



ERASMUS MINUS BULLYING

LESSON PLANS

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SPAIN



Our lesson plan was produced as a lesson for the subject of English as a foreign language (onwards ELF) following the Common European Frame (1) for language syllabuses and it is based on the acquisition of Key Competence(2). To reach appropriate Linguistic Competence we will work on the 5 Blocks of Concepts(3).

1.- What is the Common European Framework?

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible.

2. What are competences?

Basic Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions. These are also those not specific to language, but which are called upon for actions of all kinds, including language activities

According to the European Union we can distinguish eight basic competences:

- _ Competence in Linguistic communication
- _ Mathematics competence
- _ Competence in the knowledge and interaction with the physical world
- _ Treatment of the information and digital competence
- _ Social and civic competence
- _ Cultural and artistic competence
- _ Competence for learning to learn
- _ Personal autonomy and initiation

3. Blocks of concepts

BLOCK1	BLOCK2	BLOCK3	BLOCK4	BLOCK5
Listening Speaking Dialogues	Reading/ Writing	Literary education. Vocabulary	Language knowledge and use Grammar and Phonetics	Socio-cultural dimension. Intercultural awareness Emotional Intelligence

LESSON PLAN ON BULLYING AND CYBERBULLYING KEY-COMPETENCE-BASED LESSON PLAN

This group of 25 students have already worked on Indirect Speech (statements, questions and commands), as well as on Conditionals I,II,and III). We have also been training on writing methods and types of essays with the online doc. Four Different Types of Writing Styles: Expository, Descriptive, Persuasive and Narrative on www.teachersparadise.com. We have also used PRACTICE ON CONNECTORS <http://www.grammar-quizzes.com/8-9.html>

SCHOOL_ IES Miguel de Unamuno- Vitoria-gasteiz – Basque Country –SPAIN

TEACHER_ Itziar García English Department

SUBJECT_ English as a foreign language

LEVEL: _B1 _ 9TH AND 10TH YEARS SECONDARY EDUCATION.. 3RD- 4TH

DBH

AGE: _13-14

TIME_ 60 minutes

METHODOLOGY_ Group work

MATERIAL. IWB(Interactive white Board),PC, A_3 sheets, links and filtered on-line sources, You tube, teacher’s blog <http://itchyrenglishlessons.blogspot.com/> we have committed ourselves to avoid paper waste (*agenda 21 PROJECT*)

Main objectives

Main objectives are stated on the next grid following *languages learning’s Key-Competence Acquisition*. In the same way the following objectives will be taken into account when working on the unit and in the assessments

SOCIO CULTURAL ASPECTS AND INTERCULTURAL AWARENESS,

- _ Interest in learning English and in the topic of the unit
- _ Positive attitude towards own ability to participate in class activities
- _ Willingness to review and reflect on own learning
- _ Enjoyment in completing activities
- _ Awareness of the real meaning of Bullying and Cyberbullying and their consequences in their social settings (school, street, clubs)
- _ Development of a critical thinking and reaction capacity when in front of such situations
- _ Analyses of real cases and negotiation of solutions in their “habitats”
- _ Develop personal and group Entrepreneurship to cope with abuse and harrasments
- _ Supply the silent potential victims with tools (friends help, school teachers, selfconfidence) and courage (YOU ARE NOT ALONE) to report and manage daily bullying situations

ATTITUDES AND VALUES

- _ Politeness in the other language.
- _ Effort with new vocabulary and structures.
- _ Interest and respect in the classmates’ opinions.
- _ Overcome mental blocking when meeting new people in the target language
- _ Attentive-assertive listening
- _ Use of target language in class

MIXED-ABILITY ACTIVITIES

Consolidation activities: links to work on materials and teacher’s blog thought for those who have different needs or want to go a little bit further <http://itchyrenglishlessons.blogspot.com/>
Extension activities: stated in the FOLLOW-

Basic Competence	Activity	Evaluation Criteria
1_Linguistic communicative competence.	All the activities of the unit use the language as an instrument of communication, working on the different blocks of language acquisition	Show interest in learning English
2_Mathematical competence.	Use percentages as well as specific verbs to analyze mathematical results when explaining thesis. %, 3/4ths, most of, two out of three, increase, decrease, grow..et	Correct written as well as oral expressions.
3_Knowledge of and interaction with the physical world.	Move around the classroom and interact with other students, being able to come to agreements, sharing tasks.Watch what happens in the school facilities, meet others, talk to them	Tell about what they have observed
4_ Competence in information and communication technologies	Use of blog and use of links recommended. Introduce new methods to create documents: google drive´s presentations, statistic graphics, or survey monkey to prepare , send and gather questionnaires	Feel pleasure in using new technologies in order to prepare, revise and extend what they have learnt.
5_Social and civil competence.	Moral and civic education: The importance of accepting everybody regardless their physical appearance or the clothes they wear. Awareness of how bullying and cyberbullying can affect a person. Different grades of abusive behaviours: Physical, Verbal, Hidden Violence, Distinguish Joke/ Bullying (ZERO acceptance) Education for Peace: the importance of respecting others Being critic with others behaviour, reporting abusive practices	Be willing to respect everybody. Understand the importance of school atmosphere, respect, friendship, solidarity and empathy
6_Cultural and artistic competence.	Take care in the presentation of your conclusions, as well as in the drawings in follow-up comic strip	Show pleasure in presenting a neat and nice conclusion on the Worksheet they have to exhibit
7_The competence of learning to learn.	Students try to use the concepts, introducing new acquired glossary/vocabulary as well as Reported Speech, some Passive constructions (it is thought, it is expected..etc) In the same way put	Show interest in learning how to learn English. Take active part in the different parts of the process

	<p>into practice some sounds (-ed) in the adjectives.(bullied),use adjectives that express feelings (upset, depressed, miserable), abstract nouns(friendship, violence, autonomy, strength,) as well as introducing new links and connectors</p>	
<p>8_The competence of personal autonomy and initiative and+Emotional Competence</p>	<p>Initiative to work in groups. Share of tasks Develop the tools to negotiate Respect each other admitting both their own and others' success</p>	<p>Be willing to listen to and interact with others. Have a positive attitude towards own ability to participate in class activities. <i>Would you like to repeat activity?</i></p>

WARM-UP_ consists of the next two questions _ INITIAL _ASSESSMENT

Did you understand the videos? If the case, Why not? And 2.Do you think the videos show what happens in our school?

Teacher assesses vocabulary and attitude as well as self-correction and how they express personal opinion.

PROCEDURE

Step 1 Each student of the already_made groups (5 members) is asked to **watch and write** down a 5 lines **summary** at home one of the videos in the teacher's blog related to Bullying and Cyberbullying, as well as a small **glossary** with at least 15 words (noun, adjective,verb) related to the topic.In the exposition they will try to introduce Reported speech: " ...and the victim tells, says, explains how...asks why,..etc).There are 5 videos, one per student <http://itchyrenghishlessons.blogspot.com/> downloaded from youtube

5 MINUTES

INTERACTION TEACHER_ STUDENT

VIDEO1

<https://www.blogger.com/blogger.g?blogID=5155280791618969395#editor/target=post;postID=3832550271753270677;onPublishedMenu=allposts;onClosedMenu=allposts;postNum=2;src=postname>. **Ways to stop Bullying**

VIDEO 2

<https://www.blogger.com/blogger.g?blogID=5155280791618969395#editor/target=post;postID=6303224582488864125;onPublishedMenu=allposts;onClosedMenu=allposts;postNum=3;src=postname> **Anti-Bullying**

VIDEO3

<https://www.blogger.com/blogger.g?blogID=5155280791618969395#editor/target=post;postID=2538914555973430667;onPublishedMenu=allposts;onClosedMenu=allposts;postNum=5;src=postname>. **Caught n the web**

VIDEO4

<https://www.blogger.com/blogger.g?blogID=5155280791618969395#editor/target=post;postID=2110853194551295082;onPublishedMenu=allposts;onClosedMenu=allposts;postNum=8;src=postnam> **My story Bullying and its effects**

VIDEO5

<https://www.blogger.com/blogger.g?blogID=5155280791618969395#editor/target=post;postID=6330289012883474573;onPublishedMenu=allposts;onClosedMenu=allposts;postNum=7;src=postname> **End Cyberbullying**

Step 2 _The class is divided into 5 groups of 5. Each student is given a role by the teacher taking into account student's abilities (1 speaker, 2 secretary, 3 time- product controller, 4 moderator ,5 material gatherer and secretary help) tells the other fourmembers the summary of his/her video (as exactly as he/she can) trying not to look at their notes and a person of the group (secretary) writes down on **handout 1** the words supplied by each student

20 MINUTES

INTERACTION STUDENT_ GROUP OF STUDENTS

Step 3 _ Once they have finished, students number 5 hang on the wall the five handouts 1, so the rest of the people can watch the products. Teacher also comments and checks possible mistakes.

10 MINUTES

INTERACTION STUDENT_ GROUP OF STUDENTS

Step 4_Once they have seen all the posted handouts 1, they are given an **A4 handout 2** where they have to draw their own conclusion and to write it down nicely. That conclusion must include some the acquired connectors: so that, because of that, as a consequence...it must include at the end a kind of "moto" or slogan..an advice, another logo made by them, etc. Then again, they have to post them .

20 MINUTES

INTERACTION STUDENT_ GROUP OF STUDENTS

FINAL ASSESSMENT consists of the next two items (1 question and 1 vocabulary review) **Which poster represents or states what you think about cyberbullying?** Teacher asks, Poster number1? .students raise hand.Poster2?..and so on

Tell me ten words related to Bullying or cyberbullying, teacher asks ten selected students to assess if they have paid attention and participated in the activity

5.- MINUTES

INTERACTION TEACHER_ GROUP OF STUDENTS/ STUDENT

Possible FOLLOW-Ups

1.-**WRITE DOWN AN OPINION ESSAY** on a specific topic related to the reflections they postered p.e. **Girls seem to be more cyberbullied while boys are more often bullied**or a more general one like ...**Give us a thesis on the matter and develop it** Write down an essay in which you draw conclusions from the lesson give ideas to support main thesis **handout 3**

2.- **extra PRACTICE ON CONNECTORS for adapted curriculums to reinforce**

<http://www.grammar-quizzes.com/8-9.html>

3 **DRAW A SMALL COMIC STRIP handout 4**

Handout 1 _GLOSSARY Spanish-Basque-English

Handout 2 _ draw a conclusion

Handout 3 _writing an opinion essay

Handout 4._Comoc strip

GREECE



LESSON PLAN IN MODERN GREEK LITERATURE

TEACHER: ROUBINI PORFIRI

CLASS A, JUNIOR HIGH SCHOOL

TEXT TITLE: “THE ROAD TO HEAVEN IS LONG” (extract from a letter -form novel, by Maroula Kliafa)

TEACHING GOALS :

1. To sensitize students to immigration matters and develop positive attitudes to people who differ : the immigrant, the refugee, the people with special needs. To condemn aggressive behavior towards them.
2. To help students realize the wealth of effort in Greek literature to record the meaning of welcoming a “stranger” .
3. To acquaint the students with the letter-form literature type and its characteristics.

METHODOLOGY

1. Reading aloud by the teacher, following good reading principles.
2. Interpretative approach: a) gist giving b) topic definition c) stimulation on the double issue raised in the extract via simple comprehension and opinion questions d) group conversation on the main character’s problems and the emotions aroused to victims of racial discrimination e) correlation of racism and school violence f) conclusion : right attitude to different human beings-comments on the title
3. Elements of method: a) narrative techniques b) expressive means (pictures, idiomatic phrases and ways of speaking) c) language and style
4. Writing assignment for homework: from book questions : Which are the consequences of racial discrimination on the person subjected to it?

LESSON PLAN IN AN EFL CLASS - JUNIOR HIGH SCHOOL

TEACHER: ARIANNA VAGOURDI

GRADE C (B1 level of English) – AGE : 14

DURATION : 2 SCHOOL PERIODS OF 45 MIN. EACH

TOPIC : SCHOOL BULLYING – WHAT IS IT AND WHAT YOU CAN DO ABOUT IT (a leaflet written by students)

PURPOSES :

1. Definition , Identification and Dealing with bullying.
2. Realization that fellow students already write about it.

SPECIFIC OBJECTIVES :

1. Article Reading comprehension skills
2. Acquisition of new vocabulary
3. Listening and writing skills

MATERIALS :

1. Book
2. Whiteboard
3. CD Player

METHODOLOGY :

1. Vocabulary eliciting
2. Individual reading / listening
3. Pair and Group work

EVALUATION :

1. Panel Discussion based on pre-taught given questions (general)
2. Gap – filling to check familiarization with vocabulary (individual)

SELF-EVALUATION: Multiple choice questions

1st PERIOD

STEPS

1. **VOCABULARY PRE-TEACHING** *10 min.*
Word guessing via examples on board (regularly, frequently, racial, anxious, depressed, unpleasant, to stand out, to threaten, to exist, to suffer, to concentrate, to ignore, to support, religion, majority, victim)
2. **INTRODUCTION OF GRAMMATICAL PATTERN** *5 min.*
If-clauses, 1st type : if+ present simple, imperative
3. **LISTENING AND GAP-FILLING** (some of the pre-taught voc.) *5min.*
Half of the text
4. **LISTENING AND NOTE-KEEPING** *5min.*

(How can you tell that a friend is being bullied?)

Second half of the text

5. **LISTENING AND READING with T/F Questions** 5min.

Whole text 2nd time

6. **DRILLING** 5min.

Individual students pick up phrases they liked, read aloud and make the class repeat.

7. **PAIR-WORK** 5min.

They write a short exchange between a possible victim and an interested friend.

8. **HOMEWORK ASSIGNMENT** : a) dictation

b) improvisation with 10 new words 5min.

c) open questions

2nd PERIOD

STEPS

1. **HOMEWORK CHECKING** 15 min.

2. **MULTIPLE CHOICE QUESTIONS** 5 min

(self-evaluation)

3. **OPEN QUESTIONS ANSWERED AT HOME, NOW IN A PANEL** (with teacher's board notes) **10 min.**

4. **COMPREHENSION QUESTIONS FIRST ORALLY, THEN INDIVIDUALLY ANSWERED.** 10 min.

5. **HOMEWORK PREPARATION** 5min.

a) Writing skills : narrate in a paragraph a bullying experience you've heard of

b) Creative skills and group work : a poster with Do's and Don'ts

WORK PLAN

TEACHER: VIVI KARAGIANNI

GRADE: A HIGH SCHOOL

LESSON: DOMESTIC ECONOMY

SESSION: The sociable NEW

PURPOSE:

Enhance self-esteem and self-knowledge in order to live harmoniously in the school environment.

SPECIFIC OBJECTIVES:

- Recognise the value of nature and mutual respect in interpersonal relationships.
- Get to know the specifics of their peers.

- Be placed in the opposite sex with respect, honesty and simplicity.
- Develop sociability, ability to cooperate and collective effort.

KEYWORDS:

Character, moral values, respect, mutual respect, true friendship, another gender, diversity, group exclusion.

METHODOLOGY:

- Aformisi song → Vossou "buddy"
- Brainstorming
- Create small groups for discussion on the characteristics to be a friend, who and why they reject
- View a short video entitled → «A strange friendship"

EVALUATION:

The evaluation of the course can be controlled only by the possible changes attitudes and behaviors. It can not be measured by test or exam.

CRAFT AND TECHNOLOGY WORK PLAN

TEACHER: ANTONY CHOMATAS

CLASS A JUNIOR, HIGH SCHOOL

TOPIC: SIGN CONSTRUCTION OF ERASMUS+ CLUB, EMB-ERASMUS MINUS BULLYING

SUGGESTED ACTIVITIES

1. Brief introduction to the topic of interest and the intended product .Definition of pre-requisites, limitations and standards to be taken into consideration. (form, shape, size, use). 5min.
2. Brainstorming by the designers group and finalizing/creation of the intended sign. 5min.
3. Tool and material budgeting, time management plan, final cost. 10min.
4. Construction takes place in groups of students and is integrated, after going through all the construction stages. 20min.
5. Evaluation is done, based on the aesthetics of the product and the rate of accordance to the standards agreed in the beginning of the teaching period. 5min.

TURKEY



2014-2015 ACADEMIC YEAR İBRAHİM HOŞVER SECONDARY SCHOOL 7th GRADES

LESSON PLAN OF BULLYING AT SCHOOL

TYPE OF THE ACTIVITY Determining the situation

AIM OF THE ACTIVITY Specifying the situation of school about bullying

THEME OF THE ACTIVITY

Risk Factors based on school

- unsuccessfulness in academic year
- lack of physical structure of school
- crowded classes
- inadequate sport and social activities
- lack of communication between school and parents

Risk factors based on family

- Violence at family
- Lack of communication among family members
- inadequate situation in socio-economic life
- Inadequate educational level of families
- Negative ideas about education

Risk factors based on individuals

- unsuccessfulness in academic life
- wrong friendships
- Problems of young people
- Lack of attendance to school

- Inadequate family support
- having feeling for violence
- being bullied

Risk Factors Based on Environment

- existence of shops which sells cigarette and alcohol
- existence of negative publishes on media
- existence of many internet cafes
- buying sharp tools easily
- existence of negative examples in society

INSTITUTIONS TO BE COOPERATED

Guidance and research Center

Directorate of Social Services

Psychologist, Psychiatrist

RESPONSIBLE INSTITUTIONS

Directorate of Schools

Psycho-social Intervention Services

Guidance service of School committee

DATE OF THE ACTIVITY

01/10/2014 - 31/10/2014

THINGS TO BE DONE

- 1.Determining the risk factors both at school amd at family
- 2.Determining the students who are bullied
- 3.Developing the work of peer education
- 4.Having activities with the students about peer education
5. Cooperation with the parents about how to prevent bullying

POLAND



Lesson plan prepared by teachers from Gimnazjum nr 16 im. Fryderyka Chopina in Lublin,
Poland

ENGLISH LESSON

Lesson topic: Say no to bullying!

Aims: To prevent bullying at school. To revise vocabulary needed to express feelings and emotions. To help students develop a positive self-concept. To practice imperative forms of verbs and modal verbs (you should, you must, you mustn't, etc). For more advanced groups: to practice the second conditional forms: *if I were..., I would...*

Age group: 13+

Level: from A2 +

Time: 45 minutes

Materials: worksheet with tasks

Organisation: individuals, small groups, open class

Procedure:

Introduction: warm-up activity. The teacher introduces the topic of bullying. Vocabulary brainstorming – feelings and emotions.

The students are divided into groups of 4. They do the tasks in the worksheet. They have to discuss the photos with bullying scenes and answer the questions. With weaker classes it would be advisable to limit the number of photos per group.

What is happening in the photo?

What is each person thinking or saying? Try to guess. Imagine there is a speech bubble above everyone.

How is each person in the photo feeling?

What is going to happen next?

What advice would you give to each person in the photos?

The groups compare their results.

Discussion: the students share their experiences with bullying and compare their reactions to violence they have encountered.

The students work together on a few concrete and positive tips for students who are being bullied. They write down the tips.

Follow-up activity: role plays. The students choose one photo and role play the situation, suggesting the positive solution of the problem. The work of each group is evaluated by the teacher and other students.

Homework: The teacher explains the instructions. The students have to choose one person from the worksheet photos and write a short letter to her/him with some advice or every student imagines she/he is a person in the chosen picture and writes a blog post or a diary entry describing the day, when the incident in the photo happened.

Lesson plan prepared by teachers from Gimnazjum nr 16 im. Fryderyka Chopina in Lublin,
Poland

ENGLISH LESSON 2

Lesson topic: Cyberbullying is a virus

Aims: To prevent and fight cyberbullying. To raise violence awareness among teenagers. To develop reading comprehension skills. To revise and practice past tenses. To revise and expand vocabulary.

Age group: 13+

Level: from B1 +

Time: 90 minutes

Materials: A short text adapted from www.eslprintables.com. A worksheet. Educational film from YouTube: <https://www.youtube.com/watch?v=vmQ8nM7b6XQ>.

A computer with projector.

Organisation: individuals, small groups, open class

Procedure:

Introduction: warm-up activity. The teacher shows students the photo with a laptop and boxer's fist and elicits the topic of lesson (the third illustration in the worksheet) – guessing and free associations.



The students are given worksheets with a text about cyberbullying. They read the text and do the 3 exercises: they answer the questions, match the words to definitions and do “true/false” activity.

Discussion: the students share their opinions on cyberbullying. If anyone experienced violence on the internet, she/he is encouraged to describe the situation and her/his feelings. The teacher sums up students’ remarks, stressing the fact that cyberbullying is infectious, exactly like in Scott and Kevin’s case. She/he shows students the film, which proves that too.

Students watch the film.

Follow-up activity: role plays. The students are divided into groups. They discuss their impressions after watching the film, focusing on positive ways of solving the problem, presented in the short movie. They wonder what they would do/how would they react if something like that happened to them or their best friend or sibling. They write a short summary of the film.

Homework: The teacher explains the instructions.

Imagine that you are Kevin’s mum or dad. Write a report to school principal, explaining the problem. Write not only about the facts but also describe your and your son’s feelings and emotions.

The plan of school celebration prepared by school psychologist Alicja Kubacka from Gimnazjum nr 16 im. Fryderyka Chopina in Lublin, Poland

ENGLISH LESSON 3

The celebration *School without Violence Day*

The School without Violence Day was celebrated under the motto "Aggression, violence - see, react!"

The meeting took place in the gym.

Participating Classes: 1E, 1H, 1I, 2B - about 120 students.

Purpose of the school celebration:

- Prevention of aggression and violence in schools by raising awareness, changing attitudes towards aggression and violence.

The course of the meeting:

1. Welcome speech – the school psychologist Alice Kubacka

Special welcome for invited guest: Mrs Jolanta Wasowska – a psychologist from Municipal Police.

The celebration was organized on the occasion of the National Day of School without Violence.

The previous year it was jointly celebrated in 1800 schools throughout the country. The students, along with teachers and parents organized exhibitions, performances, colorful parades, debate on security and competitions.

We celebrate this day under the slogan "Aggression, violence - I see, I react."

In our school we make sure that it is safe here but despite monitoring, security and the consequences the offenders face, aggressive behaviour happens. However, not everyone knows what kinds of behavior should be considered as aggression. The purpose of today's meeting is to raise awareness of the problem of violence and aggression. That is why we invite you to listen carefully to what we have prepared.

2. What is aggression? - Diagnosis of aggressive behaviour (Powerpoint presentation)

Students try to decide whether the behaviour of the characters is aggression or not. Examples:

1. Zosia repeated gossip about Hania to three friends.
2. Wojtek threw Jarek on the mat during the judo training.
3. Martin told the class some nasty things about Michael's mum.
4. Władek forced Janek to buy him some Coca - Cola.
5. Barbara took a diary from Bożena's diary and read it in class, laughing out loud.
6. Tom and Jarek secretly took Andrzej's backpack and hid it in the locker room.
7. Kuba published on the Internet a film about Ola, without her consent.
8. Mariusz was angrily throwing stones into the mud.

During the presentation, students explain why some behaviour qualified as aggression.

Together, we worked out the definition of aggression.

3. Panel discussion: "The need to react to violence and different responses to aggression, what is the approach in Poland and in other European countries?"

The participants of discussion

Jolanta Wąsowska – police psychologist, Barbara Warda – headmistress of the school, Jolanta Gandecka – family studies teacher, Tomasz Wziątek – teacher of German who organizes exchange with a school from Munster in Germany, Wojtek Kijewski - a student, who was a representative in Youth Council of the City of Lublin

4. Cyberbullying

Every day we experience change and more and more life events. The speed and intensity of the experience of change is characteristic of adolescence.

A few years ago your peers did not know the Internet and today we would find it hard to live without it and have to learn for sure. It is good if the Internet is used for a good purpose, it's

not acceptable if we use it against each other.

5. The farewell message by school psychologist.

Thank you very much for participating in the meeting, I invite you to visit the exhibition of paintings and photographs prepared by your peers.

ITALY



ERASMUS PROJECT «ERASMUS MINUS BULLYING»

I.C. Marco Ulpio Traiano

Roma (Primary school)

By Anna Ingenito

How to deal with Bullying at primary school?

- The purpose of this lesson is to introduce the characteristics of fairy tales as a genre to the students.
- The students explore positive and negative character traits , bullying theme in the story of Cinderella.
- Using the story elements as a reference, the students retell the story of Cinderella and compare to themselves.

Procedure

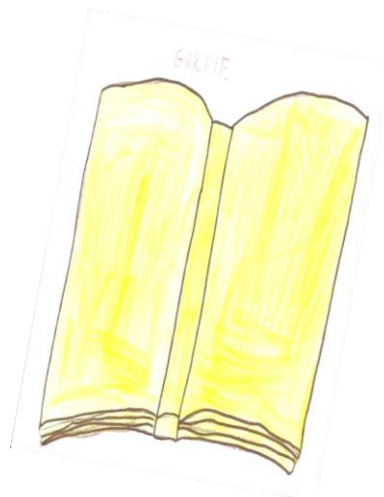
1. Listening
2. drawing
3. circle time
4. Brainstorming
5. Cooperative learning
6. Problem solving

Cinderella

In a far away.....

(comparing)

Now you.....



Who is a victim?

CINDERELLA

- Kind
- Gentle
- Patient
- Honest
- Nice
- Pretty
- Alone



Who is bully for you?

UGLY STEPSISTERS

- unkind
- Evil
- Rude
- Selfish
- bad



Why are they so?

Because they aren't happy.... Because they don't know love

Who can help you ?

- 1 Step FRIENDS = MICE . Nice , helpfull
- 2 Step PARENTS OR TEACHER= FAIRY GRONDMOTHER Listener , Kind, Lover, sensible

How to resolve it?

Using **WHAT YOU ARE** and **WHAT YOU HAVE JUST INTO YOURSELF!**

How will end it?

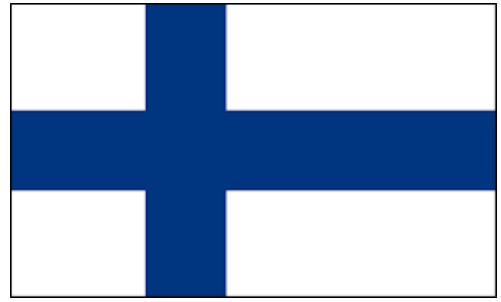
- Meeting children look for friends
- don't look out but into the others
- Go out himself for stay together

You Are Not Alone ANYMORE

Remember

You are... Special!

FINLAND



Ronan's Escape - A short film about bullying

Ronan's Escape is a short film about a 14-year-old boy called Ronan (David Lazarus) who has been bullied at school all his life. The film was directed by A.J.Carter and produced in Western Australia 2011. It has won ten international awards. The film has not much dialogue but is very well done and the plot is very clear, so it also suits those students who don't speak English so well.

Objectives:

Students will

- learn to recognize different aspects of bullying
- learn the difference between a bystander and an upstander
- reflect on what it means to be brave and stand up for others
- learn how to show empathy for others

Estimated time: 90 minutes

Materials and Preparation

Ronan's Escape (15:51) on Youtube

<https://www.youtube.com/watch?v=6XLcfdkkHQE#t=858>

Ronan's Escape is a very strong film which ends with the tragic death of the bullied boy Ronan. It is advisable to tell the students that they are going to watch a very thought-provoking film which will arouse very strong feelings of both anger and sadness. This film will definitely not leave anyone cold, that's why it's important to talk about the film straight after the watching and not tell the students to watch it at home as homework.

Activities

1. Watch the film (15:51)
2. Divide the class into groups (3-4 students) and ask the students to write questions on the film based on their own thoughts and emotions after having watched the film (You can also use the ready-made questions at the end of the lesson plan).
3. Gather the questions from the groups and write 6-8 questions on the board.
4. Let the students write individual answers to the questions for about ten minutes.
5. Discuss the film in class with the help of the students' individual answers.
6. Before watching the film once more, ask the students to observe examples of what kind of bullying Ronan is the victim of (physical, verbal, social)
7. Watch the film once more (15:51)

8. Discuss the bullying scenes and the difference between being a bystander and an upstander.
9. Ask the students to go back to their groups and think about a scene where a bystander could have chosen to become an upstander. Ask the students to dramatise the new scene to the rest of the class.

Student's name: _____

Ronan's Escape (a short film on bullying)

Questions on the film asked by class 9D in Botby grundskola, Helsinki

1. How did you feel about the film?

2. Why did he get bullied?

3. How did the adults react? Give a few examples.

4. Why didn't anyone get involved?

5. Why didn't the boy talk to someone? What could he have done?

6. What part did the bird play in the story?

7. Was there another way out? How could you have helped him?

BULGARIA



Forum Theatre or the Art to Be Active Citizens training

Forum Theatre is an attractive method for encouraging public debates on important problems of the target group.

Aim: Introducing harmonious relationships between people and developing skills for solving problems.

Main task – The theatre has to develop the skill to find solutions to different problematic situations by asking the students to take roles in them.

Expected results:

- To improve the communication and the team work
- To create an active position towards personal or community problems
- Coping with problematic situations
- Using the experience of the partners

Procedure:

Group of 10-15 students

I. Warm up

The students stand in a circle and start moving around slowly. Each can make slight movements if needs to. After giving a signal they start moving faster.

Hunter – one of the students is a hunter and has to catch a chicken /one of the other students/. All participants act with closed eyes. F a chicken is caught it can be released if it goes under the hunter's legs. The latter gives signs that it has been caught without making sounds.

This game develops the feeling for belonging to the community.

II. Giving a frame – Code of the group

The suggestions are written on a board or a flip-chart. It is done only at the first meeting. For example:

- To listen to each other!
- To be united!
- To be focused on our work!
- To enjoy our work!
- To express ourselves and our ideas!
- Precision!Punctuality!Stability!
- To keep one's belongings – material and intellectual!
- To value what we have been given!
- To have fun!
- To respect each other's work!

III. Creating a scenario: The students offer themes and plots which they are interested in – conflicts and contradictions they cannot solve and all important questions about life they have. All suggestions are written on the board. The choice of theme or plot has to be supported by all participants.

The scenario is created by the participants as everyone can contribute.

This workshop is finished with the decision on the theme and the plot. The main parts of the story are developed and acted out.

IV. Conclusion:

The students are given a task for the next workshop – to give their suggestions for different variants for solving the problem stated in the scenario.

Tolerance vs bullying

Verbal and Non-verbal Messages in Communication

Group training in communicative skills

Tasks:

- The students will get acquainted with different types of communication.
- The students will develop skills for useful communication.
- The students will get acquainted with some non-verbal messages they might receive and the ways to respond to.
- The students will develop skills for listening and paying attention in the process of communication.

Working environment:

Time: 45 min

Age: V – VIII grades

Number of students in the group: 15 -20

Arrangement: chairs arranged in a circle, a board for writing or a flip-chart, sheets of paper, sticky tape, markers.

Procedure:

Warm-up:

„Telephone“ - the students stand in a circle

The first student whispers a word or a phrase in the ear of the next student. The second one tells the word to the third one until finally the last student pronounces the word/phrase loudly. Each student should transfer what have heard without asking for repetition. The initial word/phrase is usually different from the final version.5 min

Working phase:

- The topic Tolerance vs bullying is introduced by using the result from the Telephone game. The lack of respect for the good listening can cause conflicts.
- The topic of the verbal and non-verbal communication is introduced.
- Explanation – one of the most difficult skills is the skill to listen well.5 min

- Brainstorm – Main rules for listening and feedback – eliciting from the students.
- The rules might be like these:
 - Look at the person - face him/her, keep eye contact, etc.
 - Don't interrupt
 - Don't distract by what is going on around.
 - Give your feedback while talking by saying "yes" or nodding.
 - Repeat some words in order to check what you have heard.
 - Don't shout.
 - Don't oppose to what was said.5 min

The students are invited to act the above suggestions in their positive and negative variant.10 min

The group is divided in smaller groups of 3: the three students take roles of a spokesperson, a listener and an observer. The groups present their vision about the influence of the colours of the clothes and the accessories on their communication. Each group chooses a colour, has a discussion and the spokesperson presents their thesis. For example, black can lead to aggression, red is the colour of love, etc.

15 min

The participants sit in a circle again and share their feelings – what they felt in each role and what the observers felt while watching.

Conclusion:

The students share their emotions during the training – the choices they made and any recommendations.5 min

Developed by

Donka Banova – psychologist – Peyo Yavorov School - Varna

ROMANIA



They've been bullying me

Everyday It Happens by Kathleen Kiker

Every time I speak, another person hates me,
Every time they answer, I must forgive again.
Every time I listen, I suppress my angry comments,
Every time I hear them, I brush away the tears.
Everywhere I go, I am a nameless victim
Everywhere I hide, they find me once again.
Every time they see me, I put a happy face on,
Every time they leave me, the tears roll down my cheeks.
Every night I'm sleeping, I dream of faceless horrors,
Every day I'm living, I wish it were not so.

Selected from the "Writing Circle" website, under poetry on bullying at <http://circle.nypo.org/>.

Bullying can be found in every neighborhood, school system and school. To prevent and reduce it requires a systematic effort in each school. Ideally, there will be a school system wide commitment to preventing and stopping bullying.

There must be adult involvement, including parents and others in the community. But this kind of commitment doesn't always exist. Adults denying that bullying exists or ignoring bullying is the worst thing that can happen to children, a school, and a community. When adults harness the energy of school personnel, parents, community representatives and children, bullying can be prevented and stopped, or at least significantly reduced.

Teacher: Schlezinger Maria-Mirabela

School: Colegiul Economic "Pintea Viteazul" Cavnic

Date:

Grade: the 7th

Age: 12-13

Level: pre- intermediate

Coursebook: Snapshot

Lesson: *They've been bullying me*

Type of lesson: Introducing new vocabulary

Skills: speaking, listening, reading

Materials: coursebook, worksheets, videoprojector, PC

Objectives: by the end of the lesson the students will be able to:

- 1) recognize the new vocabulary in different communicative situations
- 2) use the vocabulary in language games and in different utterances;
- 3) express their opinion concerning the topic
- 4) interest in learning English and in the topic of the unit
- 5) Analyses of real cases and finding solutions for bullying cases
- 6) Use of target language in class as much as possible

Having in view these objectives we try to develop the socio-cultural aspects, students' attitude and their human values.

Interaction: T-Ss, Ss-T, Ss- Ss

Time:50 minutes

Procedure

This group of 23 students have already practiced **Present Perfect** and they are also familiar with **Indirect Speech**. We have worked on listening, reading and writing of any type of text and they have also been involved in different speaking situations.

Activity 1

Procedure: Teacher enters into the classroom, greets the students and cheers-up.

Timing: 2’

Activity 2

Procedure: The teacher will reach the student’s attention with two short videos representing bullying cases. The videos are taken from the internet:

<https://www.youtube.com/watch?v=jRiAchoVm9E> ;

<https://www.youtube.com/watch?v=Ntq4IV38FRs>

Timing: 10’

Activity 3

Procedure: Teacher continues the activity with a game – **hangman**. She writes on the board the first and the last letter of the word and then she invites the students to guess the rest of the word. Once the word is found, the teacher will ask a student to search its meaning in a dictionary and to read it for the whole class. Then, the teacher will ask the students if they know real cases of bullying. **Timing:** 5’

Activity 4

Procedure: Now, the students are asked to open their books at the new lesson: **“They’ve been bullying me!”**

They will read the lesson and will select some unknown words. The teacher will write them on the blackboard and will explain them. **Timing:** 10’

Activity 5

Procedure: Teacher will divide the class in four groups. Each group will receive a different story about a bullied person. The students of each group have to read the story and to say what went wrong and what that person should have done to face the situation. The working time is 10 minutes. In the end, the leader of each group will support their ideas. **Timing:** 23’

Homework: *The Bully Reflection Sheet*

BELGIUM



CYBERBULLYING–CORRECTION KEY

What is cyberbullying?

Find some movies or clips on YouTube about cyber bullying and write down the most important things you notice.

- Via internet or mobile phone
- It can happen any time (day, night, at home,...)
- Different types from 'soft' to 'very rude', even life threatening

Give your opinion about following situations: do you consider them as a case of cyber bullying or not?

1



Yanka has set her mobile number in the private mode. During the lessons she calls her friend, hoping her ringtone will make enough noise to disturb the class.

Pupils will tell this is not really cyber bullying. When it should happen often and always with the same person it gets bullying.

2



Bob pretends on the internet to be one of his class mates and sends viruses to class mates and teachers.

This is clearly a case of cyber bullying

3



Bart is very good in Photoshop. To prove his skills he edits a class picture, giving everyone funny faces and sends this picture to the whole school.

Maybe pupils will consider this case not as cyber bullying, because Bart includes himself in his action. Ask pupils whether they can imagine that someone is having a problem with it? Explain about privacy law.

4



To take revenge on his ex-girlfriend, Rick publishes pictures of her in somewhat daring poses on Facebook.

No discussion, this is cyber bullying.
It is illegal and should be followed up by police.

Write down in one sentence where you put the line with cyber bullying.
Any undertaken action against a person, and you know he or she will absolutely not like it, is considered as bullying someone.

How to react?

Test yourself: fill in this scheme:

Fight back. Find out who done it and start a counter attack. That loser won't be able to put on his phone without reading a dozen time show I dislike his face!	Don't do! This will only make the situation worse. It happens frequently.
I would never dare to react. When they are able to find me on the web, who knows what else they could do? Cyber bullies are capable of anything! That's why I don't tell anything at home also. Klikken maakt het erger.	Talk about it. Keeping silence is no guarantee it will stop. Find out you are not standing alone.
Chill dudes en dudettes. Because one or another frustrated person uses his computer because he can't hurt me otherwise, it doesn't mean I have to worry about it. I don't care what people think about me.	This is mainly a good attitude, but sometimes tricky. Besides, the one who is bullying isn't getting the signal he is wrong.
I don't let me push in the corner. There's always someone who can help. The more they do, the more I can proof!	Good reaction!

Discuss all given answers

How to prevent?

Find some good examples on the internet on how you can prevent cyber bullying. Write down the three best examples. Complete the list with the examples and suggestions you heard in the other groups

1. Never give confident information like your password to somebody else.
Be careful with giving your address and phone number, even to people you trust...
2. Be careful with your webcam. When it's on, they can easily make movies of you and put it on the internet.
3. Don't open e-mails and attachments when you don't know what will be in them or when they are send by someone you don't know. Never react on spam or chain mail.

4. Don't accept someone you don't know in person in contact lists or friends lists (for example on Facebook)
5. Never pass on an e-mail address or contact details from somebody else. Always ask the person in question first.
6. Never put information about someone else in your blog, on your website,... without permission
7. Always stay polite in your e-mail conversations. Don't say or do something you wouldn't do when you were facing the person.

Where can I go to?

Fill in this scheme, for you personal. You can mark more than one answer.
Free answers, you can discuss them in group.

	I want to talk to	I can talk to	They can help me
Father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brother/sister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Trust"teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Just/Any a teacher I like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kids or youth help line (phone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Centre for Pupils Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extra information

Some Belgian websites, where you can find help when you've got the feeling that you are being bullied.

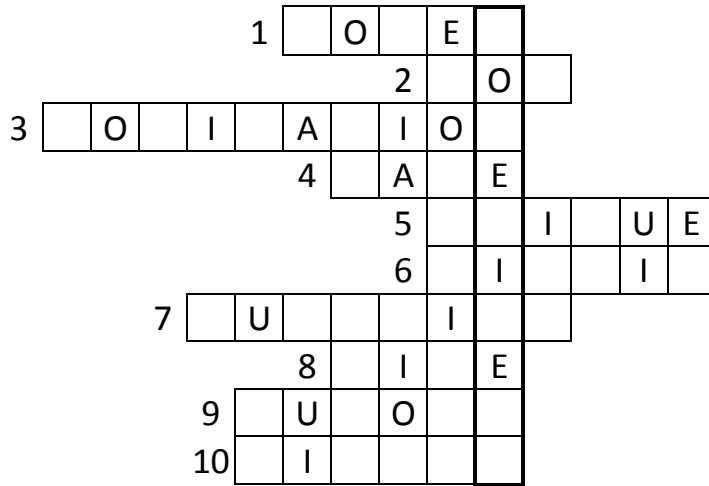
www.cyberpesten.be

www.clicksafe.be

www.kjt.org

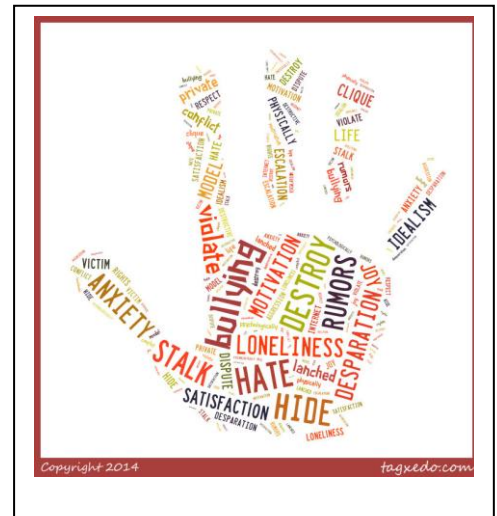
1 2 r i g h t s _ _ _ _ _

1 3 m o t i v a t i o n _ _ _ _ _



LONELINESS

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	D	E	S	T	R	O	Y	C	O	N	F	L	I	C	T	V
2	S	P	S	Y	C	H	O	L	O	G	I	C	A	L	L	Y
3	S	C	D	A	I	N	T	E	R	N	E	T	I	Q	A	I
4	O	L	V	D	T	P	D	E	S	P	A	I	R	G	G	D
5	H	I	Q	E	M	I	H	A	N	X	I	E	T	Y	G	E
6	C	Q	H	S	H	O	S	Y	Q	E	V	N	D	D	R	A
7	B	U	N	T	L	I	T	F	S	F	B	E	M	N	E	L
8	U	E	V	R	V	O	D	I	A	I	H	G	O	H	S	I
9	L	R	I	U	S	Z	N	E	V	C	C	I	D	A	S	S
10	L	I	O	C	J	T	K	E	N	A	T	A	E	T	I	M
11	Y	G	L	T	S	F	A	U	L	A	T	I	L	E	O	V
12	I	H	A	I	H	Y	A	L	L	I	Y	I	O	L	N	I
13	N	T	T	V	B	L	J	A	K	O	N	X	O	N	Y	C
14	G	S	E	E	E	D	C	D	J	I	L	E	I	N	V	T
15	Q	A	S	D	I	S	P	U	T	E	N	S	S	V	E	I
16	R	E	S	P	E	C	T	E	H	I	E	G	E	S	V	M



1. PSYCHOLOGICALLY 2. SATISFACTION 3. DESTRUCTIVE 4. PHYSICALLY 5. AGGRESSION 6. ESCALATION 7. MOTIVATION 8. LONELINESS 9. CONFLICT 10. LAUNCHED 11. INTERNET 12. IDEALISM 13. STALKING 14. BULLYING 15. DISPUTE 16. RESPECT 17. DESPAIR 18. ANXIETY 19. VIOLATE 20. DESTROY 21. VICTIM 22. CLIQUE 23. RIGHTS 24. MODEL 25. HIDE 26. HATE 27. JOY

violate	
victim	
hate	
joy	
loneliness	

