</p> <p>Working on thoughts and emotions - a step out of being a target of bullying</p>
Learning outcomes	<p>Knowledge:</p> <p>Identify thoughts and emotions when you are a victim of bullying</p> <p>Skill:</p> <p>Identify your thoughts and emotions when you are a victim of bullying</p> <p>Competence:</p> <p>Be responsible for your own thoughts and emotions</p>
Materials and equipment	<p><i>Please indicate which material will be used:</i></p> <ul style="list-style-type: none"> ● Bullying scenarios handouts ● Emotion's flashcards ● A4 sheets of paper ● A3 sheets of paper ● Pens
Setting	<p><i>Self - directed</i></p>
Theoretical lessons	<p>The scientific literature has demonstrated that the exposure to bullying in school can cause 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. The aggressors, in turn, tend to engage in situations of domestic violence, psychoactive substance abuse, vandalism and infractions.</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</p>



**further reading /
resources**

<https://dictionary.apa.org/emotion>

<https://dictionary.apa.org/thought>

<https://www.scielo.br/j/tce/a/MR8ZKtr94qtv8jBtRbMHcF/?lang=en>

<https://www.academia.edu/download/42643314/AnnReviewFinalMarch2013.pdf>

<https://kidshealth.org/en/teens/stressful-feelings.html>

<https://www.cbtcognitivebehavioraltherapy.com/automatic-negative-thoughts/>

Ekman, Paul; Davidson, Richard J. (1994). *The Nature of emotion : fundamental questions*.
New York: Oxford University Press

<https://www.freeimages.com/photo/happy-boy-1434108>

<https://www.cbtcognitivebehavioraltherapy.com/automatic-negative-thoughts/>

Ekman, Paul; Davidson, Richard J. (1994). *The Nature of emotion: fundamental questions*.
New York: Oxford University Press

www.pexels.com



HANDOUT 1

Bullying scenarios

Go over the bullying scenarios and choose 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 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 regularly.
4. A nine-grade student 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.

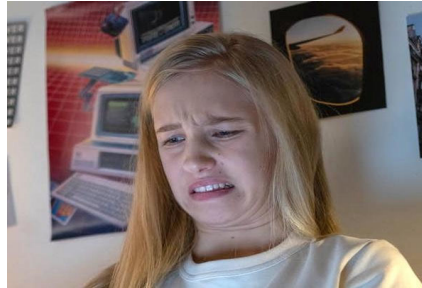


**10 emotion flashcards: anger, disgust, fear, happiness, sadness, surprise ,
disinterested, powerful, vulnerable/powerless, lonely.**

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.





Description of content	Appropriate actions and reactions when you are a victim of bullying
Learning outcomes	<p>Knowledge: Identify reactions and actions of bullying victims</p> <p>Skill: Choose the desired resolution of the scene</p> <p>Competence: Provide appropriate reactions and actions for given bullying scenarios</p>
Materials and equipment	<p><i>Please indicate which material will be used:</i></p> <ul style="list-style-type: none"> ● Bullying scenarios handouts ● Resolution example sentences ● Glue ● Coloured paper ● Scissors ● Worksheets ● Markers
Setting	<i>Self - directed</i>
Theoretical lessons	<p>There are many ways people can respond to situations involving bullying. Some of the possible responses of what you should do are the following:</p> <ul style="list-style-type: none"> - Report bullying It is important for students to report any bullying to a parent or an adult they trust. - Avoid being alone Whenever possible, avoid situations where there are no other students or teachers. - Be very careful to go to and from school in groups - Use humour - Ignore the person <p>Some of the possible responses of what you shouldn't do are the following:</p> <p>Don't bully back</p> <ul style="list-style-type: none"> - 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 - Don't start spreading bad rumours about the other kids <p>Do nothing</p> <ul style="list-style-type: none"> - It's not healthy for you to think you did something wrong and you deserve the way your friends act.
Duration	<i>45 minutes</i>
Type of activity and brief description of the activity	<i>Individual activity</i>



	<p><i>This exercise explores the appropriate actions and reactions of bullying victims. 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.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Read the 4 bullying scenarios. 2. Read the resolution example sentences. 3. Choose the appropriate reaction and action from the resolution example sentences (Handout 1). 4. Think about other appropriate reactions and actions. 5. Glue on a paper the appropriate reaction and action for the bullying scenarios. 6. If possible, confront yourself with another person and see if they agree on what you have chosen. <p>Create a badge, by writing nice and positive word/s (the badge of kindness). Use coloured paper, glue, scissors, and pencils. Give it to one of your colleagues.</p>
Keywords	<i>Bullying, Action.</i>
Assessment method	<p>KWL (Know/Want to know/Learn)</p> <p>Use a KWL table to record your prior knowledge on the topic, your wonders/want to know and what you have learned. Use different coloured markers to represent visually, your new learning (Handout 2).</p>
Sources / further reading / resources	<p>https://dictionary.cambridge.org/dictionary/english/bullying</p> <p>https://dictionary.apa.org/action</p> <p>http://www.eycb.coe.int/compasito/</p>



HANDOUT 1

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

Bullying scenarios:

1. Some of your work colleagues are spreading hurtful rumours about yourself. Others won't speak to you and don't know what to believe. 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. What should you do?
3. One of your colleagues draws a caricature of you. Other colleagues are teasing you and making fun of you. 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 supervisor about it.
Nothing. If everyone thinks the rumours are true, no-one will believe you.
Yell at him.
2. Ignore them and continue your daily work.
Tell your supervisor 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 because you don't like going to work.
3. Fight against it.
Avoid him, try to keep your distance.
Use humour.
Draw back a caricature for him.
4. Ignore them and continue your daily work.
Yell at him.
Fight against it.
Nothing. He/she is having a bad day and it has nothing to do with you.
Start missing because you don't like going to work.



HANDOUT 2

KWL (Know/Want to know/Learn)

Use a KWL table to record your prior knowledge on the topic, your wonders/want to know and what you have learned. Use different coloured markers to represent visually, your new learning

K/W/L

Know	Want to Know	Learned



Description of content	Report bullying Identify trusted persons who can help you when you are bullied
Learning outcomes	<p>Knowledge: Describe situations when you asked for someone’s help</p> <p>Skill: Choose the person who can help you according to the situation</p> <p>Competence: Deal with bullying situations by looking for appropriate help</p>
Materials and equipment	<p><i>Please indicate which material will be used:</i></p> <ul style="list-style-type: none"> ● Coloured paper – A4 ● Pens ● Worksheet
Setting	<i>Self - directed</i>
Theoretical lessons	<p><i>We are trying to respond to the following questions:</i> <i>Do people who are bullied need help and support? Why?</i> <i>Where can people who are bullied find help and support?</i> <i>Who is responsible to help and support children when they are bullied?</i></p> <p><i>Unfortunately, most studies suggest that the majority of 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.</i></p> <p><i>If you’ve experienced bullying, you’re not alone. There are people who can help and 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. So don’t go it alone—reach out and try taking these steps to improve the situation.</i></p> <p><i>In the Moment...</i></p> <ol style="list-style-type: none"> <i>1. Walk Away: If possible, remove yourself from the situation immediately.</i> <i>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.</i> <i>3. Keep Cool: Try to control your emotions in the moment. Showing fear or anger may egg on the aggressor.</i> <i>4. Don’t Fight: Try not to fight or bully back in response—this may just continue the cycle of bad behaviour.</i> <p><i>After the Incident...</i></p> <ol style="list-style-type: none"> <i>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.</i> <i>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.</i> <p><i>Over Time...</i></p> <ol style="list-style-type: none"> <i>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.</i> <i>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.</i>



	<p>3. <i>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.</i></p> <p>4. <i>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.</i></p> <p><i>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</i></p> <p><i>By identifying the person who can help, according to the situation, you can deal with bullying situations and get the appropriate help.</i></p>
Duration	25 minutes
Type of activity and brief description of the activity	<p><i>Individual activity</i></p> <p><i>This exercise helps people to identify persons who can support you when you are being bullied. People who are being bullied need help and support.</i></p> <p><i>The goal of the exercise is to discuss where people who are bullied can find help and support.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Draw as many hearts as you like on a coloured paper (the more, the better) 2. After that, you must write on them persons who can help students when they are being bullied 3. Think about the situations when a student can reach out and ask for that person's help and write it down. 4. If possible, confront yourself with another person and see if they agree on what you have chosen. <p>Try to describe, on a piece of paper, an action plan. What steps should a bullying victim take to report bullying?</p>
Keywords	<i>Bullying, Trust, Report.</i>
Assessment method	<p>5 Questions Star</p> <p>Ask questions using the words written on the stars (who? what? where? when? why?) and write the answers (Handout)</p>
Sources / further reading / resources	<p>https://dictionary.cambridge.org/dictionary/english/bullying</p> <p>https://dictionary.apa.org/trust</p> <p>https://dictionary.cambridge.org/dictionary/english/report</p> <p>https://www.stopbullying.gov/sites/default/files/2017-10/prnt_friendly_speaker_notes.pdf</p> <p>https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/10-Ways-to-Respond-to-Bullying.pdf</p> <p>Whitson, S., (2014, August 26). "Eight Keys to End Bullying". Retrieved April 15, 2021 from Greater Good Magazine-Science Based Insights for a Meaningful Life Website: Eight Keys to End Bullying Greater Good (berkeley.edu)</p>



HANDOUT

Ask questions using the words written on the stars (who? what? where? when? why?) and write the answers.





Unit 7 – TEACHING HIGH SCHOOL STUDENTS WHAT TO DO WHEN WITNESSING A BULLYING SITUATION



Description of content	<i>Bystanders' different responses to bullying</i>
Learning outcomes	<p>Knowledge: Identify bystanders' responses to bullying</p> <p>Skill: Describe bystanders' responses to bullying</p> <p>Competence: Differentiate desirable from undesirable reactions to bullying</p>
Materials and equipment	<ul style="list-style-type: none"> ● Pens ● Crayons ● Paper
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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 was found out is that harassment is a group phenomenon. 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 the age and sex of the bystanders, the level of education and socio-cultural background, but also the school climate. Taking these factors into account, it was established that the bystanders play different roles during an act of bullying. These are:</p> <p>1. Outsiders - passively accepting the bullying</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 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 **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



	<p>bystanders with a high level of empathy, a 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.</p> <p>3. Reinforcers</p> <p>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.</p> <p>4. Aggressor’s assistants</p> <p>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</p>
Duration	<i>45 minutes</i>
Type of activity and brief description of the activity	<p><i>Group work</i></p> <p><i>This exercise brings the participants to identify possible reactions of bystanders to bullying situations and differentiate desirable from undesirable reactions to bullying.</i></p> <p><i>Exercise:</i></p> <p><i>Read the theoretical part! Read the bullying story from the handout and:</i></p> <ol style="list-style-type: none"> <i>1. Identify bystander’s/ bystanders’ reactions to bullying and underline them.</i> <i>2. Give as many other examples as you can think of, beside the ones in the story, regarding what else the bystanders to this bullying situation could have done.</i> <i>3. Divide your examples into these four categories: outsiders, defenders, reinforcers, aggressor’s assistants.</i>
Keywords	<i>Bullying, Bully, Outsider, Defender, Assistant, Diffusion of responsibility.</i>
Assessment method	<p>Reflection questions</p> <ol style="list-style-type: none"> 1. Why do you think some bystanders choose to be OUTSIDERS (passively accepting the bullying)? 2. Why do you think some bystanders choose to be DEFENDERS? 3. Why do you think some bystanders choose to be REINFORCERS? 4. Why do you think some bystanders choose to be AGGRESSOR’S ASSISTANTS? <p>If possible, discuss your answers with a colleague.</p>



**Sources /
further reading /
resources**

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Handout

A story about bullying

Andrew, Bill, and John are students in the seventh grade. Andrew and Bill are good friends. They like playing football, visiting each other after school and helping each other with homework. John is very shy; he doesn't have friends and he has very poor grades at maths. Andrew and Bill usually laugh when the maths teacher asks John a question or asks him to solve an exercise at the blackboard. Today John got a bad mark in maths. During the break Andrew and Bill called John "stupid", "a looser" and threw pens and pencils at him. George, Mary, and Mark witnessed the whole scene. The rest of the colleagues were not in the classroom. George started laughing, Mark told Andrew and Bill to stop doing those things saying that they wouldn't like it if someone was doing the same things to them and Mary just looked at them, not saying or doing anything.

TO DO:

- 1. Identify bystander's/ bystanders' reactions to bullying and underline them.*
- 2. Give as many other examples as you can think of, beside the ones in the story, regarding what other reactions bystanders could have had.*
- 3. Divide your examples into these four categories:*

1. OUTSIDERS

2. DEFENDERS



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3.REINFORCERS

4.AGGRESSOR'S ASSISTANTS



Answer key:

A story about bullying

Andrew, Bill and John are students in the seventh grade. Andrew and Bill are good friends. They like playing football, visiting each other after school and helping each other with homework. John is very shy; he doesn't have friends and he has very poor grades at maths. Andrew and Bill usually laugh when the maths teacher asks John a question or asks him to solve an exercise at the blackboard. Today John got a bad mark in maths. During the break Andrew and Bill called John "stupid", "a looser" and threw pens and pencils at him. George, Mary, and Mark witnessed the whole scene. The rest of the colleagues were not in the classroom. George started laughing, Mark told Andrew and Bill to stop doing those things saying that they wouldn't like it if someone was doing the same things to them and Mary just looked at them, not saying or doing anything.

1. Identify bystander's/ bystanders' reactions to bullying and underline them.

2. Give as many other examples as you can think of, beside the ones in the story, regarding what other reactions bystanders could have had.

- *playing a game on the phone*
- *applauding*
- *calling him "stupid" too*
- *also throwing things at him*
- *telling Andrew and Bill that they are doing a great job*
- *going near John and getting him out of the class for the whole scene to end*
- *calling a teacher for help*
- *going outside the classroom to find an adult who can help*
- *etc.*

3. Divide your examples into these four categories:

1. OUTSIDERS

- *playing a game on the phone*

2. DEFENDERS

- *going near John and getting him out of the class for the whole scene to end*
- *calling a teacher for help*
- *going outside the classroom to find an adult who can help*

3. REINFORCERS

- *applauding*
- *telling Andrew and Bill that they are doing a great job*

4. AGGRESSOR'S ASSISTANTS

- *calling him "stupid" too*
- *also throwing things at him*



Unit 7 – TEACHING HIGH SCHOOL STUDENTS WHAT TO DO WHEN WITNESSING A BULLYING SITUATION	
Description of content	<i>From bystander to helper</i>
Learning outcomes	<p>Knowledge: Name bullying reactions of bystanders when witnessing a bullying situation</p> <p>Skill: Assess the degree of helpfulness of specific reactions of bystanders to bullying situations</p> <p>Competence: Choose the most appropriate reactions in bullying situations</p>
Materials and equipment	<ul style="list-style-type: none"> ● Handouts ● Paper ● Pen
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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 bystanders) encourages the bullying act, as well as its author, the aggressor. He/she often feels and plays the role of the star, in the centre of attention, an attention that he often seeks, but that he does not get otherwise or does not find elsewhere. He/she is followed, encouraged, sometimes even acclaimed, and applauded, receiving exactly the kind of response he/she is looking for and needs to continue his/her 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> <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</p>



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.
6. 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 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



Duration	40 minutes
Type of activity and brief description of the activity	<p><i>This activity gives trainees the opportunity to evaluate different reactions that bystanders usually must bullying situations. The goal of this activity is to make participants aware of the most valuable reactions that bystanders can have to bullying situations.</i></p> <ol style="list-style-type: none"> 1. Take your handout from the previous exercise. 2. For each example on your handout (item 2) write a number in front of it, from 1 to 5, where: 1=that behaviour makes the situation worse and 5=that behaviour is very useful. 3. Rearrange your examples in a descendent order.
Keywords	<i>Behaviour, Helper, Bystander to bullying, Group cohesion.</i>
Assessment method	<p>Writing a letter</p> <p><i>Imagine that you want to teach a group of students what to do and what not to do when witnessing a bullying scene. Write a short letter for students to read, in which you explain why they should choose some behaviours and avoid others.</i></p>
Sources / further reading / resources	<ul style="list-style-type: none"> ● BEHAVIOUR Meaning & Definition for UK English Lexico.com Retrieved October 11, 2021 from Definitions, Meanings, & Spanish Translations Lexico.com website ● HELPER Meaning & Definition for UK English Lexico.com Retrieved October 11, 2021 from Definitions, Meanings, & Spanish Translations Lexico.com website ● Bystanders to Bullying StopBullying.gov Retrieved October 11, 2021 from StopBullying.gov website ● group cohesion – APA Dictionary of Psychology Retrieved October 11, 2021 from APA Dictionary of Psychology website ● 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) ● 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) ● Who is involved? Bullying Free NZ ● Harwood, R., Miller, S. A., Vasta, R., "Relațiile dintre copii. Acceptarea de către alți copii - Cercetare și societate: Hărțuirea și victimizarea la școală", în <i>Psihologia copilului</i>, Editura Polirom, 2010, Iași



Description of content	<i>Helpers' qualities and understanding</i>
Learning outcomes	<p>Knowledge: Identify helpers' qualities and understanding</p> <p>Skill: Describe helpers' profile</p> <p>Competence: Solve positively a bullying situation</p>
Materials and equipment	<ul style="list-style-type: none"> ● Paper ● Crayons ● Markers ● Pens
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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 it defines. Why, unlike other bystanders, do they intervene in defines 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 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.</p> <p>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.</p>



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 the family play together 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.



	<ul style="list-style-type: none"> ● 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	<i>35 minutes</i>
Type of activity and brief description of the activity	<p><i>Whole class</i></p> <p><i>This exercise explores helping behaviour of bystanders and which qualities and understanding one needs to become a helper.</i></p> <p><i>Exercise:</i></p> <ol style="list-style-type: none"> <i>1. Read the theoretical part above, which contains information on the topic of the unit and can be a starting point in this activity.</i> <i>2. Write a bullying story that ends with desirable behaviour from bystanders.</i> <i>3. Think about the behaviour you have chosen to end the story and draw a two-column table. In the first column write 3-5 qualities that you think turned the bystander/ bystanders in your story into a helper/ helper and in the second column 3-5 things that you think the bystander/ bystanders in your story understood in order to become helper(s).</i> <i>4. Take a piece of paper and create a poster representing qualities and understanding of bystanders who become helpers in bullying situations. The poster can contain both drawings and words.</i>
Glossary	<i>Bystander to bullying, Helper, Empathy, Prosocial, Social skills.</i>
Assessment method	<p>Reflection questions</p> <ol style="list-style-type: none"> <i>1. How can teachers help teenagers develop necessary qualities and understanding for acting properly when witnessing bullying?</i> <i>2. How can families help teenagers develop necessary qualities and understanding for acting properly when witnessing bullying?</i>
Sources / further reading / resources	<ul style="list-style-type: none"> ● Bystanders to Bullying StopBullying.gov Retrieved October 11, 2021 from stopbullying.gov website ● HELPER Meaning & Definition for UK English Lexico.com Retrieved October 11, 2021 from Definitions, Meanings, & Spanish Translations Lexico.com website ● empathy – APA Dictionary of Psychology Retrieved October 11, 2021 from APA Dictionary of Psychology Website ● prosocial – APA Dictionary of Psychology Retrieved October 11, 2021 from APA Dictionary of Psychology Website ● social skills – APA Dictionary of Psychology Retrieved October 11, 2021 from APA Dictionary of Psychology Website ● Teaching Kids Not to Bully (for Parents) - Nemours Kidshealth



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| | <ul style="list-style-type: none">● https://fastresearchessays.com/characteristics-of-the-effective-helper/● Gordon, S. (2020, December 1). "6 Ways Bullying Impacts Bystanders". Retrieved April 15, 2021 from very well family Website: 6 Ways Bullying Impacts Bystanders (verywellfamily.com)● https://www.stopbullying.gov/resources/research-resources/social-emotional-learning-bullying-prevention● 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 |
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Unit 8: Forms and methods of intervention and mediation for teachers in bullying cases

Description of content	Intervention phases in a bullying situation
Learning outcomes	<p>Knowledge: List the intervention phases in a bullying situation.</p> <p>Skill: Describe the Intervention phases in a bullying situation.</p> <p>Competence: Create appropriate intervention scenario for each intervention phase in a different bullying situation.</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Pens ● Paper ● Quiz
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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"> 1. Stop the bullying immediately. 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. 3. When discussing with the aggressor, focus on reiterating what behaviour is expected in classroom, by reminding them with calm about school and classroom rules. Discuss sanctions that will be imposed for future bullying behaviour. 4. The victim needs to be reassured that you will do everything possible to prevent a recurrence. 5. Have a discussion in classroom with other students and make them aware of the consequences of the bullying behaviour. Reiterate the school's policy of zero tolerance toward bullying.



	<p>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.</p> <p>7. Continue to monitor the behaviour of the bully and the safety of the victim.</p> <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>
Duration	<i>20 minutes</i>
Type of activity and brief description of the activity	<p><i>Self-reflection</i></p> <p><i>This exercise is focused on the main phases of an 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"> 1. Read the phases of an appropriate intervention in case of bullying. 2. Take a pen and a paper and for each phase of the intervention write a short scenario (dialogue, reactions, ideas). How would be your example for each step of the intervention? 3. At the end, answer to the short quiz.
Keywords	<i>Aggressor, victim, intervention, discussion, prevention</i>
Assessment method	Short quiz
Sources / further reading / resources	https://www.educationworld.com/a_issues/issues/issues103.shtml



Short quiz:

Is it TRUE or FALSE?

1. Immediately after stopping the bullying, you must talk with the parents of the victim and of the aggressor. T F
2. You must discuss with the victim and the aggressor together. T F
3. You can involve colleagues, administrators, and school staff members by discussing with them about the problem and to get a better understanding of it. T F
4. It is important to have a discussion in the classroom about the bullying event, the consequences for this behaviour and to emphasize the policy of the school of not allowing it. T F
5. Parents should not be involved in the bullying case. T F



Description of content	Intervention and counselling guidelines based on compassion and non-aggressive dialogue
Learning outcomes	<p>Knowledge: Practice intervention and counselling on compassion and non-aggressive dialogue.</p> <p>Skills: Apply bullying intervention and counselling methods based on compassion and non-aggressive dialogue.</p> <p>Competences: Provide intervention and counselling in bullying situations.</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Case presentation handout ● Pens ● Paper ● Recording equipment
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p>Compassion is an ability of understanding how one person and others feel, in order to help ease their suffering. By being compassionate, you can understand yourself and others better and thus, it reduces conflict and increases the well-being.</p> <p>One of the most effective ways to foster compassion is to practice non-violent communication.</p> <p>Steps of the process of non-violent communication:</p> <p style="padding-left: 40px;">1. OBSERVATIONS</p> <p>Describe what has happened (what did someone do or say) in facts and not by interpreting or judging the events. Think of yourself as you would be a recording camera, you would not say that a situation is good or bad, ugly or beautiful. For example: "X write on Facebook about Y that is ugly and started a wave of comments with swearing at Y".</p> <p>When sharing observations, avoid words like often, rarely, never, always, etc.</p> <p>Example:</p> <ul style="list-style-type: none"> – Interpretation/ judgment: „You always mock of your colleagues, and this is why they don't support you." – Observation: „Your colleagues don't want to work with you, because at three of them you tell them that they are stupid." <p>Questions: What happened? What did someone specifically do or say?</p> <p style="padding-left: 40px;">2. EXPRESSING YOUR FEELINGS</p>



By sharing your feelings using non-violent communication, it means that you must name the emotions you experience or your state and not interpreting someone else's behaviour and describing your thoughts.

Example:

- Interpretation/thoughts expressing false feelings: "I feel humiliated", "I feel you never listen to me", "I feel as if you think I am stupid".
- Feelings: "I feel frustrated and nervous", "I am irritated".

Questions:

What do you feel? What is the other person feeling?

3. NEEDS

To understand better a situation or what happened it is important to ask someone their motives and needs behind an activity or a reaction. It is important to distinguish between strategies and needs: one strategy can satisfy many different needs, while one need can be satisfied through a million different strategies.

Needs represent our inner energy that "drive" us to action. If they are fulfilled, we are feeling good; if they are not, they guide us towards actions that hopefully have the potential to fulfil them.

Needs are universal, everyone has the same regardless of age, culture or gender. Strategies are more specific, carrying the information: "what, who, when or where".

Example:

- Need: authenticity
- Strategies for meeting the need of authenticity: telling the other person what I don't like instead of pretending that everything is ok, leaving meetings that don't serve me etc.

Questions:

Which needs (yours or someone else's) are met or not met?
What is important? What do I value?

4. REQUESTS

The last step is to express clearly and concretely your requests, meaning to ask someone to do something, or to "describe" how would like your needs to be met. It is important to be a request not a demand, and to focus on what you want and not on what you don't want.

Examples:

- A request that is vague: "Can you respect me more?"
- A clear and specific request: "Could you please look at me and say hello when you meet me?"



	<p>– A request that says what you don't want: "Can you stop walking around the table?"</p> <p>– A clear and specific request: "Ca you sit down because I have something important to say?"</p> <p>– A demand: "You never listen to me! Tell me what I have said?"</p> <p>– A clear and specific request: "Can you tell me how you understood what I have said?"</p> <p>Questions: Is there anything you would like to ask someone now? Maybe you want to ask yourself?</p>
Duration	<i>50 minutes</i>
Type of activity and brief description of the activity	<p>Writing a dialogue/ scenario</p> <p>This exercise will introduce the participants the concept of non-violent communication and the characteristics of counselling based on it.</p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Read the characteristics and steps of non-violent communication, according to the theoretical guidelines (5 minutes). 2. Read the real case situation on the handout. 3. Create two dialogues/ scenarios in which you are discussing with the bullying aggressor: one in which you will use compassion and non-violent communication (see also the handout), and one in a non-empathic way (25 minutes). 4. Think about them, and for each of them give number from 1 to 5 (1 – the less effective, 5- the most effective) for each aspect of communicating: relation, communication goal, information, solution, emotions (5 minutes). 5. Create a short podcast of 3-4 minutes in you can focus on the aspects they consider the most important related to compassion and non-violent communication (15 minutes). 6. You can use the podcast in the classroom to discuss with students about bullying and communication.
Keywords	<i>Counselling, compassion, non-violent communication, bullying intervention</i>
Assessment method	Individual project – record a podcast
Sources / further reading / resources	<p>https://positivepsychology.com/non-violent-communication/ https://www.nonviolentcommunication.com/learn-nonviolent-communication/4-part-nvc/ https://www.empathiceurope.com/the-four-nvc-steps-in-practice/ https://thriveglobal.com/stories/4-steps-to-nurture-compassion-through-nonviolent-communication/ https://www.shepellfgi.com/Bullying/StoriesofBullying/US/83</p>



HANDOUT

Real case bullying situation

“I can feel their eyes on me as I walk to class. Everyone will have seen the pictures by now, and since they look real, no one believes that they that are digital creations. I can hear people whispering and snickering whenever I walk into a room. Text messages taunt me every day, and I think I know who is sending them, but without proof I feel helpless. The latest text says that I should expect more of the same if I don't do whatever they tell me to do. I'm scared to tell my parents because they might think the pictures are real, and I'm ashamed for them to find out what the other kids think of me.” (Hannah’s story, retrieved from: <https://www.shepellfgi.com/Bullying/StoriesofBullying/US/83>).



HANDOUT: The Nonviolent Communication (NVC) model developed by Marshall Rosenberg, PhD.

How You Can Use the NVC Process

Clearly expressing how **I am** without blaming or criticizing

Empathically receiving how **you are** without hearing blame or criticism

OBSERVATIONS

1. What I observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:
"When I (see, hear) . . ."

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:
"When you see/hear . . ."
(Sometimes unspoken when offering empathy)

FEELINGS

2. How I feel (*emotion or sensation rather than thought*) in relation to what I observe:
"I feel . . ."

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:
"You feel . . ."

NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:
". . . because I need/value . . ."

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:
". . . because you need/value . . ."

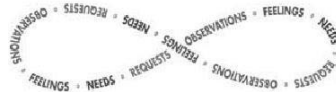
Clearly requesting that which would enrich **my** life without demanding

Empathically receiving that which would enrich **your** life without hearing any demand

REQUESTS

4. The concrete actions I would like taken:
"Would you be willing to . . .?"

4. The concrete actions you would like taken:
"Would you like . . .?"
(Sometimes unspoken when offering empathy)





Description of content	Mediation strategies between bullying victim and aggressor/aggressors
Learning outcomes	<p>Knowledge: Describe mediation strategies between bullying victim and aggressor/aggressors.</p> <p>Skill: Select among mediation strategies between bullying victim and aggressor/aggressors.</p> <p>Competence: Carry out mediation between bullying victim and aggressor/aggressors.</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Paper ● Pens
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p>The main strategies in mediation:</p> <ol style="list-style-type: none"> 1. Creating a context of trust and non-judgement, being a private space and having enough time for all the process. 2. After discussing separately with the victim and aggressor, explain why the mediation is important. Continue and establish a mediation meeting ONLY if the victim is feeling comfortable and agrees with that. At the beginning of the meeting, explain both parties (victim-aggressor) why this discussion/ mediation is needed, its goal, benefits, and rules. 3. Listening both parties with attention and without interruption. It is important to know both stories and perspectives. 4. Defining the problem: reiterate school rules and policies if needed, explore values, assumptions, prejudices. Try to find a common definition of the problem, by redefining the way that aggressor or/ and victim thinks. 5. Asking for solutions from both parties, by focusing on how they are seeing a solution for themselves; define solutions together based on the common ground. Reiterate the consequences for the aggressor together with reasons and future behaviours expected based on the solutions found. 6. Drawing the conclusions: confirm a share agreement and write it down, if possible. <p>It is important for the teacher that plays the role of a mediator to use the following skills:</p> <ul style="list-style-type: none"> - Impartial body language and tone of voice - Active listening - Non-judgemental approach - Acknowledgement of feelings and emotions - Open questions to lead the discussion forward - Positive reframing of information.
Duration	<i>50 minutes</i>
Type of activity and brief description of the activity	<p><i>Self-reflection</i></p> <p><i>Discussion</i></p> <p><i>This exercise will approach the mediation strategies and skills that are needed by the teacher to effectively solve a bullying conflict.</i></p>



	<p>Exercise:</p> <ol style="list-style-type: none">1. Read the strategies in mediation (5 minutes).2. Think about a real case bullying situation and your actions. Have you tried to mediate the conflict? How was ended the problem? Write the important aspects and your reflections on a paper (15 minutes).3. Re-write the case in a new situation if you would use the mediation strategies. How will the results change? What would you do differently (15 minutes).4. Discuss your strategies and ideas with a colleague, an administrator, a counsellor, or other school staff that could help you in bullying cases (10 minutes).5. Write down any other ideas that you receive, and you think they are relevant (5 minutes)
Keywords	<i>Mediation, strategies, victim, aggressor</i>
Assessment method	Discussion
Sources / further reading / resources	http://www.vadr.asn.au/mediation_in_schools.pdf https://www.beyondintractability.org/userguide/thirdside/mediation-strategies-tactics



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

Description of content	Types of conflicts among class students: task conflicts, relationship conflicts, value conflicts.
Learning outcomes	<p>Knowledge: Describe the types of conflicts among class students.</p> <p>Skill: Identify the type of conflict among class students.</p> <p>Competence: Deal with different types of conflicts among class students.</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Recording equipment ● Flipchart paper ● Recycling materials for collage (old magazines, textile materials, plastic materials, etc), Scissors ● Glue
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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>
Duration	<i>40 minutes</i>
Type of activity and brief description of the activity	<p><i>Storytelling</i> <i>Graphic representation by collage method</i> <i>This exercise will provoke the participants to develop stories to describe and differentiate the types of conflicts in classroom. They will also improve their creativity by representing these stories through collage method.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Read about the three types of conflicts and ask participants for examples from their experience with students (5 minutes). 2. For each type of conflict, you must think of a short story (2-3 minutes) and represent each story by collage method the way you want (30 minutes). If you want, you can use the equipment to record the stories. In the stories, you must focus on the characteristics of each type of conflict, as well as strategies to be solved. 4. You can use these materials to start discussions about conflicts and bullying and conflicts with your students. 5. Fill out the short quiz (5 minutes).
Keywords	<i>relationship, task, values, conflict, storytelling, collage method</i>
Assessment method	Short quiz
Sources / further reading / resources	<p>https://www.pon.harvard.edu/daily/conflict-resolution/types-conflict/ https://www.vantageleadership.com/our-blog/not-all-conflicts-are-equal-3-types-of-conflict/</p>



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 must do, and they start a fight:
4. Please give one example from your experience that illustrates relationship conflict:



Description of content	Assertive and non-violent communication characteristics in a bullying context																												
Learning outcomes	<p>Knowledge: List assertive and non-violent communication characteristics in a bullying context.</p> <p>Skill: Describe assertive and non-violent communication characteristics in a bullying context.</p> <p>Competence: Provide assertive and non-violent communication in a bullying context.</p>																												
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> Recording equipment 																												
Setting	<i>Self-directed learning</i>																												
Theoretical lessons	<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>Passive</th> <th>Assertive</th> <th>Aggressive</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> <tr> <td>Allowing yourself to be bullied</td> <td>Standing up for yourself</td> <td>Bullying others</td> </tr> <tr> <td>Not saying what you think, or not saying anything</td> <td>Express your point clearly and confidently</td> <td>Can lead to shouting, aggression, or violence</td> </tr> <tr> <td>Damages relationships – other people respect you less</td> <td>Enhances relationships – other people know where they stand</td> <td>Damages relationships – other people don't like aggression</td> </tr> <tr> <td>Damages your self-esteem</td> <td>Builds your self-esteem</td> <td>Damages your self-esteem</td> </tr> </tbody> </table> <p>*Table retrieved from <i>Psychology Tools</i></p> <p>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.</p> <p>Other principles and characteristics of assertive communication are:</p> <ol style="list-style-type: none"> 1. Have direct eye contact with other. 2. Use a confident body posture but showing your willingness to listen. 		Passive	Assertive	Aggressive	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	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
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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																											



	<p>3. Use a calm, but strong tone of voice. However, try not to raise too much your voice to not be perceived as aggressive.</p> <p>4. Use a non-blaming, non-threatening and positive language. Use positive request, then negative ones.</p> <p>5. Express your opinions and request in a clear way.</p> <p>One assertive communication technique is using “I” statements:</p> <ol style="list-style-type: none"> 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. <p>“When you [their behaviour], then [results of their behaviour], and I feel [how you feel]. Please [what you want them to do]”</p> <p>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.</p>
Duration	20 minutes
Type of activity and brief description of the activity	<p><i>Role play</i></p> <p><i>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.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Read the characteristics of assertive and non-violent communication (see also Unit 8) and how to use it in a bullying context (5 minutes). 2. Do this exercise together with two colleagues. You will play the role of the teacher and the other two will be the observer and the student (aggressor or victim) in a bullying case that you established together. You must apply the principles and characteristics of assertive and non-violent communication in dialogue. 3. Play the role and record the dialogue (5 minutes). 4. Discuss with your colleagues on what they observed, what they liked and didn't like, how difficult or easy it was for you to apply the principles and characteristics of assertive and non-violent communication, how you can use them better, in what extent they consider that these principles can be applied in bullying cases etc. (10 minutes).
Keywords	<i>Assertive communication, I statement, passive behaviour, aggressive behaviour, assertive behaviour</i>
Assessment method	Self-assessment Peer assessment
Sources / further reading / resources	https://www.psychologytools.com/resource/assertive-communication/ https://positivepsychology.com/assertive-communication/



Description of content	Assertive and non-violent communication of teachers in relation to the class where a bullying case happened
Learning outcomes	<p>Knowledge: Apply assertive and non-violent communication of teachers in relation to the class where a bullying case happened.</p> <p>Skill: Evaluate assertive and non-violent communication of teachers in relation to the class where a bullying case happened.</p> <p>Competence: Collaborate with the class using assertive and non-violent communication after a bullying situation.</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Paper ● Pens
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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 questioning 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 did you 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"> - To be patient while listening, and to not interrupt the speaker. - To make eye contact with the speaker and let your body language to show willingness to find out more. - To show that you are interested by asking open questions to clarify everything you need. - To avoid changing the subject in abrupt way. - To paraphrase what has been said, without unsolicited advice or opinions: “If I understand correctly, what you are saying is....”
Duration	<i>30 minutes</i>
Type of activity and brief description of the activity	<p><i>Self-reflection</i></p> <p><i>This exercise focus on using asking questions skills to understand better a bullying situation.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Read the theoretical part about active listening and open questions (5 minutes).



	<ol style="list-style-type: none"> 2. 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, the aggressor and/ or the bystander separately, but it is also important to have a discussion in the classroom. 3. Write down all the questions that you will ask in your discussions with the victim, the aggressor, the bystander, and the classroom in order to find out more about the bullying (15 minutes) 4. Think about other bullying cases that happened: what would you do differently now? What other strategies you can use? How will you use active listening and open questions from now on? (10 minutes).
Keywords	<i>Active listening, open questions, willingness, paraphrase, dialogue</i>
Assessment method	Self-evaluation Reflection questions
Sources / further reading / resources	https://www.mindtools.com/pages/article/newTMC_88.htm https://www.verywellmind.com/what-is-active-listening-3024343 https://www.mindtools.com/CommSkill/ActiveListening.htm https://www.noplace4hate.org/real-bullying-stories/



Description of content	Assertive and non-violent communication of students in relation to each other for bullying prevention
Learning outcomes	<p>Knowledge: Apply assertive and non-violent communication of students in relation to each other.</p> <p>Skill: Evaluate assertive and non-violent communication of students in relation to each other.</p> <p>Competence: Guide assertive and non-violent communication of students in relation to each other.</p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Photos ● Recording equipment
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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"> 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.” 2. To set boundaries and say when they are uncomfortable to do something. 3. To clearly express their needs. 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.” 5. To ask some thinking time when they not know what to answer. An example on how to say this is: “I’m not sure how to answer that right now. Can I get back to you later?”
Duration	<i>30 minutes</i>
Type of activity and brief description of the activity	<p><i>Photo-voice method</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 using assertive and non-violent communication in relation with each other, preventing, thus, conflicts, and bullying. Before this activity, teachers can discuss with students the principles and characteristics of assertive and non-violent communication and how they can do this.</i></p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Read the theoretical part (5 minutes). 2. Take 3 photos to illustrate the concept of “bullying” and its aspects. You can take photos of object, people, of anything they consider relevant for different aspects related to bullying. After that, for each photo, you must record a short text explaining what it represents (10 minutes).



	<ol style="list-style-type: none">3. Present this photo-voice in your classroom and discuss with students about bullying.4. Another version of this activity is to involve the students in taking photos and create a photo-voice exhibition. Then you can discuss with them on the exhibition.5. After you discussed with your students think about how it was this activity: how the students felt? What do they think about the photos? Did they recognize themselves in these experiences? What solutions they see in different contexts? Write down your conclusions (15 minutes).
Keywords	<i>Assertive communication, non-violent communication, photo-voice, bullying prevention</i>
Assessment method	Individual project Self-evaluation
Sources / further reading / resources	https://www.edutopia.org/article/modeling-assertiveness-students



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

Description of content	Definition of cyberbullying
Learning outcomes	<p>Knowledge: Identify what is cyberbullying</p> <p>Skill: Describe the framework of cyberbullying</p> <p>Competence: Collaborate to define types of cyberbullying</p>
Materials and equipment	<ul style="list-style-type: none"> ● Handouts ● Post-its ● Markers
Setting	<i>Self-directed learning</i>
Theoretical lessons	<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 behavior intended to harm another. Pacer’s National Bullying Prevention Centre (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.³</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"> ● Be aware: “This can’t be true”.

³ <https://files.eric.ed.gov/fulltext/EJ1283097.pdf>



	<p>If it makes you feel negative emotions the story might be exaggerated or even fake.</p> <p>Sharing might affect others (think before passing it on).</p> <ul style="list-style-type: none"> ● 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. ● 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.
Duration	<i>30 minutes</i>
Description of the activity	<p><i>Individual exercise</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"> 1. Create two bullying scenarios of cyberbullying and fake news. 2. Go over the bullying scenarios and identify the framework of cyberbullying. 3. Write the ideas about the cyberbullying framework and about how fake news can lead to cyberbullying. 4. Write on post-it's the words that build the framework of cyberbullying. 5. If possible, confront yourself with another person and see if they agree on what you have chosen. 6. Read the theory to find out if the framework of cyberbullying you described is complete.
Keywords	<i>cyberbullying, framework of cyberbullying, fake news, aggression, harassment</i>
Assessment method	<p><i>Reflection</i></p> <p><i>Does anyone have the right to bully/cyberbully anyone else? Why or why not?</i></p>
Sources / further reading / resources	<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: The Journal of the Ohio Council of Professors of Educational Administration, Volema 5. Retrieved November 21 2021, from the website: https://files.eric.ed.gov/fulltext/EJ1283097.pdf</p> <p>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</p>



	<p>“Stop and spot the fake news - fake news guide”, Diana Awards. Retrieved November 21 2021, from the website: https://assets.website-files.com/5e84a95e66db51c43172d808/5ec3db1c0d2f9b056c7082c8_TDA_ABR_E20_0415_Fake_news_guide.pdf</p> <p>“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</p>
Description of content	Root causes of cyberbullying
Learning outcomes	<p>Knowledge: Identify causes of cyberbullying</p> <p>Skill: Explain the causes of cyberbullying</p> <p>Competence: Be responsible for your attitude to cyberbullying</p>
Materials and equipment	<ul style="list-style-type: none"> ● Handouts ● Post-its ● Markers
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p>Causes of cyberbullying:</p> <ul style="list-style-type: none"> ● The internet is a wide and free space. ● Social relationships seem to be established more easily. ● The identity of the bully is often anonymous. ● Feeling powerless in their own lives. ● The bully is someone else’s victim of bullying. ● Jealousy or frustration. ● Lack of understanding and empathy. ● Looking for attention. ● Bullying behaviour gets rewarded. ● Inability to regulate emotions. ● Revenge on other peers. ● For entertainment purposes. <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)”.⁴</p>

⁴ <https://slidetodoc.com/victimization-of-children-by-cyberbullies-and-online-groomers-2/>



Duration	<i>30 minutes</i>
Description of the activity	<i>Individual exercise</i> <ol style="list-style-type: none">1. Read the scenarios.2. Define the problem clearly.3. Define the causes of cyberbullying.4. Create possible solutions.5. Write the problem, the causes of cyberbullying and the possible solutions on post-its.
Keywords	
Assessment method	<i>Self-evaluation</i>
Sources / further reading / resources	“Cyberbullying infographic”. Retrieved November 21 2021, from the website: https://venngage.net/p/163264/cyber-bulling-infographic Spyropoulos, C. “Victimisation of children by cyberbullies and online groomers: minor netizens facing the Web’s reality”. Retrieved November 21 2021, from the website: https://slidetodoc.com/victimization-of-children-by-cyberbullies-and-online-groomers-2/



HANDOUT

Cyberbullying scenarios

1. Some weirdos on twitter said some very hurtful things to me. Mostly about being a Christian. I don't want to go into it any more than that.
2. Some girls in my daughter's grade started a rumour that my daughter is a lesbian, this got all over school, not happy with that she is starting texting her with all this comments. I spoke to her mom and asked her to please make her stop. Well big mistake...she posted comments on Facebook, mocking her.
3. People always make fun of me because of my weight. They say I'm pretty, but I can't believe them. Last year I was being bullied by an 8th grader at my school. People would send me messages saying that I'm a disgrace and I shouldn't be in this world. My best friend also told me that after we got in a fight...
4. Teammates, unknowingly to the victim, accessed the victim's phone and put embarrassing remarks on the victims Facebook page, which were attributed to the victim. It appeared that the victim was confessing that he was gay.



Unit 11: Strategies and solutions to prevent bullying	
Description of content	How to prevent bullying and the importance of taking actions
Learning outcomes	<p>Knowledge: Define practices for a common policy to prevent bullying</p> <p>Skill: Evaluate and Compare different strategies and solutions</p> <p>Competence: Evaluate strategies and solutions</p>
Materials and equipment	<ul style="list-style-type: none"> ● Handouts ● Markers ● Papers
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p>Prevention strategies:</p> <ul style="list-style-type: none"> ● There isn't only one person responsible for bullying, collaboration between all parties may ensure reconciliation, improve the behaviour, or end the bullying. ● Key players: parents or caregivers. ● The clarity and consistency of school procedures and intervention make the difference. ● Pupils must be empowered to take responsibility for changing and maintaining their behaviour and influencing the behaviours of others. ● Early intervention at the first sign of bullying. ● Increase active adult supervision in “hot spots” where bullying occurs. ● Intervene immediately, consistently, equitably, and appropriately when bullying behaviour occurs.
Duration	<i>50 minutes</i>
Description of the activity	<p><i>Individual activity</i></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"> 1. Read the 4 bullying scenarios. 2. Go over the bullying scenarios and evaluate and compare different strategies and solutions to prevent bullying. 3. If possible, confront yourself with another person and see if they agree on what you have chosen. 4. Read the theory to find if there are other strategies you didn't think about.
Keywords	<i>bullying, prevent bullying, strategies, solutions</i>
Assessment method	<p>Reflection</p> <p>In your opinion, changing the response of bystanders is an effective strategy for preventing bullying.</p> <p>Try to identify a relevant argument on the topic.</p>



Sources / further reading / resources	Lee, C. (2004) "Preventing Bullying in Schools: A Guide for Teachers and Other Professionals", Paul Chapman Publishing, New Delhi
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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.



Description of content	Theoretical solutions
Learning outcomes	<p>Knowledge: Match solutions to different types of bullying</p> <p>Skill: Write about different theoretical solutions</p> <p>Competence: be responsible for your online activity to prevent cyberbullying</p>
Materials and equipment	<ul style="list-style-type: none"> ● papers ● markers
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p><i>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.⁵</i></p> <p><i>“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)”⁶ Stories reflect people’s beliefs about the organizations within which they work.</i></p> <p><i>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</i></p>

⁵Tsai, M, Tseng, S., Weng, J. (2011) “A Pilot Study of Interactive Storytelling for Bullying Prevention Education”. Retrieved November 23, 2021, from the website: https://link.springer.com/chapter/10.1007/978-3-642-23456-9_89

⁶ 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: <https://journals.library.ualberta.ca>



	<i>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.⁷</i>
Duration	<i>30 minutes</i>
Description of the activity	<p><i>Individual activity</i></p> <ol style="list-style-type: none"> <i>1. Create your own stories about bullying and write them.</i> <i>2. Create a story which has a strong moral component about bullying.</i> <i>3. Create your characters so that they struggle to achieve their goals.</i> <i>4. Have an Enemy and a Hero (Stories about bullying need a victim and a bully).</i> <i>5. Find solutions to different types of bullying and write them on a piece of paper.</i> <p><i>Tips:</i></p> <p><i>Commit yourself to the story and to your audience.</i></p> <p><i>Use voice modulation and dramatize.</i></p> <p><i>Tell your stories with gesture, body language and movement.</i></p> <p><i>Create mental images through descriptions made with all the senses.</i></p> <p><i>Use metaphors.</i></p>
Keywords	<i>bullying, cyberbullying, storytelling, prevent bullying</i>
Assessment method	<i>Self-evaluation</i>
Sources / further reading / resources	<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: https://link.springer.com/chapter/10.1007/978-3-642-23456-9_89</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: https://journals.library.ualberta.ca</p> <p>Boyce, ME. (1996). Organisational story and story telling: a critical review, Journal of Organisational Change Management, 9(5), 5-26.</p>

Description of content	Practical solutions to bullying
Learning outcomes	<p>Knowledge:</p> <p>Show examples of cyberbullying</p> <p>Skill:</p> <p>Share own experience of potential cyberbullying</p> <p>Competence:</p> <p>Evaluate different solutions to cyberbullying</p>
Materials and equipment	<ul style="list-style-type: none"> ● handouts ● papers

⁷ Boyce, ME. (1996). Organisational story and storytelling: a critical review, Journal of Organisational Change Management, 9(5), 5-26.



	<ul style="list-style-type: none"> ● markers
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p><i>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. At the same time what they say online might be totally different to what they say to your face.</i></p> <p><i>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.</i></p> <p><i>Cyberbullying is a growing social problem that has become all too common in online communities. Research indicates that one in five tweens has been cyberbullied,⁸ while 59% of teens have been harassed online.⁹ And the rate at which online bullying is occurring does not seem to be declining. In the middle of the COVID-19 pandemic, cyberbullying escalated. During stay-at-home orders, research shows cyberbullying increased 70% and toxicity on online gaming platforms increased 40%.¹⁰</i></p> <p><i>Because prevention is the key to stop or decrease cyberbullying, you can find below a few ideas of action:</i></p> <ul style="list-style-type: none"> ★ <i>Protect accounts and devices.</i> <i>It's important for children to use passwords on everything. Passwords are one of the most effective ways to protect accounts and devices.</i> ★ <i>Use privacy tools and settings.</i> <i>Teach children the means of making accounts private, preventing people from tagging them, requiring other people to get permission before sharing something about them.</i> ★ <i>Keep personal stuff private.</i> <i>Children should be careful about sharing information such as: their address, cell phone number, email address.</i> ★ <i>Manage location sharing.</i> <i>Even though it's cool to "check-in" everywhere you go, this thing allows others to always know where you are.</i> ★ <i>Teach children to choose well what they post.</i> <i>Cyberbullies may take what children post and use it against them in some way.</i> ★ <i>Log out when using public devices.</i> <i>It's important to log out of emails, social media accounts when you are using library or school's computers.</i>

⁸ Cyberbullying Research Center in Partnership With Cartoon Network. Tween cyberbullying in 2020.

⁹ Pew Research Center. A majority of teens have experienced some form of cyberbullying. Updated Sept. 27, 2018.

¹⁰ Light. Rising levels of hate speech & online toxicity during this time of crisis.



	<p>★ <i>Don't cyberbully back.</i> <i>Cyberbullies are looking for an emotional response, they love to be in control and to induce fear in others, but if you refuse to give them that satisfaction, the process of cyberbullying ends immediately.</i></p> <p>★ <i>Report cyberbullies.</i> <i>Children must know to always report cyberbullies, block the person or the account responsible for cyberbullying.¹¹</i></p>
Duration	40 minutes
Description of the activity	<p><i>Individual activity</i></p> <p><i>Creative writing focuses on elements such as character development, narrative, and plot, infusing its structure with imagination and story.</i></p> <p><i>Exercise:</i></p> <p><i>Read the theoretical part!</i></p> <ol style="list-style-type: none"> <i>1. Use a blank piece of paper and write practical solutions to cyberbullying.</i> <i>2. Organize your solutions using a story map: a tool that helps you understand the important elements of what you intend to write.</i> <i>3. Focus yourself on elements such as character, development, narrative and plot, infusing the structure with imagination.</i> <i>4. Use a word wall with different list categories, such as seeing words, hearing words, tasting words, action words, feeling words. How does it feel, taste, smell, sound and look the idea about cyberbullying you are trying to write about?</i>
Keywords	<i>cyberbullying, creative writing</i>
Assessment method	<i>Quiz</i>
Sources / further reading / resources	<p>"How to teach creative writing" Retrieved November 25, 2021 from creativewriting-bg.com website: http://www.creativewriting-bg.com/assets/HOW-TO-TEACH-CREATIVE-WRITING.pdf</p> <p>"How to prevent cyberbullying". Retrieved November 25, 2021 from verywellfamily.com website: https://www.verywellfamily.com/how-to-prevent-cyberbullying-5113808</p> <p>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</p>

¹¹ <https://www.verywellfamily.com/how-to-prevent-cyberbullying-5113808>



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	<i>During this course you will learn about correlation between empathy and compassion, know about stages and main aspects of empathy education, learn how to use empathy-based communication with others</i>
Learning outcomes	<p>Knowledge: <i>To know the correlation between empathy and compassion</i></p> <p>Skill: <i>To be able to develop the main aspects of empathy education</i></p> <p>Competence: <i>To be able to show the importance of empathy development in a person's life</i></p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● Pens ● Papers
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p><i>Empathy and compassion stem from the same desire — to better relate and understand others' experiences. Both are beneficial to individuals. But there's a nuanced difference between empathy and compassion in everyday life. There's also a difference between what it means to be an empathetic person versus a compassionate person.</i></p> <p><i>Understanding that difference and choosing your approach deliberately is critical. It can determine whether you and your team members (and loved ones) will feel positive emotions. The latest research shows that focusing on compassion and mental health leads to strong, sustainable leadership. It also leads to greater self-awareness.</i></p> <p><i>Compassion and empathy are fundamentally different but closely related. Consider these definitions:</i></p> <p><i>Empathy definition: empathy is our feeling of awareness toward other people's emotions and an attempt to understand how they feel.</i></p> <p><i>Compassion definition: compassion is an emotional response to empathy or sympathy and creates a desire to help.</i></p> <p><i>Empathy is an understanding of our shared humanity. It's the ability to see yourself in another person's shoes. Compassion adds another dimension of a desire to help.</i></p> <p><i>Many people have told that they used to be empathic and now are not. Why not? They are burned out – fatigued. This refers to giving so much of oneself and feeling so much emotion (including pain) over a long period of time that the person now feels drained, fatigued, and overwhelmed and therefore shuts down as a self-protective mechanism. This is a common occurrence with therapists, counsellors, caretakers, and other such people in positions that create a lot of stress and require a lot of empathy and compassion.</i></p> <p><i>There is a strong misconception that if one has and demonstrates empathy to another, then he or she will be weak and vulnerable. Some people play power games and therefore refuse to demonstrate empathy. Others believe that being a leader infers being ruthless, never showing any emotion or being vulnerable, and not being caught up in the emotion of the subordinate.</i></p>



The feeling of being insecure can prevent someone from expressing empathy to another person.

If you did not experience empathy in your family, it will be harder to demonstrate empathy. If you were a victim of abuse or you did not experience secure attachments in your first 2 years, you could be one of two extremes – highly sensitive or completely shut down and avoiding feeling anything for yourself or others. If your parents spent plenty of time with you, discussed feelings and displayed more affection, then you will be more empathetic towards others.

Duration	30 minutes.
Description of the activity	<p>1 Part</p> <p><i>An individual task helps to develop empathy:</i></p> <ol style="list-style-type: none"><i>1. How would you feel if you were... (purposefully come up with different characters with different qualities, for e.g., the tallest man in the world)?</i><i>2. How would your neighbour feel if he meets you today and feel the change in your mood?</i><i>3. Why don't strangers greet each other? Maybe you had to go through something like that? How did you feel?</i><i>4. What do you do first when you want to help a person?</i><i>5. Why is the help of other people important to you?</i> <p>2 Part</p> <p><i>On a piece of paper, participants individually write why empathy-based communication with others is important to them. They write the thoughts for 3 minutes without stopping (if thoughts are stuck, the last word is repeated until a new thought arises, and participant can continue writing. It is important not to stop writing for a period of 3 minutes). After</i></p>



	<i>writing the text, participants read it and leave only 10 most important words in it, which best reflect their provisions, striking out the whole other text. The text, which is left, is read again and now only 3 key words should be left, everything else is crossed out again. After completing the task, each participant introduces what words are most relevant to him/her in terms of empathy-based communication with others and why.</i>
Keywords	<i>Compassion, Empathy, Feelings, Communication, Emotional empathy, Cognitive empathy.</i>
Assessment method	<i>Short quiz</i>
Sources / further reading / resources	<ol style="list-style-type: none"> 1. Jimenez J. (2019/09/2). <i>Compassion vs. Empathy. Better Up. Retrieved from https://www.betterup.com/en-us/resources/blog/compassion-vs-empathy. 05/06/2021.</i> 2. Wanis P. <i>7 Ways To Develop Empathy (2017). Better Up. Retrieved from https://www.patrickwanis.com/7-ways-to-develop-empathy 05/06/2021.</i> 3. https://thefleury.life/blog/3631 4. https://www.psychologytoday.com/us/basics/empathy 5. https://www.dictionary.com/browse/feeling 6. https://www.skillsyouneed.com/ips/what-is-communication.html 7. https://www.verywellmind.com/what-is-empathy-2795562 8. 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

Short quiz


During this quiz you should recognize Empathy and Compassion. Read each description and mark, this is Empathy or Compassion.

	<i>Empathy</i>	<i>Compassion</i>
When you are worried about something		x
When you recognize the other person's emotions and understand them	x	
It helps to reassure and encourage people who have failed	X	
there are no common experiences or emotions		x



Unit 13 –Self-knowledge, self-awareness and knowing others	
Description of content	How to know yourself well? Positive evaluation of yourself and others
Learning outcomes	<p>Knowledge: <i>To identify external sources relevant to self-evaluation</i></p> <p>Skill: <i>To be able to use information provided by external sources of self-evaluation</i></p> <p>Competence: <i>To be able to evaluate yourself objectively</i></p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● <i>Writing instruments: (pens and pencils), paper</i> ● <i>Recycling materials for collage (old magazines, textile materials, plastic materials, etc), Scissors, Glue</i>
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p><i>What is Self-Assessment?</i></p> <p><i>Self-assessment is an assessment tool used by students to evaluate the quality of their work, measure their performance with the stated goals and learning objectives, identify the strengths and weaknesses in their work and implement revision accordingly. Self-assessment practices encourage students to take ownership of their learning, promote responsibility, independence, and may also motivate further learning. It is a form of a cultural shift that focuses on the quality of learning, student responsibility and making judgements as a necessary skill to prepare students for problem-solving and lifelong learning.</i></p> <p><i>Developing reflective skills provides students with the ability to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement. Students can then to use this knowledge to influence their future work, whether on a programme of study or in employment, by playing to their strengths and/or directing their efforts in areas they have already recognised as needing further improvement. You could consider self-assessment as a teaching and learning exercise, as much as an assessment method and its inclusion within a course provides your students with the opportunity to develop a core lifelong learning skill.</i></p> <p><i>Why Use Self-Assessment?</i></p> <ul style="list-style-type: none"> ● <i>Promotes the skills of reflective practice and self-monitoring.</i> ● <i>Promotes academic integrity through student self-reporting of learning progress.</i> ● <i>Develops self-directed learning.</i> ● <i>Increases student motivation.</i> ● <i>Helps students develop a range of personal, transferrable skills.</i> <p><i>How can it be practiced in classrooms?</i></p> <p><i>Increasing student participation is the basics of self-assessment. Through self-assessments students can identify their own skill gaps, where they lack knowledge, develop realistic goals, and focus attention on learning. Some useful examples of self-assessment are:</i></p>



	<p><i>I can statement this is a useful practice carried out by teachers at the end of either every class or by the time a specific unit comes to an end. Students list down various I can statement to explain what they can do because of the lesson taught to them by their instructor.</i></p> <p><i>Other examples are portfolio reviews, reflections and recording oneself.</i></p>
Duration	15 minutes.
Description of the activity	<p><i>Self-assessment puzzle. Student writes on separate sheets 3 of his good qualities and 3 of bad qualities, which he thinks are noticed by the people around him. Then he asks his family members, each one individually, to write on the paper sheets 3 good and 3 bad qualities that they notice of him. Student then compares the information in his paper sheets with that provided by family members. Depending on the results obtained, it can be concluded whether the person evaluates himself objectively or not and why this is the case.</i></p> 
Keywords	Positivity, Evaluation, Self-assessment.
Assessment method	<i>Puzzle completion</i>
Sources / further reading / resources	<ol style="list-style-type: none"> 1. <i>Self-awareness (2019/12/19). Better Up. Retrieved from (https://warwick.ac.uk/services/wss/topics/selfawareness/05/06/2021).</i> 2. https://www.eln.co.uk/blog/self-assessment 3. https://www.reading.ac.uk/engageinassessment/peer-and-self-assessment/self-assessment/eia-self-assessment.aspx 4. https://www.successconsciousness.com/blog/positive-attitude/what-is-positivity/ 5. https://dictionary.cambridge.org/dictionary/english/evaluation 6. https://www.cleverism.com/skills-and-tools/self-assessment/



Unit 14 – Creative ways of expressing negative emotions and feelings	
Description of content	<i>The use of creative methods in the expression of negative emotions and feelings</i>
Learning outcomes	<p>Knowledge: <i>To understand the importance of expressing negative emotions and feelings</i></p> <p>Skill: <i>To be able to properly express negative emotions and feelings</i></p> <p>Competence: <i>To apply creative methods in the expression of negative emotions and feelings</i></p>
Materials and equipment	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> ● <i>Writing instruments (pens and pencils),</i> ● <i>Paper,</i> ● <i>Glue.</i>
Setting	<i>Self-directed learning</i>
Theoretical lessons	<p><i>We all experience emotions from an early age. As adults attempting to navigate the often-chaotic world of modern life, the range of emotions we experience in a day can change dramatically.</i></p> <p><i>Psychologists have long explored the range of human emotions and their definitions. Eckman (1999) identified six initial basic emotions:</i></p> <ul style="list-style-type: none"> ● <i>Anger</i> ● <i>Disgust</i> ● <i>Fear</i> ● <i>Happiness</i> ● <i>Sadness</i> ● <i>Surprise</i> <p><i>He later expanded on this to include a further eleven basic emotions:</i></p> <ul style="list-style-type: none"> ● <i>Amusement</i> ● <i>Contempt</i> ● <i>Contentment</i> ● <i>Embarrassment</i> ● <i>Excitement</i> ● <i>Guilt</i> ● <i>Pride</i> ● <i>Relief</i> ● <i>Satisfaction</i> ● <i>Sensory Pleasure</i> ● <i>Shame</i> <p><i>Pam (2013) defines negative emotions “as an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person.” Reading the list of Eckman’s basic emotions, it’s quite easy to determine those that might be referred to as ‘negative’ emotions.</i></p>



	<p><i>While we can use the label negative, with what we know about emotions, it is important to acknowledge that all emotions are completely normal to experience. They are a part of our ingrained DNA. What is more important, is understanding when and why negative emotions might arise, and developing positive behaviours to address them.</i></p> <p><i>We rarely stop to think and pay close attention to what we are feeling. We do not consider the impact it has on our mental and physiological states, or the long-term implications holding onto emotions has, that might be harmful to us.</i></p> <p><i>Anger, frustration, fear, and other "negative emotions" are all part of the human experience. They can all lead to stress and are often seen as emotions to be avoided, ignored, or otherwise disavowed, but they can be healthy to experience. A better approach is to manage them without denying them.</i></p> <p><i>Managing negative emotions is more about embracing the fact that we are feeling them, determining why we are feeling this way, and allowing ourselves to receive the messages that they are sending us before we release them and move forward. Yes, that statement may sound a little odd, but our emotions are designed to be messengers to tell us something. These messages can be very valuable if we listen.</i></p>
Duration	40 minutes.
Description of the activity	<p><i>Let's find a place you like in a room, sit down. Relax. Remember worst moment from your life, remember what you felt then, what feelings have you experienced. Try to feel same feelings again. When you feel all those negative feelings again, anger, annoyance, take a pencil and draw all these feelings on the paper, express them, transfer them from yourself to the paper. Then wrinkle this sheet of paper, tear it off. How do you feel now? Better?</i></p> <p><i>Now you should transfer these bad feelings in to good. Take those pieces of crumpled paper and try feel they softness and tenderness. Take other sheet of paper, and glue something soft and beautiful from these pieces of crumpled paper: bird, butterfly, kitten, flowers.</i></p> <p><i>Reflection questions:</i></p> <p><i>THINK ABOUT IT after task:</i></p> <ol style="list-style-type: none"> 1. <i>How do you feel after this exercise?</i> 2. <i>Does your feelings had changed?</i>
Kewywords	<i>Feelings, Emotions, Negative emotions, Expression.</i>
Assessment method	<i>Reflection questions</i>
Sources / further reading / resources	<ol style="list-style-type: none"> 1. Kos B. (2021). A simple trick to express negative emotions in a mature way. Better Up. Retrieved from https://agileleanlife.com/how-to-express-negative-emotions/ 05/06/2021. 2. https://positivepsychology.com/negative-emotions/ 3. https://www.verywellmind.com/embrace-negative-emotions-4158317 4. https://www.dictionary.com/browse/feeling 5. https://www.goodtherapy.org/blog/psychpedia/emotion 6. https://www.dictionary.com/browse/expression



Unit 15 – Evaluation	
Description of content	Examples of bullying and non-bullying behaviour Examples of mediation and intervention activities Intervention plan
Learning outcomes	Knowledge: Discriminate between aggressive and non-aggressive descriptions of behaviour Skill: Match bullying examples to solutions learnt during the course Competence: Plan intervention and mediation activities to address bullying situations
Materials and equipment	Cut-outs Reusable adhesive Magazines and journals Hand-outs <i>Paper</i> pens and pencils
Setting	<i>Self-directed</i>
Theoretical lessons	<i>This will be an evaluation that can help to see which content has been learned and which can be improved</i>
Duration	<i>60 minutes</i>
Type of activity and brief description of the activity	<i>Case study, collage and questions to elaborate</i> <i>1. Read the case study</i> <i>2. Recreate with pics from old journals and magazines the scene</i> <i>3. Answer the questions</i>
Glossary	
Assessment method	Identification activity Matching activity Presentations
Sources / further reading / resources	



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 also 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 in order 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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