

THE HANDBOOK-TEACHER TRAINING KIT ON SCHOOL BULLYING



ERASMUS+, KA2 - Strategic Partnership - "BE A BUDDY NOT A BULLY", co-funded by European Union through Erasmus+ Programme

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**"STRONG PEOPLE DON'T PUT OTHERS DOWN...
THEY LIFT THEM UP."**

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ARGUMENT

Bullying in schools represents an international problem, a serious threat to the healthy development of the child aggressor and of the victims of this behaviour alike. The manifestation of this form of aggression amongst school-aged children can have short and long term negative consequences (that can manifest even into adulthood), affecting the physical, psychological and social wellbeing of both the aggressors and victims of bullying. An increased attention should be given to victims-aggressors, because these individuals have an increased risk of developing socio-emotional and behaviour disorders. The school, through its important role in children and youth development, alongside with the families and the society, have to consider a permanent monitoring of and access to strategies in order to control risk behaviours for physical and mental health, with the aim of maintaining an optimum level of wellbeing for the children.



CHAPTER I: UNDERSTANDING AND INTERVENING IN BULLYING BEHAVIOUR

The interest for studying *bullying* in schools led to the necessity of defining it. In various studies there have been formulated different definitions of this phenomenon so that bullying should be described as accurately as possible. Olweus is considered to be a pioneer in studies about *bullying*.

Following the pioneering work of Olweus (1978, 1999, 2001), bullying has been defined as a subcategory of interpersonal aggression characterized by intentionality, repetition, and an imbalance of power, with abuse of power being a primary distinction between bullying and other forms of aggression (e.g., Smith & Morita, 1999; Vaillancourt, Hymel, & McDougall, 2003).

Moreover, *bullying* can appear without any challenge, and the negative actions can be achieved by physical contact, bad words, obscene gestures or intentional exclusion from a group. *Bullying* implies a different kind of aggression from the one you encounter as a response to certain uncomfortable emotions (e.g. when we are angry or afraid of something). The aggressiveness manifested by bullying (intimidation, harassment or humiliation) is proactive because it doesn't involve emotional factors. It is instrumental and represents an attempt to obtain something by coercive methods, intimidation, sarcasm, indifference towards the others being associated to great expectations of the aggressive behaviour. The reactive aggressiveness is an aggressive behaviour accompanied by fear as response to an instigation or frustration and is associated to hostile attributions as regard to the others' intentions (Crick and Dodge, 1996).



CHAPTER II: TYPES OF BULLYING

Violence in school is to be met everywhere and not only in its extreme forms (aggressive behaviour which endangers the lives of others) but also in a disguised form with which students and sometimes teachers and parents get accustomed to and get to accept it as part of school life.

Based on the forms of bullying presented by Olweus (1993) and Rigby (1996), Limber (2002) performs a classification model of the common forms of bullying among students.

Verbal forms of bullying: teasing, instigating, offence (direct bullying) and gossiping (indirect bullying).

Physical forms of bullying: hitting, shoving, destruction or theft of personal property (direct bullying) and conviction of a friend to attack someone in your place (indirect bullying).

Non-verbal/ non-physical forms of bullying: threatening, obscene gestures (direct bullying) and exclusion of others from a group, manipulating friends, threatening e-mails (indirect bullying).

Another classification can be achieved depending on the environment manifestation of bullying: verbal bullying, social bullying, physical bullying and cyber bullying.

Types of bullying

Verbal bullying is saying or writing bad things:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Cyber bullying occurs through the use of technology like Instant Messaging or chat, text messages, email and social networks or forums. It's similar to offline bullying, but it can also be anonymous, it can reach a wide audience, and sent or uploaded material can be difficult to remove. Most people who cyber bully also bully offline.

HOW WIDESPREAD IS THIS PHENOMENON?

Bullying in school represents a problem faced by many countries in the world. An international research made in 25 countries (22 in Europe, Israel, USA and Canada) showed that involvement in bullying-type behaviours in young people varies from one country to another between 9% and 15%. The conclusion of the research was that even though bullying is a

common problem for the countries studied the direct comparison of the prevalence is not possible because the methodology varies among the countries studied. A difficulty faced by the international studies which aim the comparison among many countries of a variety of bullying aspects, is that of comparing the terminology. Numerous studies that have focused on bullying have specified that this term is not easily translated, especially in Romanic languages which do not have a direct translation of the term (*bullying* being familiar in Germanic and Scandinavian languages including England as well as other English speaking cultures, such as the USA [13]. Smith and his collaborators [13] compared terms from 14 languages which are used to describe bullying and reached the conclusion that the perfect matching of the terms in different languages regarding bullying does not exist. In the same study it was suggested that, even though there are difficulties in finding some perfectly similar terms in various languages which accurately describe the word bullying, it is necessary to know how the terms could be compared and, if they differed, what kind of criterion or dimension differentiates them (e.g. physical/psychological, direct/indirect, group/individual).

In spite of all these problems, bullying does exist on all continents in the world – Europe, USA, Australia, Asia, and Africa. The alert in increasingly frequent cases of bullying in Romanian schools led to an increased interest for this domain and thus to the conduct of many specialized studies which are based on the phenomenon of bullying in Romanian schools.

An important study conducted in Romanian schools which aimed to identify the prevalence of involvement in bullying-type behaviours (as aggressor, victim and aggressive victim) as well as its tendencies over time was applied to a representative sample of Romanian students aged 10, 13 and 15. This study identified an increase in the prevalence of bullying from 2016 until 2010, followed by a significant decrease from 2010 to 2014 for all three types of behaviour studied.

Studies show that there are numerous differences regarding the type of manifestation of bullying. Obviously, boys engage in a greater extent in behaviours of physical intimidation than girls do. Moreover, a relatively high percentage of girls - about 50% - claim that they are the victims of the behaviours of intimidation and harassment manifested by boys.

Although bullying is a more serious problem among boys, there is a series of behaviours of intimidation which manifest mostly among girls. The intimidation by physical force is less common among girls. They usually use more subtle and indirect ways of harassment, such as the exclusion of somebody from the group, spreading rumours and the manipulation of friendships. These forms of aggressiveness can surely be as harmful and stressful as the direct and open forms of attacks initiated by boys.

Also, bullying in schools represents a problem related to the age of the children and until recently adults (parents and teachers) have been looking at this problem with a relaxed attitude of "so are the children" or "children are children". Teasing, name-calling are behaviours which are circumscribed to bullying and most of the times go unnoticed, considering that they are part of a so-called ordinary everyday teaching. In reality, these mild forms represent the early stages of the more serious ones. The cases of violence in schools, including the extreme forms of armed attack in American schools, reveal the serious and sometimes deadly consequences of bullying.

Features of the protagonists involved in aggressive behaviours of bullying

One of the pioneers and founders of the prevention programmes regarding bullying is Dr. Olweus from Norway. In his book from 1993, "Bullying in school: what we know and what can we do?", Dr. Olweus identifies the features of the students who make up the aggressor profile and the ones for the victim profile.

There are many roles that kids can play. Kids can bully others, they can be bullied, or

they may witness bullying. When kids are involved in bullying, they often play more than one role. Sometimes kids may both be bullied and bully others or they may witness other kids being bullied. It is important to understand the multiple roles kids play in order to effectively prevent and respond to bullying.

- Importance of Not Labelling Kids
- Kids Involved in Bullying
- Importance of Not Labelling Kids

When referring to a bullying situation, it is easy to call the kids who bully others "bullies" and those who are targeted "victims," but this may have unintended consequences. When children are labelled as "bullies" or "victims" it may:

- Send the message that the child's behaviour cannot change
 - Fail to recognize the multiple roles children might play in different bullying situations
 - Disregard other factors contributing to the behaviour such as peer influence or school climate
- Instead of labelling the children involved, focus on the behaviour. For instance:
- Instead of calling a child a "bully," refer to them as "the child who bullied"
 - Instead of calling a child a "victim," refer to them as "the child who was bullied"
 - Instead of calling a child a "bully/victim," refer to them as "the child who was both bullied and bullied others."

Kids Involved in Bullying

The roles kids play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the bully or defend the bullied. Direct roles include:

- Kids who Bully: These children engage in bullying behaviour towards their peers. There are many risk factors that may contribute to the child's involvement in the behaviour. Often, these students require support to change their behaviour and address any other challenges that may be influencing their behaviour.

Bullying behaviours often but not always takes different forms depending on the type. If the student who bullies is a boy the profile presents the following features.

- He needs to feel powerful and in control; He picks up as victims the ones who do not like conflicts; he obtains satisfaction by causing distress to the victim; he motivates his actions by complaining that he was the one who was provoked.
- The most frequent methods used by boys are: calling names, beatings, fights, dispossession of goods (money, personal objects), destruction of the victim's property, shoving, hitting, initiation of repeated attacks on victim.

The profile of *the girls who manifest bullying behaviours* (the aggressor is a girl) is highlighted by:

- Manipulation, injury to feelings, subtle rejection and the marginalization of the victim.
- The most frequent methods used by girls are: calling names, the victim's isolation ("Don't talk to her!"), spreading gossip, spreading rumours.

Some studies show that bullying aggressors present a higher risk of suffering from psychiatric problems, such as depression, attention deficit, attention disorder type oppositionist compared to the ones who are not involved in these types of behaviour (Kumpulainen, Rasanen and Puura, 2001; Kaltiala-Heino, Rimpela, Rantanen and Rimpela, 2000). They also present a higher risk of having suicidal ideation even compared to the passive and aggressive victims (Kaltiala-Heino, Rimpela, Marttunen, Rimpela and Rantanen, 1999). Nansel and his collaborators (2001) showed that bullying aggressors may have alcohol and smoking problems;

they can have a positive attitude towards violence (Carney and Merrel, 2001); they may commit vandalism, theft or skip classes (Rigby and Cox, 1996). Other studies highlighted the fact that bullying aggressors have a higher probability of suffering psychosomatic symptoms, such as emotional "explosions", feelings of tension and irritation, difficulties in getting asleep and waking up, shoulder and neck pain, headache and distress, pain in the lower back, abdominal pains, compared to the victims and the ones who are not involved in bullying behaviours (Williams, Chambers, Logan and Robinson, 1996). Regarding the relationships with colleagues, researchers discovered that students bullying aggressive type make friendships easier than the other students, and other studies, such as Farmer and his collaborators' (2002) classified the bullying aggressors in popular and unpopular ones.

- Kids who are bullied: These children are the targets of bullying behaviour. Some factors put children at more risk of being bullied, but not all children with these characteristics will be bullied. Sometimes, these children may need help in learning how to respond to bullying. Even if a child is not directly involved in bullying, they may be contributing to the behaviour. Witnessing the behaviour may also affect the child, so it is important for them to learn what they should do when they see bullying happen. Roles kids play when they witness bullying include:
- Kids who assist: These children may not start the bullying or lead in the bullying behaviour, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behaviour and occasionally join in.
- Kids who Reinforce: These children are not directly involved in the bullying behaviour but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.

The passive victims of bullying aggressiveness represent those students who are victimized by some colleagues, and they do not manifest bullying aggressive behaviours towards other students. The passive victims present a higher risk of having mental health problems compared to those who are not involved in these behaviours. Some studies suggest that victimization is positively correlated with some internalized problems such as anxiety, depression, suicidal ideation (Kaltiala-Heino and colab., 1999; Kaltiala-Heino and colab., 2000), but also with other problems, such as attention deficit (Kumpulainen and colab. 2001). Also, studies highlighted the fact that the victims of bullying have proved low abilities of social and emotional adjustment, greater difficulties in making friendships, fewer relationships with students of the same age and increased loneliness.

Not only the aggressor status but also the victim status is related to indiscipline (Haynie, Nanel, Eitel, 2001). The victims may experience: chronic absenteeism, low school performance (Beale, 2001); psychosomatic symptoms – headaches, abdominal pain (Beale, 2001; Williams, 1996); sleep disorders, nocturnal enuresis (Williams, 1996).

The bullying type of victim-aggressor represents the category of students who are aggressed by some colleagues but, in their turn manifest bullying-type behaviour towards other colleagues. The victim-aggressors present the weakest psycho-social functioning, being a group with a considerably high risk, characterized by more serious behaviour problems, a low social competence and self-control, a poorer functioning in the school environment in comparison with aggressors and passive victims (Haynie, 2001; Nansel, 2001).

Moreover, this category of students present mental health problems, anxiety, psychosomatic symptoms, eating disorders (Kaltiala-Heino and colab., 2000); depressive symptoms (Kaltiala-Heino, 2000; Haynie, 2001). In addition to this, they are part of a deviant group and may be less capable of making friends with their colleagues (Haynie and colab., 2001). Smokowski and Kopasz (2005) analysed the results of a study and draw the conclusion that the status of victim-aggressor can be passed from a generation to another by contagion.

How do we recognize a child who is or may become a bullying victim?

- He or she has a quiet and sensitive nature; he or she is afraid to go to school anymore, complains about frequent headaches and stomach aches in order to avoid going to school; he or she has few friends or none at all, seems sad and scared. He or she is physically weak or very short; he or she is insecure and lacks assertiveness; he or she may have a hearing problem or other atypical behavioural and physical characteristics; he or she comes back from school with dirty or torn clothes and damaged belongings; he or she shows bruises on his/her body.

Outsiders: These children remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behaviour. These kids often want to help, but do not know how.

Kids who Defend: These children actively comfort the child being bullied and may come to the child's defence when bullying occurs.

Most kids play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role. Every situation is different. Some kids are both bullied and bully others. It is important to note the multiple roles kids play, because:

Those who are both bullied and bully others may be at more risk for negative outcomes, such as depression or suicidal acts.

It highlights the need to engage all kids in prevention efforts, not just those who are known to be directly involved

The setup process of the aggressor-victim relationship is a very complex one. Although students who manifest bullying behaviour and their victims naturally acquire key positions in this process studies show that a very important role is played by the other students (the witnesses).

Scientists have proved that the witnesses (those who watch) contribute to maintaining the aggressor's behaviour by their passive attitude (the fact that they assist without doing anything to change the situation).

On the other hand, some group mechanisms, such as social contagion and dilution of responsibility in the group have been identified as facilitators in the situations where more students took part in the aggression.

Demystifying behaviour associated with bullying

Psychological research exposed several myths associated with bullying behaviour. One of these myths states that students who manifest intimidation, harassment, teasing, humiliation belong to the group of those who lack popularity.

A study led by Philip Rodkin and his colleagues (2000) on a group of students from 4th grade to 6th grade showed that boys who were most frequently involved in bullying behaviour were among the most popular in school (as perceived by their colleagues and teachers).

Students who manifest bullying behaviour hide a high level of anxiety and uncertainty, thus using intimidation, harassment, teasing, humiliation as a means of offsetting a low self-esteem. Using different methods Olweus concludes that there is no basis for such a viewpoint. Most of the children who show bullying behaviour had a level of self-esteem corresponding to the average or even higher.

How bullying can affect individuals includes feeling:

- Guilty like it is your fault;

- Hopeless and stuck like you can't get out of the situation;
- Alone, like there is no one to help you;
- Like you don't fit in with the cool group;
- Depressed and rejected by your friends and other groups of people;
- Unsafe and afraid;
- Confused and stressed out wondering what to do and why this is happening to you;
- Ashamed that this is happening to you.

Bullying can have a negative impact on everyone – it is not just a problem for victims and bullies. If you see or know of others been bullied you may feel angry, fearful, guilty, and sad. You may also feel worried that the bullying could happen to you. When bullying isn't stopped or challenged by anyone it can create an environment where bullying is accepted and where everyone feels powerless to stop it.

Causes and risk factors

There are multiple causes and factors that may influence children and teenagers' bullying-type behaviour both as aggressor/victim and as victim-aggressor. In addition to personal risk factors (the student's specific features) that may be involved in the occurrence of bullying-type behaviour, risk factors of family and social environment have also been identified. Inconsistent parents (excessively protective or negligent) and sometimes child abuse are predictive factors for the subsequent transformation into victim-aggressors.

Parents' excessive involvement in school activity; a child-parent relationship characterized by excessive closeness, hostile relationship between child and mother, these are all predictive factors for the child's future victimization.

Using methods based on force to control behaviour, the lack of warmth, involvement and supervision from parents, permissiveness, inconsistency represent predictive factors for children's involvement in bullying-type behaviours as aggressors.

Low socio-economic status is also a risk factor involved both in bullying-type aggression and victimization. Ethnic differences may constitute a risk factor involved in victimization as ethnic minorities are often prone to becoming victims.

However, causes and conditions incriminated in the occurrence of bullying-type behaviour should not be considered in isolation. Preda emphasises the fact that in the research genesis of aggression, of violence in general, in studying the etiology of criminal behaviour, one must start from an interactional concept. A lot of factors must be taken into consideration: social causes and conditions (economic, political, organizational, socio-cultural, moral) psycho-individual level (low frustration tolerance, poor self-control, egocentrism, impulsivity and aggression, underestimating the severity of mistakes and antisocial acts committed, under-developed moral feelings, indifference and contempt for socially useful activities, avoiding voluntary activities, the desire to achieve results without effort, aversion to moral and legal norms, low self-esteem, joining the statute of delinquent; causes and conditions of psycho-social level (family factors: the divergence of educational methods and lack of parental authority, the cold-indifferent attitude, authoritarian parental attitude, tyrannical parents, conflictual atmosphere, the disruption of moral climate in the family, family disorganization; outer-family factors: maladjustment or inadequacy to school requirements, the influence of delinquent groups and the effect of media on delinquency).



What is more, families need help in understanding the fact that the phenomenon of bullying in schools is a serious problem and that allowing this type of behaviour may lead to many negative consequences.

CHAPTER III: MEASURES OF PREVENTION AND INTERVENTION

Numerous programs that aimed to ameliorate the phenomenon of bullying were implemented in schools. These programs were assessed in different countries and under different conditions. Although there is a lot of research on the topic, it is very difficult to establish which programs are more efficient for a particular school population since there are social and cultural differences between the countries. Limber considers that the most efficient and comprehensive strategies are those which involve the whole school in order to change the social climate and behaviour norms, for instance Olweus' program implemented in hundreds of schools worldwide. (Intervention program on aggressive behaviour/ bullying, Olweus, 1994).

The intervention program is built on four key-principles. These principles involve creating an environment in schools characterized by: (1) heat, positive interest, adults' involvement; (2) establishing firm limits on unacceptable behaviour; 3) consistent application of non-punitive, non-physical sanctions for unacceptable behaviour or violation of rules; 4) offering some positive patterns of behaviour by adults invested with authority. The program works at school level, class level and individual level as well. The most important objective is to change the "opportunity and reward structures" for bullying behaviour (fewer opportunities and rewards for the manifestation of bullying behaviour).

The intervention program includes a set of information provided for schools, a set of information for parents, watching movies in class and also questionnaires for schools to assess the scale of the problem.

The four main strategies of the Olweus program include (Pepler, 1994; Smith, 1997): training the school staff; developing disciplinary policies; informing the parents; teaching pro-social values according to a curriculum.

Bullying or teasing, humiliation, intimidation sometimes occur as a result of how the victims behave based on accepted social norms or a certain way of dressing. In such cases an understanding and acceptance of individual differences can be learned in the classroom.

Students assuming the role of victims are provided training for developing management skills in cases of aggressive behaviour from their colleagues.

Pupils-aggressors receive training on anger management, assertiveness, and other self-management skills. Their behaviour needs to be monitored carefully and they must frequently receive rewards for appropriate behaviour while applying clear consequences for acts of bullying. Parents receive parental training for managing aggressive behaviour.

The most important and effective role to prevent aggressive behaviour is played by the teacher. A series of activities performed by teachers together with training in social skills offered an effective program for the prevention of aggressive behaviour.

An ever increasing number of schools in the U.S.A. are now using this program and consider it to be a successful model for violence prevention. Six large-scale assessments carried out over a period of 20 years have demonstrated the efficiency of the program, as follows: significant reduction of the number of students who report bullying – by 30-50%; substantial decrease in the frequency with which students report anti-social behaviour, such as vandalism, theft, drinking, and absenteeism; outstanding improvement of the classroom "social environment" (higher level of classroom discipline, positive social relationships, positive attitude towards school); increase in students' school satisfaction.

This intervention has proven that it is an efficient and relatively simple approach in reducing aggressive behaviours among the school population. Bullying has been explained in terms of social learning as an aggressor-victim binomial that is developed through modelling and reinforcement (Craig & Pepler, 1995). This means that a colleague can imitate the aggressive

behaviour of a student who engages in bullying actions, and the victim can reinforce the behaviour of an aggressive student by displaying signs of discomfort (fear) towards the abovementioned conduct. As a consequence, the effort to correct this behaviour should include peer/ children group in the form of an approach that encompasses school as a whole; Partial replication of the program in England and the United States also had positive results, although there were some limitations;

Other programs have been developed based on the aforementioned program.

One of these is the “Anti-bullying Intervention Program in Flemish Schools”, including intervention activities - for parents and teachers, as a school-level action; activities for groups of colleagues, as class-level actions; curriculum-related activities for student groups; individual activities centred on students, both the aggressors and those victimized. The application of the program yielded a decrease in the frequency of bullying-type behaviours in the lower grades, but not the higher ones.

Other important anti-bullying projects that have been evaluated in schools are “DEF Sheffield Bullying Project”; “The Bullying Project” by Davis. An important project recently conducted in Europe is the “European Guidelines on Best Anti-bullying Practice” in which Romania also participated. The project aimed at establishing an integrated information management system, providing participants with the ability to identify and disseminate the best practices. In the professional literature there are given some intervention strategies that may be useful in shaping a school culture that promotes respect, recognition, learning, safety and positive experiences for all students: providing assistance to victims; encouraging the active participation of parents and other adults, and eventually of the community; supervision of students during breaks, especially in the courtyard, toilets and crowded corridors; setting and enforcing clear rules and consequences for bullying-type behaviours; involvement of classes in discussions and activities related to bullying

The need to involve the child group (classroom or school) in discussions and activities related to bullying is underpinned by the idea that bullying-type behaviour has negative influences not only on each child individually, but also on the group (e.g. students in a class). Efficient interventions should focus not only on the perpetrators, but also on the viewers who rather (actively or passively) encourage than discourage the behaviour of the bully.

As a primary society development institution, the school has an important role in child development. It is vital that it be supported by the community and they jointly solve the problem of bullying because in the end “bullying and victimization are issues that affect everyone”.

What can we, the adults, do?

A child who is a victim of bullying needs the support of the adults around him. With your help, children learn how to cope with teasing and nicknaming, or with other more serious forms of bullying. Every child needs to receive the message that these types of behaviour are unacceptable. Because bullying usually occurs in communities of children, this message must be promoted and strengthened both at school and at home. Because bullying affects all students in the group, respectively it is not limited to children who bully and their victim, it is important to teach children what to do if they witness such an event. Witnesses of bullying, who are usually other children, often feel secretly relieved that they are not the target of bullying and tend to avoid the aggressor, not willing to intervene in defence of the child being bullied. Bullying creates a pervasive and undefined atmosphere of intimidation, fear and silence among children.

Steps in the management of teasing behaviour

Teasing cannot always be prevented, and we cannot control what others say or do. What can we do in such a situation is to teach the child how to control their own reactions. This is because many children lack the social skills needed to cope with jokes, hoaxes and labelling their

colleagues. When they cry or get angry, they do nothing but encourage their colleagues to continue.

Teach the children through role-play what to say to themselves in that situation or how to look at it differently.

Children can say to themselves: “even if I do not like the nicknames, I can face the situation”; they can ask themselves a question that verifies the truth of what is said about them: “Is what ... says about me true?” (most of the time it is not); they can think of qualities that contradict the negative remarks made against them.

Teach the children through role-play to behave differently:

Ignoring the child who teases - to behave as if the other one is invisible and act as if nothing has happened. (Expression of anger or bursting into tears often accelerates teasing behaviours). Ignoring is NOT a good method in situations where someone has been teasing for a long time and uses bullying behaviours in order to intimidate). If possible, one should distance themselves from the situation.

First person messaging - this type of assertive message is a good way of expressing their emotions: “I am sad / I do not like jokes your about my glasses, I would prefer you to stop”. Practicing this technique involves making eye contact and using a firm tone. This technique works when used in a controlled environment, where there is an adult, there are some rules, etc. (Such as in a classroom or school). Using this method in the school yard or during recess may lead to worsening the situation (the teaser will only intensify its attacks noted that what he/ she does produces an emotion or has achieved what they wanted).

Paradoxical response- this technique teaches the child how to change the way they perceive or understand the words the other addresses them. They can change the words of teasing into compliments. For example, a child is made fun of because he/ she is wearing glasses and is called “gas stove with four eyes.” In this situation, one should be able to respond politely: “Thank you for noticing that I am wearing glasses!” (the child who made the inappropriate remarks is usually confused when not receiving the usual reaction of anger or frustration).

Another type of paradoxical response is expressing agreement to matters covered by the teaser. For example, the appropriate response to address a child who teases and says “You have so many freckles!” may be “It is true, I have a lot of freckles.” The agreement eliminates the issues raised by the desire to keep the freckles hidden, and leaves the assailant speechless because the conflict is blocked.

Answering with a compliment is another type of reaction that discourages teasing. For example, if someone laughs at how the child is running, a compliment could be a good response “You’re a good runner.” Humour is another effective type of reaction because it is totally different from the expected response and stresses that there is no vulnerability that may have been reached. In addition, laughter can change a situation with the potential for injury in a comic one.

In situations in which bullying continues and nothing seems to work, children need to seek the assistance of an adult. The first step in reducing bullying behaviour is to recognize it and do something to stop it (e.g. to notify friends, teachers, and parents when children do not know how or fail to cope alone).

IN CONCLUSION:

What must a child do when bullied?

Ignore the behaviour of aggression (only in the initial phase!).

Distance themselves from the respective situation and location.

React in a firm manner (learning assertive skills).

Seek and ensure protection (ask for help).

What is important for a child who is being bullied to avoid: to get angry / cry; to behave aggressively (hitting, swearing etc.), bring other children or a gang to do justice for them, to respond with banter.

Important to remember!

All adults, teachers and parents connected with the school should be vigilant in identifying this phenomenon and intervene. Once the phenomenon is identified, it is necessary for adults to respect the three principles of intervention:

1. **ACT IMMEDIATELY**
2. **GIVE CREDIT TO THE BULLIED CHILD**
3. **TAKE ACTION TO REDUCE THE POWER OF THE BULLY.**



CHAPTER IV: STRATEGIES AND TECHNIQUES FOR BULLYING PREVENTION AND CONTROL

Upon identifying the forms of bullying and defining the important problems that one might face, we need a framework for action through which we can develop the most appropriate control measures. This framework, which can be a contingency plan or an anti-bullying strategy at the level of the school institution is in line with applicable National Strategies, but in the same time it is adapted to the specific of school and to the age of the direct beneficiaries. These strategies offer several advantages, such as:

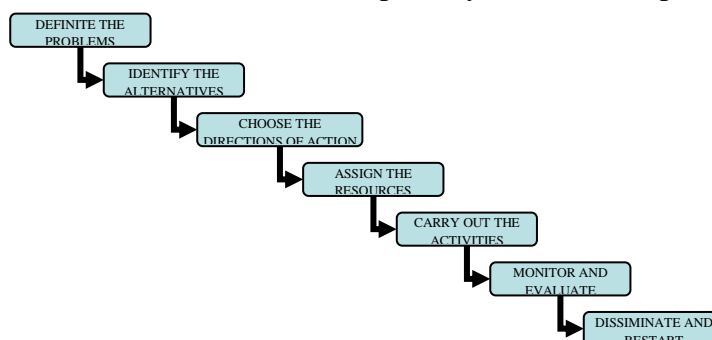
- Institutionalization of activities to prevent and to control bullying;
- Developing a coherent, unitary and predictable perspective on intervention strategies at school-level;
- Coordinating the prevention activities with those of managing bullying in schools;
- Knowing the categories and the necessary resources for carrying out the anti-bullying activities;
- Attracting/ involving all of the most important actors from the school and the local community in these anti-bullying activities;
- Identifying the best interventions for the target groups.

A strategic document will lay out the key steps of an ameliorative anti-bullying intervention at the level of your school, and in addition, it will ensure the transparency of the entire process of decision.

Designing the main stages of ameliorative interventions at school level:

An intervention strategy should provide a detailed presentation of its objectives, goals, expected results, activities to be carried out, the actors involved and their responsibilities

, time frame, necessary resources, ways of monitoring and evaluation. In this section, we will try to present to you an example of a strategy at the level of a school.



IV.1 PREVENTION AND INTERVENTION STRATEGY REGARDING BULLYING PHENOMENA IN SCHOOLS

School-level Objectives

- Identifying and evaluating the dimension of the bullying phenomena in school, as well as in its surroundings.
- Raising awareness of all members of the school about sources, factors and effects of bullying in school.
- Engaging representatives of the community in anti-bullying actions.
- Creating an institutional strategy to reduce bullying incidents in school (The Prevention and Intervention Strategy Regarding Bullying Phenomena in Schools)
- Designing and testing of methods for identification, monitoring and evaluation of bullying phenomenon in school (which shall lead to producing a School Bullying Barometer, as an operative tool for intervention), as part of the school development plan.
- Involving members of the school as well as of the community in organizing activities within this strategy.

MEMBERS	AWARENESS METHODS	INTERVENTION METHODS	EVALUATION INDEX	DISTRIBUTIO N
STUDENTS	<ul style="list-style-type: none"> - debates with topics such as: particular legislation; school regulations and notions of discipline and rules - active participation in counselling and orientation classes on the subject of bullying - accomplish essays, projects and studies or drawings (individually or in a group setting), on the subject of bullying, using the research provided by intervention groups - participating in a contest in which a slogan and a logo in chosen. 	<p>Organising workshops with students, where materials with specific subjects shall be developed:</p> <ul style="list-style-type: none"> - projects - multimedia materials: photograph, films, drawings, essays, posters - brochures/leaflets on the theme of violence and sharing them amongst students - extracurricular activities, with may involve physical activity, art, contests, social campaigns - assuming the mediation role in conflicts and assigning a team which shall take action in situations of crisis <p>The Student Council shall be involved. Students which show violent tendencies will take part in all the previously mentioned activities.</p>	<ul style="list-style-type: none"> - familiarity degree of students with the subject - participation of students in anti-violence projects - any and all changes in students' attitudes towards situations of bullying in institutions 	<ul style="list-style-type: none"> ○ Involving students in activities such as "Anti-Bullying Week" ○ Publishing project work on the school's site and in school magazines and brochures; banners, posters ○ Presenting results in various contexts: school camps, seminars, board meetings <p>Informing and involving parents</p>

MEMBERS	AWARENESS METHODS	INTERVENTION METHODS	EVALUATION INDEX	DISTRIBUTIO N
TEACHERS	<p>- Participating in a session in which they are educated about bullying, where specialists are involved: classes about legislation, practical examples, studies, identification and intervention methods, ways of informing and involving parents and the community in anti-bullying actions in schools</p> <p>- Organizing debates where school regulations and that of students are discussed</p> <p>- Debates about specific aspects of legislation</p>	<p>Discussing amongst both parents and teachers in order to identify certain aspects:</p> <ul style="list-style-type: none"> - teachers' perception and representation of bullying in school and society; - issues, cases, situations of bullying in school and society; - actual problems, situations and examples of bullying <p>Suggestions regarding solutions, activities, intervention to prevent bullying at a school level.</p> <p>In this activity a group shall be created in order to coordinate anti-bullying activities, which shall consist of teachers, a school counsellor as well as a psychologist, and representatives of students and teachers. Anti-bullying activities shall be organized during orientation and counselling classes, such as:</p> <ul style="list-style-type: none"> - presenting the school strategy; -promoting the identifying methods and planning concrete activities at class/school level; - Debating subjects around the theme of violence/ bullying. <p>Planning a practical lesson about violence.</p> <p>Organizing extracurricular activities aimed to lessen and diminish the phenomena.</p>	<p>- communication and interaction between teachers and students;</p> <p>- mediation abilities in situations of conflict, of work in mixed students-teacher teams;</p> <p>- students' reaction and intervention;</p> <p>- transparency and objectivity in evaluation.</p> <p>The following shall also be reviewed:</p> <ul style="list-style-type: none"> - teachers' level of participation activities; number of activities, relevance of results and stimulating participation amongst students. 	<ul style="list-style-type: none"> • "Anti-bullying week" • Teachers' meetings • Articles in specialized magazines • Interventions of the media • Open lessons Portfolios with project activities, which shall be sent to the CCD

MEMBERS	AWARENESS METHODS	INTERVENTION METHODS	EVALUATION INDEX	DISTRIBUTIO N
PRINCIPAL	<p>Identifying school issues which may impact bullying;</p> <p>Identifying crucial aspects which shall be later introduced in the school's anti-bullying strategy;</p> <p>Including a prevention strategy for bullying in the school's development plan both short and medium term (1-4 years)</p> <p>Providing an adequate climate that extends to the school's proximities, in hope of avoiding situations of conflict.</p> <p>Identifying the main barriers in communication in schools.</p> <p>In all of the previously mentioned actions, an organized group which targets prevention will be involved.</p>	<ul style="list-style-type: none"> • Creating a working group at the institutional level, with roles in coordinating, monitoring and evaluating activities in the school's anti-bullying strategy. • Coordinating all school activities. • Including information regarding anti-bullying activities and their results in formal meetings on the school agenda. • Creating "The School's Bullying Barometer". <p>Motivating teachers and students to get involved in the project.</p>	<ul style="list-style-type: none"> - The degree of participation in activities. - The importance and accuracy of the strategy in relation to the school's needs; - The efficiency of the monitoring system and the motivation of teachers and students. 	<ul style="list-style-type: none"> • Presenting the strategy in all types of situations; <p>Mass-media distribution</p>
PARENTS	<p>Participating in meetings where the legislation and school regulations are discussed;</p> <p>Debates</p> <p>Participating in teacher- and students-coordinated activities</p>	<p>Creating a group of parents which shall be involved in activities.</p> <p>Involving parents in the implementation of SPCVS.</p> <p>Participating in bullying prevention and control activities.</p>	<ul style="list-style-type: none"> - the degree of parents' involvement in project activities; 	<ul style="list-style-type: none"> • Taking part in the "Anti-Bullying Week"

MEMBERS	AWARENESS METHODS	INTERVENTION METHODS	EVALUATION INDEX	DISTRIBUTIO N
SCHOOL COUNCELLOUR	Participating in an informative session regarding violence, organized with the help of specialists: classes focusing on legislation, concrete examples, studies, identifying and intervention methods, ways of involving parents and the community in prevention and control activities in schools.	Coordinating a centre of resources in the domain of school violence, which shall inform, educate, mediate and assist in issues regarding the subject. Involving a working group of parents, teachers, and students. Discussing, along with the work group, certain aspects with parents and students: - Perception/representation of teachers in school and society when it comes to bullying; - Any examples of bullying in own institution; Suggestions regarding solutions for situations of bullying in own institution. Elaborating a program which offers individual assistance to students, teachers and parents (victims or aggressors): -Developing autonomy and self-control.	- The involvement in activities. - Relevance and accuracy of the school's assistance reported to its needs; - the efficiency of intervention methods in the assistance program; - the efficiency of individualistic approaches	<ul style="list-style-type: none"> • Presenting the anti-bullying psychic-pedagogical assistance program; • Presenting the results of the implementation of the annual assistance program. • Articles in magazines. • Distributing amongst school counsellors; Getting involved in the "Anti-Bullying Week" activities.
REPRESENT ATIVES OF THE LOCAL COMMUNITY Local authority, ISJ, police, churches	Participating in activities which spread information regarding activities in schools. Creating collaboration agreements.	Inviting local representatives in debates regarding the opportunity of developing anti-bullying assistance programs in a partnership between the community and the institution, Involvement in activities regarding school strategies.	- Level of involvement of the authorities in project activities; - Relevance and adequacy of the school-community collaboration agreements.	<ul style="list-style-type: none"> • "Anti-Bullying Week" participation • Intervention of community representatives in the media.

- Distributing the project to fellow institutions.

According to the previously mentioned strategy, a series of examples of best practice will be presented for every member involved in the problem of bullying, from three perspectives, along with awareness, intervention and evaluation techniques.

IV.2 MODELS OF TECHNIQUES/ ACTIONS AT STUDENT LEVEL

IV.2.a. AWARENESS TECHNIQUES

Handout a.1.

IDENTIFYING ANY NEEDS USING SWOT ANALYS

<i>MAIN STRONG POINTS OF THE CLASS IN THE PROBLEM OF BULLYING</i> -Low number of students involved in acts of bullying -The representation of the classes in anti-bullying structures at an intuitional level -High number of students who have participated in anti-bullying activities, both at a school or class level	<i>MAIN WEAK POINTS OF THE CLASS IN THE PROBLEM OF BULLYING</i> - Low level of awareness regarding the issue of school violence among parents - Lack of resources (material and financial) to carry out the activities planned in the project
<i>MAIN OPORTUNITIES IN RELATION TO BULLYING</i> - Cooperative and open atmosphere, democratic culture	<i>MAIN THREATS IN RELATION TO BULLYING</i> - Lower involvement of students in activities during the school year (for example, participating in other projects, twelve grade students) - The increase of bullying acts and violent forms of manifestation



Handout a.2.**SCAVENGER HUNT**

How do you know if a behaviour is bullying? _____

What defines someone who bullies?

Write down two things you can do if you see bullying:

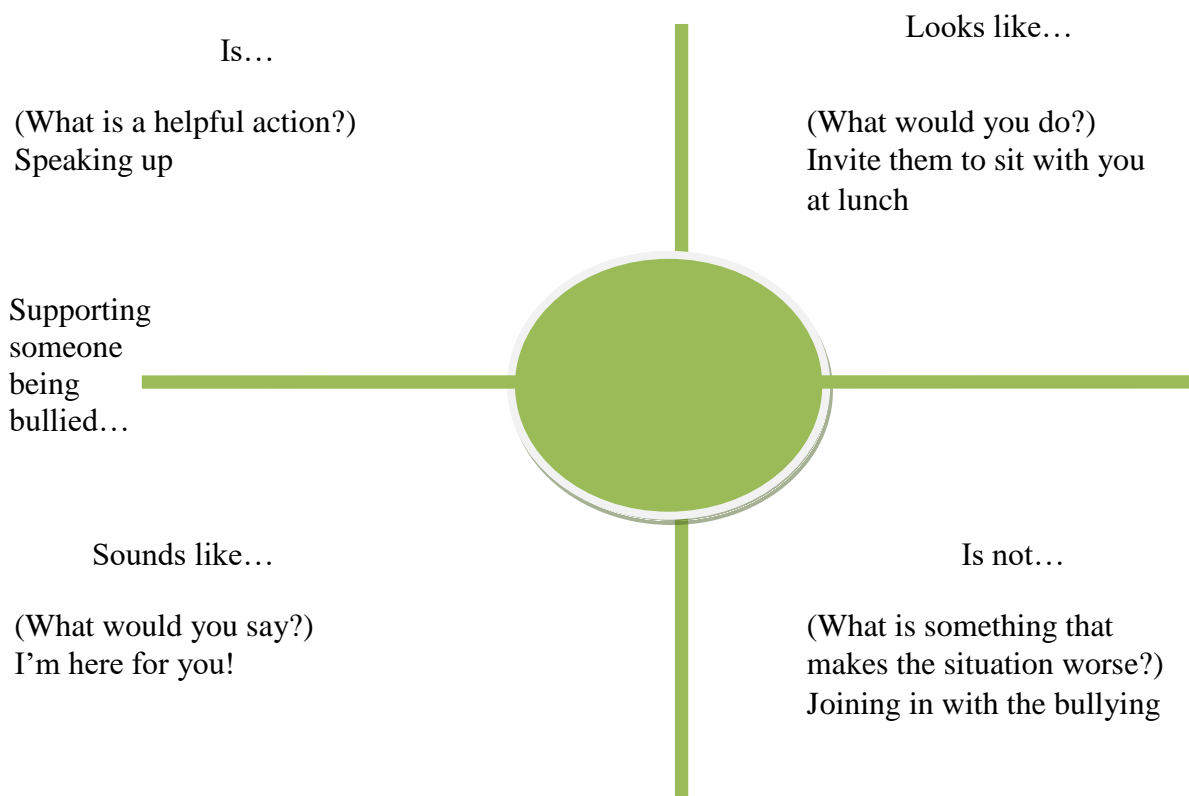
1. _____
2. _____
3. _____
4. _____

What is one way you can join the cause?

Handout a.3.**WHAT WOULD PIP DO? – ACTIVITY BOOK**

Before joining the Kids against Bullying Club, Pip lived in a pet shop with about a gazillion other hamsters. He was the littlest one, and was often teased and called names. After experiencing bullying, Pip now speaks up against bullying! He knows it's important to reach out to those being bullied and be a friend.

Imagine you saw a classmate that was being bullied by another student. What could you do to help? Think about what Pip might do or say when answering the questions below. He even shared a few examples to help you get started!



IV.2.b. INTERVENTION TECHNIQUES

Handout b.1.

THINKING ABOUT FEELINGS ACTIVITY BOOK

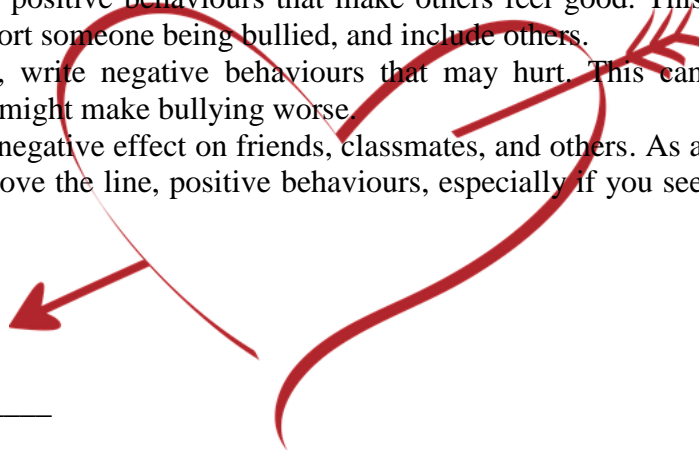
Our words and actions can leave a lasting mark!

Kids who are bullied often feel alone – let them know that someone cares!

On the top half of the heart, write positive behaviours that make others feel good. This can include ideas to spread kindness, support someone being bullied, and include others.

ON the bottom half of the heart, write negative behaviours that may hurt. This can include bullying behaviours or things that might make bullying worse.

Behaviours can have a positive or negative effect on friends, classmates, and others. As a Kid against Bullying, remember to use above the line, positive behaviours, especially if you see someone experiencing bullying!



STOP BULLYING

Safe & Anonymous

Anti-Bullying Contract

Name: _____ Class: _____

No Bullying Bystanders

I promise to:

- 1) Stop a hurtful rumour either online/offline whenever I can
- 2) Tell an adult when I know of a plan to single out, harass or start a fight in our school
- 3) Not be a *Bullying Bystander* – when I know of bullying I will take action and tell

someone

The Golden Rule

I promise to:

- 1) Respect all other students.
- 2) Respect other students belongings
- 3) Always treat others the way I want to be treated

I agree to be an ACTIVE participant in preventing bullying in our school

Signature: _____

“No one can make you feel inferior without your consent”

Eleanor Roosevelt

STAND UP TO BULLYING

-IF YOU ARE THE TARGET

#1 **GET AWAY** as soon as you can and **MOVE** to a **SAFE** place where there's other persons and adults.

#2 **PARTNER UP** and **HANG OUT** with others: avoid places where you are alone.

#3 **ACT AS** if the bullying has no power over you. Look **CALM** and **CONFIDENT** by standing up tall, shoulders back and head up. Even if you feel upset and scared on the inside, try not to let the person bullying you know it. Take slow, deep breaths and remind yourself that you are courageous and will get help from a trusted adult.

#4 **STAND UP FOR YOURSELF. ACT BORED**, use HUMOR and guard yourself with a quick (easy to remember) **STAND-IN-YOUR-POWER-COMEBACK** like “So?”, “Yup” “And?”, “Whatever you say”, “Who cares?”, “Got nothing better to do?”

#5 **GET HELP** from an adult. Share with them what has happened and ask for their support.

#6 **BE THE BIGGER PERSON** and don't retaliate. Fighting back physically or verbally will

only make the situation worse and get you in more harm's way.

#7 **REMEMBER** that bullying is about the person who is doing the bullying. Although you are impacted and must respond to the bullying it really says nothing about you but rather says something about the person doing the bullying.

#8 **REMIND YOURSELF** that you are brave, awesome, lovable and worthy of respect and belongings, always and no matter what. **NO ONE** can take that away from you. **OWN IT!**

-WHEN YOU SEE BULLYING HAPPEN

#9 **BE A FRIEND.** Invite the person being bullied to hang out with out, whether at lunch, recess, during or between classes, or before and after school.

#10 **INTERRUPT THE BULLYING.** Create a distraction like “Hey, did you watch the game last night?” or “There’s a hot air balloon outside!”

#11 **SPEAK UP!** Say something like “Dude, that’s not cool.”, “Hey, that’s bullying!”, “Knock that off!”, “Does it make you feel good to make someone else feel bad?”

#12 **STOP RUMORS** and **MEAN MESSAGES** from spreading. Refuse to participate in gossip and laughing when others are put-down.

#13 **TELL AN ADULT.** Ask for help.

#14 **REMEMBER** that you are **BRAVE** and **YOUR ACTIONS MAKE A DIFFERENCE.**





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IV.2.c. EVALUATION TECHNIQUES

Handout c.1.

QUESTIONNAIRE FOR STUDENTS

BE A BUDDY NOT A BULLY

A questionnaire for the students

1. Form

2. Gender:

Male/ Female

Psychological violence - when the other person calls you names, frightens, threatens, humiliates, makes you give him/her your money, makes fun of you, throws, deprives or damages your equipment, yells at you, telling others about you different stories.

3. How often do you experience psychological violence at school?

Often /Sometimes /Never

4. A place at school where you usually experience psychological violence (put a tick):

- ☐ Class
- ☐ Corridor
- ☐ Cloakroom
- ☐ WC
- ☐ Canteen
- ☐ Library
- ☐ School yard
- ☐ Internet

5. From whom do you suffer psychological violence at school?

- ☐ The school students
- ☐ The school staff (cleaners, duty staff)
- ☐ The teachers

6. The time when you experience psychological violence at school

- ☐ Before classes
- ☐ During lessons
- ☐ During breaks
- ☐ After school

7. Describe a situation when you experienced psychological violence.

8. How often do you see the psychological violence at school?

Often /Sometimes /Never

9. How often do you use psychological violence?

Often /Sometimes/ Never

10. Describe a situation when you use psychological violence.

Physical violence - when the other person is struck intentionally, is beaten, is kicked, is stomped, is spat on.

11. How often do you suffer physical violence?

Often /Sometimes /Never

12. A place where you usually experience physical violence (put a tick):

- ☐ Class
- ☐ Corridor
- ☐ Cloakroom
- ☐ WC

- Canteen
- Library
- School yard

13. Who do you experience physical violence at school from?

- ☐ The school students'
- ☐ The school staff (cleaners, duty staff)
- ☐ The teachers

14. When do you experience psychological violence at school:

- Before classes
- During lessons
- During breaks
- After school

15. Describe a situation when you experienced physical violence.

16. How often do you see physical violence at school?

Often /Sometimes/ Never

17. How often do you use physical violence?

Often/ Sometimes/ Never

18. Describe a situation when you use physical violence.

19. Whom do you ask for help when you experience the physical violence against you?

20. If you do not ask for help – write the reasons why.

21. If you see that the other student is bullied, you (choose the most suitable option):

- you join the bullying together with others.
- you never start bullying the first, but if you are provoked, you give it back.
- you simply enjoy watching the other students being bullied.
- you believe that if the student is bullied it is his/her fault
- you simply watch the situation but you do not get involved, because you think that it is not your business.
- you simply watch the situation, wondering what will happen next.
- you do not like when students are bullied and you want to help but do not know how to.
- you disapprove bullying, always standing up and try to help a student who is bullied.

Thank you for sincere answers.

IV.3 MODELS OF TECHNIQUES/ ACTIONS AT CLASS LEVEL

IV.3. a. AWARENESS TECHNIQUES

Handout a. 1.

Objective: To develop positive social skills and establishing relations.

Targets: To initiate and maintain interaction with another child

To listen actively

To share objects and experiences

The game „Friendship Guide”

Purpose –understanding the concept of friendship

Progress

In groups of 4-5, students are asked to develop a guide to friendship. They can start form an imaginary story in which they should help a preteen alien who is a beginner in initiating and maintaining friendly relations on the Earth to understand how people behave when they are friends with each other. Students with drawing skills can develop this guide through comic strips.

Points of discussion:

What does it mean to be friends with someone?

How do we initiate a friendship?

How do we choose our friends?

What behaviours should we have to maintain a friendship?

How do we ask a friend for help when we need to?

What expectations do we have from a friend?

What expectations do you think a friend has from us?



Handout a.2.

Objective: to improve the ability of understanding

Understanding emotions is the key to developing healthy emotional skills. This means identifying both, the cause and consequences of expressing an emotion, this being strongly bound to the recognition and expression of emotions. Once identified, the affective message must be interpreted correctly. Understanding emotions involves:

- initial evaluation of the message which was sent by the other speaker, appropriate interpretation
- understanding the message through the constraints imposed by the rules of social context.

Scope: to understand emotions

Objective: to identify the cause of emotions

To name the consequences of the emotions in a certain situation

Activity “The Way I Feel”

Materials - handouts

Start the activity with a talk about how students think people feel in certain situations. The discussion can start from a concrete example, such as - if we lived in a country where it never snowed, the news that it will snow could produce joy because we rarely have the opportunity of riding a sleigh or skating. If we lived in a country where it usually snowed, the news that will snow will make us sad because we are bored of snow. From this example, emphasise the idea that the way we see the things around us affects how we feel. Every student receives a handout with several scenes. For each scene, the students will write thoughts or emotions associated with it. In the end, every child is asked to talk with a colleague about the things that he wrote on the handout. After the discussion in pairs, continue as a class, based on questions about the content.



Handout a.3.**THE WAY I FEEL**

Name Date

Instructions: Read each scenario. For each scenario, try to identify your feelings about the situation. For example, if you think older colleagues should not tell what to do, you might feel angry about this situation, and if you have other interests and you are not particularly interested in taking part in class discussions, you might feel indifferent – this might not be a big deal. After you have identified your thoughts, describe the way you felt in the gaps.

You are playing ball in the schoolyard. One of the older students comes to you and tells you that you cannot play there.

You think:.....

You feel:.....

1. Your father has broken the law. Your colleagues have found out about this and they are teasing you.

You think:.....

You feel :.....

2. You are in recess. You want to play basketball but there are too many children already playing outside.

You think:.....

You feel:.....

3. Two of your friends are always staying in one corner of the classroom. They are looking at you and start to giggle and to whisper something.

You think:.....

You feel:.....

4. You have just had a haircut. You like it very much. Your classmates are teasing you and telling you it looks bad on you.

You think:.....

You feel:.....

Content questions: Have you agreed on emotions that correspond to each scenario?. Are they the same as those of your discussion partners? If you did not agree, why do you think you have failed? - How would you feel if someone were to say that the first situation always makes students feel angry? Do you think that is true? - Do you think that certain people or situations always make you feel the way you feel or do you think you can choose? - What is the connection between your thoughts and your emotions?

Personalizing questions.

- Have ever said anything like “She upset me! She annoys me!”

- Do you really think that someone can annoy you or can hurt you or are you the ones who make you feel the way you do?

Issues to emphasize in discussions with students:

The same context facilitates the experience of different emotions by different people. If the context determined how we feel, it would mean that all people would feel the same the same situation. How we feel it depends on how we interpret the situations we are facing.



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IV.3. b. INTERVENTION TECHNIQUES

Handout

STUDENT ACTION PLAN

Student Action Plan Against Bullying!

Bullying affects everyone. Whether you are the target of bullying, a witness, or the person who bullies, it is something that impacts you, your peers, and your school. Bullying can be stopped, but it won't just happen. You have to take action and develop a plan that works for you and your situation. This is your opportunity to change what is happening to you, or someone else, and make a difference. Start by creating your own plan to take action against bullying.

What You Can Do

The following steps will help you develop an action plan to address a bullying situation that is happening to you or someone else.

Step 1: Think about the bullying you have experienced, seen, or even done yourself. Describe the situation, including where it happened, who was involved, what happened, and how it made you feel.

Step 2: Then consider how that situation could be different. Include what you would like to see happen, how things could be changed, and what would help you feel back in control of the situation.

Step 3: Next, think about the steps needed to make those changes happen. Consider what role you need to take, who would need to be involved, and what they would need to do.



**IV.3. c. EVALUATION TECHNIQUES****BE A BUDDY NOT A BULLY***A questionnaire for the teachers*

1. Describe psychological violence:
 2. Your position when you see psychological violence being used:
 3. Your position when you are approached by a student, claiming to have endured psychological violence:
 4. How often do you experience psychological violence at school?
 - Often
 - Sometimes
 - Never
 5. Which people do you experience psychological violence at school from? (Check all that apply)
 - The colleagues
 - The students
 6. How often do you use psychological violence at school?
 - Often
 - Sometimes
 - Never
 7. Against whom do you use psychological violence in high school? (Check all that apply)
 - colleagues
 - students
 8. Describe physical violence:
 9. Your position when you see physical violence being used:
 10. Your position, when you are approached by a student, claiming that they are a victim of physical violence:
 11. How often do you experience physical violence at school?
 - Often
 - Sometimes
 - Never
 12. Which people do you experience physical violence at school from? (Check all that apply)
 - ☐ The colleagues
 - ☐ The students
 13. How often do you use physical violence at school?
 - often
 - Sometimes
 - Never
 14. Against whom do you use physical violence at school? (Check all that apply)
 - colleagues
 - students
 15. In your opinion, is psychological and physical violence at your school a problem?
 16. If you think that the psychological and physical violence at your school is a problem, how can it be addressed?
 17. Other observations and suggestions.
- Thank you for your sincere answers.

IV.4 MODELS OF TECHNIQUES/ ACTIONS AT PARENTS-LEVEL AWARENESS TECHNIQUES

Handout a.1.

Cyber bullying: What Parents Can Do

Cyber bullying: What It Is and How It Works Cyber bullying is the use of technology to harass, hurt, embarrass, humiliate, and intimidate another person.

Students using technology to bully, just like those who bully face-to-face, often look for targets who are vulnerable, socially isolated, or who may not understand social norms. It can be done anonymously, which makes it easy for one child to hurt another and not be held accountable or see the impact of his or her actions. Because this technology reaches a wider audience than just the person who is targeted, its effects can be devastating.

Cyber bullying can take place in many ways. For example, some young people have created websites or blogs to bully another child, posting embarrassing pictures, private instant messages (IMs), or threatening messages. Such websites can be a powerful tool for students to encourage their peers to “gang up” on another child. Students who do not understand social cues or who are trying to become part of a peer group may mistake this attention for friendship, when it’s in fact the opposite.

A Three-Step Plan to Address Cyber bullying with Your Child

Today’s children are the first generation to use technology to bully each other. Today’s parents are the first who have needed to learn how to address this issue with their children. The following steps are a guide for exploring this topic with your child.

Where cyberbullying happens:

- Social media -E-mail
- Text messaging
- Website message boards
- Instant messaging

1. Have the “cyber bullying” conversation. Now that you know bullying online is a real possibility, initiate a conversation with your child. Bullying can be hard for children to talk about with their parents for many reasons. They might be embarrassed by what is happening, afraid that the bullying will increase if they tell, or think it is their own problem. Cyber bullying can add additional complications. Many students might not interpret the mean and hurtful behaviour that happens on their computer or cell phone as bullying. Children may also worry that they will lose access to their technology if they tell their parents about cyber bullying. As you open the subject for discussion, let your child know that it’s fine to use phones and computers and to be online with friends, but that you also want him or her to be safe from cyber bullying. Explain that if something hurtful is communicated

online, it counts as bullying, and that it is important that you know about it. If your child does not use social networking sites or other technology, but you are worried that he or she may be a target of cyber bullying, consider seeking help from your child’s peers. Ask a neighbour or someone you trust to watch out for any hurtful messages posted about your child so that you will be aware if cyber bullying is occurring.

2. Set cyber safety rules. You set safety rules for your child in the physical world. Do the same in your child’s cyber world. Remind your children that they never really know who is on the other end of cyber communication. It could be the person they think it is, but because they cannot see that person, they should always proceed with caution in their exchanges. With that in mind, two good guidelines are:

You set safety rules for your child in the physical world. Do the same in your child's cyber world. Remind your children that they never really know who is on the other end of cyber communication. It could be the person they think it is, but because they cannot see that person, they should always proceed with caution in their exchanges. With that in mind, two good guidelines are:

- 1) Don't do or say anything online that you wouldn't do or say in person.
- 2) Don't reveal anything that you wouldn't tell a stranger. Specific advice for your child might include:
 - Never share your e-mail password, a photo, or any personal data (such as a physical description, phone number, or address). A bully could use that information to harass you in many ways.
 - Never share too many personal details. For example, if you keep an online diary, someone could use that sensitive information to bully or ridicule you.
 - Never share your IM account password with anyone, even your best friend. That friend may share it with other people, or the friendship may end — and your private messages could suddenly become very public. A cyber bully with your password can sign on, pretend to be you, and behave inappropriately with others to embarrass and humiliate you. Remind your children frequently about these rules.

Know what your children are doing online. Privacy is important, but safety is more important. As a parent, you have a responsibility to know what your children are doing online. Establish rules about your access to your children's cell phones, text history, social networking sites, and other computer accounts that they may use for posting information. Make decisions about passwords, how often you will check the accounts, and how inappropriate information will be handled. Keep your child's computer in an open spot, such as the family room, where you can supervise your child's online activity. Decide if there will be limits on access to using technology to communicate with peers, such as no computer or texting after 9 p.m., during mealtimes, or until homework is done. If you do discover that your child is being cyber bullied, document it by printing the e-mails or web pages, saving electronic copies, and contacting your child's school.

Steps to Take if Your Child is Being Bullied Online If you discover that your child is being cyber bullied:

- Save the URLs of the location where the bullying occurred.
- Document it by printing the e-mails or web pages. This is helpful as sometimes the information is deleted.
- Determine your point of contact at the school for reporting cyber bullying.
- Provide copies of the URLs or printouts to your child's school.
- Document your correspondence with the school and record the response.

For situations that aren't resolved with these steps:

- Ask for the school's bullying prevention policy.

- Research the bullying prevention laws in your state.
- Ask for a meeting with school authorities.

Handout a.2.***Notifying school about bullying***

_____ (your street address)
_____, _____ (city, region)
_____ (date)

_____ (name of Principal)
_____ (name of school)
_____ (school address)

RE: _____ (first and last name of child)

Dear _____, (name of Principal)

My child, _____, (first name of child) is in the _____ (grade level) at _____ (name of school). At school _____ (s/he) has been bullied and harassed by _____ (name of harasser(s)). This has occurred on _____ (date or approximate period of time) when _____ (describe as many details of the incident(s) as can be recalled).

When this happened _____ (name of witness(es)) heard or saw it and _____ (their response(s)). We became aware of this incident when _____ (describe how you were notified).

_____, (first name of child) was hurt by this bullying and harassment. _____ (She/He) had

(describe physical injuries, emotional suffering and any medical or psychological treatment required).

Please send _____ (me/us) a copy of the District policies on bullying and harassment, investigate this problem and correct it as soon as possible. Please let _____ (us/me) know, in writing, of the actions you have taken to rectify the situation and to ensure it does not happen again.

Thank you for your prompt attention to this serious problem.

Sincerely,

(Sign in this area)

_____ (your name)

_____ (name of Superintendent of schools), Superintendent
(Sign and keep a copy for your records)

a. INTERVENTION TECHNIQUES

Help Your Child Recognize the Signs of Bullying

Children may not always realize that they are being bullied. They might think it is bullying only if they are being physically hurt; they might believe the other child is joking; or they may not understand the subtle social norms and cues. Children can benefit from a definition of the differences between friendly behaviour and bullying behaviour.

The basic rule, which is not a legal or comprehensive definition: Let children know bullying is when someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Parents can prepare themselves to talk with their children by considering how they are going to respond to their child's questions and emotions. They can also decide what information they would like to give their child about bullying.

Parents should be ready to:

- Listen. It is the child's story; let him or her tell it. They may be in emotional pain about the way they are being treated.

- Believe. The knowledge that a child is being bullied can raise many emotions. To be an effective advocate, parents need to react in a way that encourages the child to trust.

- Be supportive. Tell the child it is not his fault and that he does not deserve to be bullied. Empower the child by telling her how terrific she is. Avoid judgmental comments about the child or the child who bullies. The child may already be feeling isolated. Hearing negative statements from parents may only further isolate him or her.
- Be patient. Children may not be ready to open up right away. Talking about the bullying can be difficult because children may fear retaliation from the bully or think that, even if they tell an adult, nothing will change. The child might be feeling insecure, withdrawn, frightened, or ashamed.

- Provide information. Parents should educate their child about bullying by providing information at a level that the child can understand.

- Explore options for intervention strategies. Parents can discuss options with their child to deal with bullying behaviour.

Questions to Ask Your Child about Bullying

Open-ended questions will help the child talk about his or her situation. Begin with questions that address the child's environment. For example, "How was your bus ride today?" or "Have you ever seen anyone being mean to someone else on the bus?" Then move on to questions that directly affect the child such as, "Are you ever scared to get on the bus?" or "Has anyone ever been mean to you on the bus?"

If the child is talking about the situation, parents can help their child recognize bullying behaviour by asking more questions such as:

- Did the child hurt you on purpose?
- Was it done more than once?
- Did it make you feel bad or angry? How do you feel about the behaviour?
- Did the child know you were being hurt?
- Is the other child more powerful (i.e. bigger, scarier) than you in some way?

For the child who is reluctant to talk about the situation, questions may include:

- How was gym class today?
- Who did you sit by at lunch?
- You seem to be feeling sick a lot and want to stay home. Please tell me about that.
- Are kids making fun of you?
- Are there a lot of cliques at school? What do you think about them?
- Has anyone ever touched you in a way that did not feel right?

Reactions to Avoid When children choose to tell their parents about bullying, parents might have one of three responses.

1. Tell their child to stand up to the bully
2. Tell their child to ignore and avoid the bully
3. Take matters into their own hands. While these reactions express genuine caring, concern, and good intentions – and often reflect what parents were told by their own parents or other adults – they are likely to be ineffective.

Parents may feel better for having taken action, but these reactions can have harmful consequences. Here's why these responses will likely be unsuccessful:

1. Tell your child to stand up to the bully – This can imply that it is your child's responsibility to handle the situation. While there is a ring of truth to this statement (being assertive is often a good response) sending your child back into the situation without further information will probably cause more harm. A more effective response is to brainstorm options with your child about what you can do as a team to respond to the situation.

2. Tell your child to ignore the bully – This is easier said than done. Your child has probably tried ignoring the situation, which is a typical response for children. If that method had been effective, however, there wouldn't be a need for the child to seek your help. It is difficult to ignore someone who is sitting behind you on the bus or next to you in class.

3. In addition, if the student who is bullying realizes that their target is purposefully "ignoring" them, it can actually ignite further bullying, since that response provides the sense of power and control the student seeks.

4. Take matters into your own hands – A normal gut response from parents is to try to fix the situation and remove their child from harm. For example, a parent might call the parents of the student who is bullying, or directly confront the bully. Remember, when children tell a parent about bullying, they are looking for the parent to guide them to a solution that makes them feel empowered. Involve them in the process of determining next steps. Typically, calling the other parent or directly confronting the bullying student is ineffective. It is best to work through the school and implement steps to respond.

It is important to Help Your Child Know That They Are Not Alone

- You are not alone. Many children feel that they are the only ones who are bullied and that no one cares. Let them know that there are people who do care.

- It is not up to you to stop the bullying. It is never the responsibility of the child to change what is happening to them.

- Bullying happens to a lot of kids but that NEVER makes it right. Let your child know that bullying happens in small schools, large schools, rural schools, and city schools. It can happen in preschool, high school, and every school in between. It happens in Australia, Argentina, and all around the globe. Certain people will say that some kids deserve to be bullied because of the way the child looks or acts, but this is simply not true.

- No one deserves to be bullied. Everyone deserves respect. All students have the right to be treated with dignity and respect, no matter what.

- We all need to work together. Everyone is responsible for addressing bullying. The community, schools, parents, and students all play a role.

b. EVALUATION TECHNIQUES

BE A BUDDY NOT A BULLY

A questionnaire for the parents

1. Do you feel that the school is fully committed to creating a safe and caring environment for all students? (circle the correct answer)
 - ☐ Yes
 - ☐ No
 - ☐ Not sure
2. Do you feel confident to report concerns of bullying to any member of staff? (circle the correct answer)
 - ☐ Yes
 - ☐ No
 - ☐ Not sure
3. How safe from being bullied at school does your child feel at school?
 - ☐ He/she feels very safe all the time
 - ☐ He/she feels reasonably safe most of the time
 - ☐ He/she doesn't feel safe a lot of the time
 - ☐ I don't know
4. Has your child ever been bullied in school? (circle the correct answer)
 - ☐ Yes
 - ☐ No
 - ☐ Not sure
5. How did you find out your child was being bullied/harassed? (circle first informant)
 - ☐ My child
 - ☐ Class teacher
 - ☐ Staff at school
 - ☐ Friend/sibling of child
 - ☐ Other _____
6. Did the school respond? (circle one of the following):
 - ☐ Yes
 - ☐ No

Please identify what they did. If you don't know what occurred, please identify that.

-
7. How do you think teachers at this school react when they find out that a student is being bullied? (circle one of the following):
 - ☐ Most of them take it very seriously and try to stop it straight away
 - ☐ Some of them take it seriously and try to stop it straight away
 - ☐ Hardly any of them take it seriously and try to stop it straight away
 - ☐ I don't know
 8. Do you feel the school could have done more? (circle one of the following):
 - ☐ Yes
 - ☐ No

Please explain what else could have been done:

9. Has anyone at the school ever informed you that your child is a bully? (circle one of the following):
- ☐ Yes
 - ☐ No
10. Have you spoken to your child about not being a bully? (circle one of the following):
- ☐ Yes
 - ☐ No
11. Do you feel satisfied with the strategies and programs that this school is using to prevent and manage bullying and create a respectful and safe school environment? (circle one of the following):
- ☐ Yes
 - ☐ No
 - ☐ I don't know
12. What are the things that you think your child's school could do to help prevent bullying/harassment? (Circle any that you agree with.)
- ☐ Provide students with information about bullying/harassment
 - ☐ Provide students with information about how to report bullying/harassment
 - ☐ Hold parent/guardian information meetings
 - ☐ Provide training to teachers/staff on how to prevent and address bullying/harassment
 - ☐ Have group or class discussions
 - ☐ Invite a guest speaker
 - ☐ Show films on the topic
 - ☐ Have students/teachers read books on the topic
 - ☐ Run programs
 - ☐ Do a school/class project
 - ☐ Hold an assembly
 - ☐ Involve students in preventing bullying/harassment
 - ☐ Develop skits on bullying/harassment topics
 - ☐ Other (please explain)

Thank you for taking the time to answer these questions. Now, please tell us a little about yourself.

Gender: (circle one of the following):

Male Female

Please circle the relevant age range for yourself:

18-30 ears 31-40 years 41-50 years 51- 60 years 61 or older

IV.5 EXAMPLES OF STRATEGIES

THE “ADOPTION EXPERIMENT” PROJECT–ROMANIA, MIHAI EMINESCU NATIONAL COLLEGE

The “**Adoption Experiment**” is an educational project in the field of education on citizenship - children's rights. It is part of the Erasmus+ project - "By a Buddy, Not a Bully," which takes place this school year in our school to prevent and reduce violence in schools (bullying) through extracurricular activities and increased awareness of human relationships based on understanding and acceptance.

The educators – as soul shapers - have a noble purpose but also a huge responsibility, being on a permanent search for strategies to ensure and to balance the personal development of the children they work with. The proposed project contributes to protection from violence and prevention of bullying in our school by involving students in extracurricular activities with a formative role.

The objectives of the project are as follows:

Developing a positive interpersonal style;

Identification and regulation of emotions and behaviour in problem situations;

Building group networking capacity, in concrete situations in the school environment;

BENEFICIARIES:

direct: – students involved in the project;

– teachers involved in the project

indirect: – all students;

– all teachers;

– local community.

PROJECT ACTIVITIES:

“The Oath of the Adoption Experiment” – each 5th grade student is assigned an “older brother” in the person of a student from high school grades (11th - 12th)

“The Friendship Bracelet” – making bracelets of braided thread;

“The Snowman” – making a snowman out of white socks;

“Travelling Messages” – making greeting cards and “spring amulets” through the quilling technique;

“The Friendship Flowerbed” – planting flower seeds in the school’s park;

“Innocence without Violence” –ways of managing concrete situations of violence.

RESOURCES INVOLVED:

human: project team, teachers, students, parents;

material: school classrooms and facilities, computer, printer, camera, expendable auxiliary materials (glue, felt-tip pens, water colours, cardboard sheets, coloured paper, quilling tools, coloured thread, white socks, rice, buttons, coloured pins, markers, cloth), scissors, flower seeds, whitewash, diplomas;

EXPECTED RESULTS:

students’ awareness about the consequences of violence;

developing a positive attitude towards colleagues/ adults;

reducing the number of bullying incidents reported in school;

parental involvement in the fight against violence in school and beyond;

posting online photos from the project activities.

DESCRIPTION OF ACTIVITIES

ACTIVITY NO. 1

Title: The Oath of the Adoption Experiment

Date/ duration: October 2016

Location: school

Participants: students of the 5th grade and high school student involved in the project

Description of the activity: In order to stop the phenomenon of bullying in school, an “Adoption Experiment”-type protectorate is proposed: every 11th – 12th grade student becomes a “big brother/ sister” for a 5th grade student. Responsibilities of the big brother include: guidance, advice, encouragement and unconditional support, dignity so as to be a role model throughout the school year. To seal this "brotherhood", students will take part in practical sessions in which they create together to a tangible symbol of their friendship. High school pupils shall commit themselves collectively to the teachers by taking an oath. Types of violence in the school are identified and the necessary measures to stop the phenomenon of bullying in school discuss are discussed.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: "How do I feel?" Exercise, questionnaire

ACTIVITY NO. 2

Title: The Friendship Bracelet

Date/ duration: November 2016

Location: school

Participants: students of the 5th grade and high school student involved in the project

Description of the activity: students are grouped in the pairs formed during activity no. 1 and create friendship bracelets that seal their protectorate relationship. Students discuss about their personal experiences over that last month and emphasize positive behaviour and stands against bullying. They discuss the extent to which the project contributes to increasing the feeling of safety in school.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: discussion about how they felt while working together, the difficulties they encountered and how they were helped to overcome these

ACTIVITY NO. 3

Title: The Snowman

Date/ duration: December 2016

Location: school

Participants: students of the 5th grade and high school student involved in the project

Description of the activity: students are grouped in the pairs formed during activity no. 1 and build snowmen from white socks filled with rice and decorated with buttons and coloured cloth. The workshop is concluded with a tour of the snowmen exhibition and discussions.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: snowmen exhibition

ACTIVITY NO. 4

Title: Travelling Messages

Date/ duration: January-February 2017

Location: school

Participants: students of the 5th grade and high school student involved in the project

Description of the activity: students create greeting cards and “mărțișoare” (spring amulets) through the quilling technique. The greeting cards and the “mărțișoare” will be offer to women within the activity “Spring amulets in the Neighbourhood”.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: the number of greeting cards and “mărțișoare” created

ACTIVITY NO. 5

Title: The Friendship Flowerbed

Date/ duration: April 2017

Location: school

Participants: students of the 5th grade and high school student involved in the project

Description of the activity: students plant flower seeds/ seedling plants in the school’s park in a flower bed symbolically called “The Friendship Flowerbed”. Students are further assigned responsibilities to look after the flower beds they created.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: discussion about how they felt while working together

ACTIVITY NO. 6

Title: Innocence without Violence

Date/ duration: June 2017

Location: school

Participants: students of the 5th grade and high school student involved in the project

Description of the activity: Students view a Power Point. They examine the forms of violence that exist in the school. Discussions are carried out based on students’ personal experiences and measures to stop violence in schools are proposed. Students fill in a questionnaire. Conclusions are drawn on the efficiency of the “Adoption Experiment” Project. Diplomas are awarded.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: questionnaires

EVALUATION:

performance of activities and objectives within the deadline;

systematic observation;

products resulted from the activities of the project;

questionnaires;

SUSTENABILITY:

We propose that in the future this educational project to be conducted annually and expand at county level.

“MY SCHOOL IS A PLACE WHERE EVERYONE BELONGS” PROJECT – SPAIN, CDP “FERNANDO DE LOS RÍOS”

We are taking part of an Erasmus+ Project in our school entitled “Be a Buddy Not a Bully”, to prevent bullying at school and create a friendly atmosphere, where everyone belongs.

Under the motto “My school is a place where everyone belongs”, there are a numbers of activities that are being carried out this year to increase awareness of human relationships based on understanding and acceptance.

One of the most outstanding output evolved from a short story and illustration contest that was held at our school and in which all students took part.

The objectives of the contest were:

1. To develop a friendly atmosphere in which to encourage students to speak out, expressing their own experiences and/or reflecting on negative behaviours that cannot be part of a bully-free school.
2. To foster empathy by showing that everyone has a place at our school and we can all help stop violent behaviour.
3. To provide opportunities for bullies to think about their actions, taking responsibilities for hurting others and thus, strengthening conscience.
4. To develop a climate in which bystanders discourage bullying and befriend targets.
5. To help targets to build friendships and stop feelings of self-blame by seeing themselves more positively.

BENEFICIARIES:

- All students
- The whole school community

PROJECT ACTIVITIES:

- What do you know about bullying sessions with form teachers and experts.
- Art Sessions to create illustrations about bullying situations.
- Literature Sessions to create short stories about bullying situations.
- Assemblies to discuss the output in art and literature.
- School contest.
- Display of illustrations and short stories.
- Award Ceremony.
- Discussing sessions to find possible solutions to those bullying situations on display.
- Training sessions on mediation for teachers and students.
- Parents` workshops.
- Introduction of Muay Thai as a sport where teen can improve self-confidence and self-control of emotions.
- A workshop with training dogs in which we focus on the benefits of owning a pet to improve values such as empathy, compassion and responsibility.

RESOURCES INVOLVED:

- Human: Erasmus+ project team, teachers, students, parents.
- Material: school classrooms and facilities, computers, printer, scanner, digital camera, camcorder, noticeboard, expendable auxiliary materials (worksheets, cardboard sheets, paper, pencil, pen, crayons, diplomas).

EXPECTED RESULTS:

- Students` awareness about the negative effects of bullying.
- Development of a positive attitude towards oneself and others.
- Drop in the number of bullying incidents reported in school.
- Parents awareness of the key role they play in the fight against violence at school and

beyond.

- Use of social network to post photos about the project to share with others.

CULTURAL EVENTS INCLUDING ANTI BULLYING ACTIVITIES – BULGARIA, 79 "INDIRA GANDHI" SECONDARY SCHOOL

BENEFICIARIES:

- All students
- The whole school community

PROJECT ACTIVITIES:

- Making presentations - Students looked for information in the Internet and got acquainted with the essence of “bullying” and the different kinds of bullying. They created presentations to express their opinion and attitude towards “bullying”. Students from 6th and 7th grades saw the presentations.
- Creating posters and pictures - On Pink T-shirt day and Tolerance Day children created pictures and posters on the topic of “Bullying.
- Exhibitions of the pictures and the posters on the topic of “Bullying”
- School contest.
- Award Ceremony.

RESOURCES INVOLVED:

- Human: Erasmus+ project team, teachers, students.
- Material: school classrooms and facilities, computers, printer, scanner, projector, auxiliary materials

EXPECTED RESULTS:

- Understanding the meaning of “bullying”
- Developing how to reject bullying
- Drop in the number of bullying incidents reported in school
- Developing children’s creative skills.
- Students’ awareness about the negative effects of bullying.
- Development of a positive attitude towards oneself and others.
- Children to express their attitude towards the issue.

Adoption Experiment

BENEFICIARIES:

- All students
- The whole school community

PROJECT ACTIVITIES:

- “Cyber protection”– students from 5th grade were involved in training “Cyber scout”, including “Cyber bullying” and introduced the information in front of their peers.
- “Be the good one” - Different activities – talks, discussions, role plays – were organized and carried out in cooperation with the Bulgarian Red Cross and the school counsellor. Students from the 10th-12th grades taught younger students from 5th and the 6th grades. The participants discussed and role-played different bullying situations, shared their personal experience and learned ways of reactions towards bullying.
- Actions of a Buddy and actions we should not repeat - Children describe different moments from their school life in a special diary. The diary is divided in two parts – Actions of a buddy and Actions we should not repeat. At the end of the school year children choose the best Buddy in their class.

RESOURCES INVOLVED:

- Human: Erasmus+ project team, teachers, students
- Material: school classrooms and facilities, computers, printer, scanner, projector,

auxiliary materials

EXPECTED RESULTS:

Students should:

- Be well informed about the about the bullying on different situations
- Learn how to protect themselves from bullying and how to deal with.
- Express their own opinion
- Learn how to make a good conversation with others.
- Awareness towards good and bad is created, children have good examples of behaviour and they try to do good things. The Buddy becomes the “hero” not the “bully” with the bad attitude towards the others.

Short story and illustration contest

BENEFICIARIES:

- All students
- The whole school community

PROJECT ACTIVITIES:

- Story writing on the topic of “Bullying” - Through writing essays students shared their personal experiences and different ways of dealing with situations of bullying
- Creating illustrations
- Exhibition of the illustrations
- School contest.
- Award Ceremony

RESOURCES INVOLVED:

- Human: Erasmus+ project team, teachers, students
- Material: school classrooms and facilities, computers, printer, scanner, auxiliary materials

EXPECTED RESULTS:

- Developing children’s creative skills.
- Students’ awareness about the negative effects of bullying.
- Development of a positive attitude towards oneself and others.
- Children to express their attitude towards the issue

Films

BENEFICIARIES:

- All students
- The whole school community

PROJECT ACTIVITIES:

- Videos - Children from different ages took part in creating videos about Bullying. Different types of bullying situations were presented in the videos. Children took part as actors as well as script writers. Most of the situations are taken from real life and children have participated or witnessed them. While working on the videos children became more sensitive towards the issue of bullying, they understand the reasons for it more easily and learn to react it the right way.
- Films about “Cyber bullying” - Students from the 5th to 12th grades were shown films about “Cyber bullying”. The film characters were presented in situations in which every teenager could take part in. The students were moved by the films, they shared opinions and understood how to deal with similar problems.
- Discussion – After watching films about cyber bullying students try to discuss the behaviour of heroes.

RESOURCES INVOLVED:

- Human: Erasmus+ project team, teachers, students

- Material: school classrooms and facilities, computers, printer, scanner, camera, projector, auxiliary materials

EXPECTED RESULTS:

- Realizing the danger of cyber bullying
- Making measures for protecting and stopping from cyber bullying
- Developing sensitivity and intolerance to bullying
- Developing children's creative skills
- Understanding the reasons for bullying
- Developing skills for dealing with the situations similar to those in films and videos.

Computer game**BENEFICIARIES:**

- All students
- The whole school community

PROJECT ACTIVITIES:

- Creating cartoon characters
- Taking part in creating the game
- Introducing the game in front of students

RESOURCES INVOLVED:

- Human: Erasmus+ project team, teachers, students
- Material: school classrooms and facilities, computers, printer, scanner, project, auxiliary materials

EXPECTED RESULTS:

- Developing children's creative skills
- Developing sustainable behaviour in situations referred to bullying

Activities together with parents**BENEFICIARIES:**

- All students,
- Parents

PROJECT ACTIVITIES:

- "Together against bullying" - A training "Together against bullying" is taking place soon. Parents will have the possibility to talk with a psychologist in order
- Publishing some advice for parents how to prevent from bullying

RESOURCES INVOLVED:

- Human: Erasmus+ project team, teachers, students
- Material: school classrooms and facilities, computers, printer, scanner

EXPECTED RESULTS:

- Parents will understand by the children's behaviour whether their children take part in bullying situations and what their roles are.
- They will understand how to prevent from bullying and how to deal with it.

STRATEGIES AND TECHNICAL SOLUTIONS TO CONTRAST BULLYING-ITALIA, ISTITUTO COMPRENSIVO NO1

We contacted a cultural association that deals with art therapy. Together with it we decided to start a collaboration with the Art school of Bologna to organize art therapy workshops. These are mainly aimed to students of the middle school with behavioural problems and to pupils with special needs in order to reduce discomfort situations and bullying. We aim to work on self-esteem and acceptance of others and their own limits. We have also thought of forms of mentoring among high school students (in this case the Art school) and students of

middle school, the so-called “peer education”.

This arts technique, the laboratory of etching, a technique of zinc plate engraving, has an old tradition which dates back to famous artists such as Durer, Rembrandt (just to mention the most famous ones), then in our area it was used by the famous Carracci’s family in the fourteenth century, and in the modern contemporary age we can remember the famous Bolognese artist Morandi.

This is how this old printing press works:

First of all, students engrave the zinc plate with a tool called burin or graver which has a metal extremity.

Then the etching is deepened by putting it in a bath of nitric acid.

Once the engraving is done, students put ink on it in order to fill in all the grooves.

Then a wet piece of paper is put on the engraved plate which is laid on the roller of the printing press

At this point the printing press’ wheel is rotated in order to press the paper sheet on the zinc engraved plate to pick up the ink from the grooves

the zinc engraving is the final product which is unique because if you want to obtain another one you need to repeat the whole process.

This procedure makes students learn some important formative and educational goals

1. concentration
2. dedication
3. patience
4. ability of waiting

In some cases this procedure can even be therapeutic

Finally this process makes students’ manual ability more refined and more delicate, they cannot remain gross or approximate but they have to discipline themselves

This is the reason we have chosen to open this lab, because even bullies have to concentrate and put all their energy in what they do and therefore they have to reduce their instinctive or impulsive inclination to vex.

During our school timetable we have organised workshops (carpentry, gardening, tailoring, bricolage). In this case we created small and various groups of students including children with special needs among with talented ones and a bully, because our school, one of the most special in Europe to host the disabled, has discovered that a bully stops himself in front of a disabled person.

- We contacted a magistrate of the juvenile Court of Bologna and a psychologist of Bologna University to offer training seminars for students, teachers and parents, also in collaboration with the Local Health.

- Together with the President of the “Reno” District of the City of Bologna we co-financed a project of prevention of bullying, entitled "From social networks to social community - Be a buddy, not a bully" with the contribution of Dry Art association. Such project was carried out in the evening as an extra school activity with the final production of a play which had been shown to parents and teachers of the Institute at the “Reno” District hall in the city. The event was organized to raise awareness of the positive use of social networks in children, parents and teachers and of friendship among peers as a way to oppose the problem of bullying. The play is a readjustment of an important text of the novel entitled “Bulli al Tappeto” written by Morosimotto and Benedetti.

- The school psychologist actively stepped in classes where there were cases of bullying.

In the Primary school we began a training course for teachers, students and parents, in collaboration with the University of Bologna, Department of Psychology to work about the acquirement of life skills, and the dealing of emotions.

ACTIVITIES CARRIED OUT BY THE GREEK TEAM - 6th GYMNASIUM OF LAMIA

- Interactive games among our students taking in terms the role of bully, victim and bystander.
- Watching a film on bullying.
- Informative Seminar by an expert of Health Education.
- Creating murals at the penthouse of the schoolyard with the help of the Art teacher.
- Drawing competition.
- Two Health Education Programmes.

ANTIBULLYING TOPIC STRATEGIES BY THE PORTUGAL TEAM- AGRUPAMENTO DE ESCOLAS N.º 1 DE OVIDELAS, ESCOLA BASICA da PONTINHA

- **CITIZENSHIP KIT** (documents and activities about Bullying to be used in *Citizenship* classes, from 5th to 9th grade)
AIMS:- Create a group of materials that will easily facilitate the work of teachers in a digital or written support.
 - Be aware of the problem of Bullying and fight it using cooperation, and helping strategies among the school community.
- **ROLE-PLAYS/HAPPENINGS/PERFORMANCE ARTS** about Bullying/violence problems (performed by older students of professional courses to younger students)
AIMS:- Preventing disruptive behaviour among the students
 - Reflecting about the types of bullying problems that affect the students
- **WORKSHOPS IN PARTNERSHIP WITH EXTERNAL ENTITIES** (for students and school community, with Psychology and Police security offices)
AIMS:- Reinforce strategies that promote a good articulation between the school and the community that surrounds it.
 - To reflect upon the different types of needs, in what concerns formation of the different members of the school community.
 - To use different types of media (blogs, magazines, sites) to broadcast the activities that were developed by the students.
- **BULLY BOX** (done by students to put in requests for assistance/complains/reports on Bullying, placed in a quiet place like School Library)
AIMS:- Be aware of the problems that the students face.
 - Analyse the bullying problems that were raised and try to find solutions for those issues.
- **PARTNERSHIP WITH SCHOOL STRUCTURES** (working together with the School Conflict Office and Psychologist Office in identifying, monitoring and in resolving the situations)

AIMS:- Presenting the different works done by students in the school (school library, organizing sessions about Bullying, watching short videos/films).
 - Improving the school learning environment in terms of relationships among the school community.
 - Leading the most problematic students to the respective Office department.
- **PARTNERSHIP WITH LOCAL TOWN COUNCIL** about Bullying issues (working together with the surrounding organizations in order to promote a healthy school environment)
AIMS: To disseminate and be aware of the different types of activities through the

website and magazine in local community.

- **PLAYFUL ACTIVITIES/ART WORKS/WRITTEN AND MUSIC EXPRESSION**
(working out several activities to raise awareness about Bullying issues with interdisciplinary partnerships)

AIMS: - Reflect upon the topic of Bullying in order to diminish disruptive behaviours.

- Create a policy of respect and tolerance among all the members of the school community.

- **“BUDDY ART ATELIER”** (using an art spot that already exists at school, with our art teachers but transforming it into a place where you can work not only with violent and bully students, but also with those that were victims of bullies).

AIMS:- To develop autonomy and creativity using the topic of Bullying, even after the end of the project.

- To raise a good learning environment using art as a means of expression and a way to communicate with each other.
- To improve self-esteem

EXAMPLES OF STRATEGIES AND TECHNIQUES, LITHUANIA VILNIUS Grigiskes “Sviesos” gymnasium

PROJECT ACTIVITIES:

Film reviews- watching films about bullying at the cinema centre and discussions with the class teachers, a psychologist and Ethics teacher.

- A competition of the posters. A profile of the bully, the victim and the bystander.
- A competition of the essay “Be a Buddy not a Bully”
- A competition of the sketches
- A meeting- seminar for the teachers “Recognising the early signs of suicide”

Antibullying week at school

- A competition “Best friend in the classroom” which is organised each month
- A competition of the most friendly choir- songs contest
- A bullybox in the hall of the school, where students can leave their messages about cases of bullying.

RESOURCES INVOLVED:

human: project team, teachers, students, parents, teachers from the other schools;

material: school classrooms and facilities, a cinema, computer, printer, camera, materials (paper, felt-tip pens, water colours, markers, diplomas, musical instruments)

EXPECTED RESULTS:

students’ and teachers’ awareness about the consequences of violence;

developing a positive attitude towards colleagues/ adults;

reducing the number of bullying incidents reported at school;

posting online photos from the project activities.

parents’ involvement in the project activities

DESCRIPTION OF ACTIVITIES:

Title: Film reviews- watching films about bullying at the cinema centre

Date/ duration: November/ December 2016

Location: City cinema “Skalvija”

Participants: students of the 5th- 8th grade students involved in the project

Description of the activity: Students watch and discuss the films, talk about their experiences.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: discussion about how they felt while watching the films, the afterwards

questions about the situations the students saw.

Title: A competition of the posters. A profile of the bully, the victim and the bystander.

Date/ duration: December 2016/ January 2017

Location: school

Participants: students of the 5th-8th grades involved in the project

Description of the activity: students have a discussion about the profile of the bully, the victim and the bystander. The workshops are evaluated by an exhibition and discussions.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: exhibition

Title: A competition of the essay “Be a Buddy not a Bully”

Date/ duration: February 2017

Location: school

Participants: students of the 5th-8th grades involved in the project

Description of the activity: students during the workshops write the essay and read loud the best works, have discussions.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: teachers of the mother tongue choose the best works

Title: A meeting- seminar for the teachers “Recognising the early signs of suicide”

Date/ duration: February 2017

Location: school

Participants: teachers of the school

Description of the activity: a school psychologist introduces the new programme for the Vilnius region.

Responsible: collaborators

Beneficiaries: teachers, parents, students

Assessment methods: teachers of the mother tongue choose the best works

Title: A competition of the sketches

Date/ duration: March 2017

Location: school

Participants: students of the 5th-8th grades involved in the project

Description of the activity: students have a lesson about drawing the sketches. The workshops are evaluated by an exhibition and discussions.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: exhibition

Title: A competition of the most friendly choir- songs contest

Date/ duration: September 2016-April 2017

Location: school

Participants: students of the 5th-8th grades involved in the project

Description of the activity: students choose the song, prepare the way they perform it. The workshops are evaluated by the semifinal and final concerts.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: the number of the students involved in the performance, the meaning of the song, the way the song is performed.

Title: A competition “Best friend in the classroom”

Date/ duration: September 2016-May 2017

Location: school

Participants: students of the 5th-8th grades involved in the project

Description of the activity: students during the Class time have discussions about the friendship and choose the most friendly classmate.

Responsible: collaborators

Beneficiaries: students, teachers, parents of students involved

Assessment methods: students together with the class teachers

EXPECTED RESULTS:

Students', teachers' and parents' awareness about the negative aspects of bullying

Reducing the number of bullying cases at school

Teachers and parents are educated

Social networks are used to introduce the activities of the project

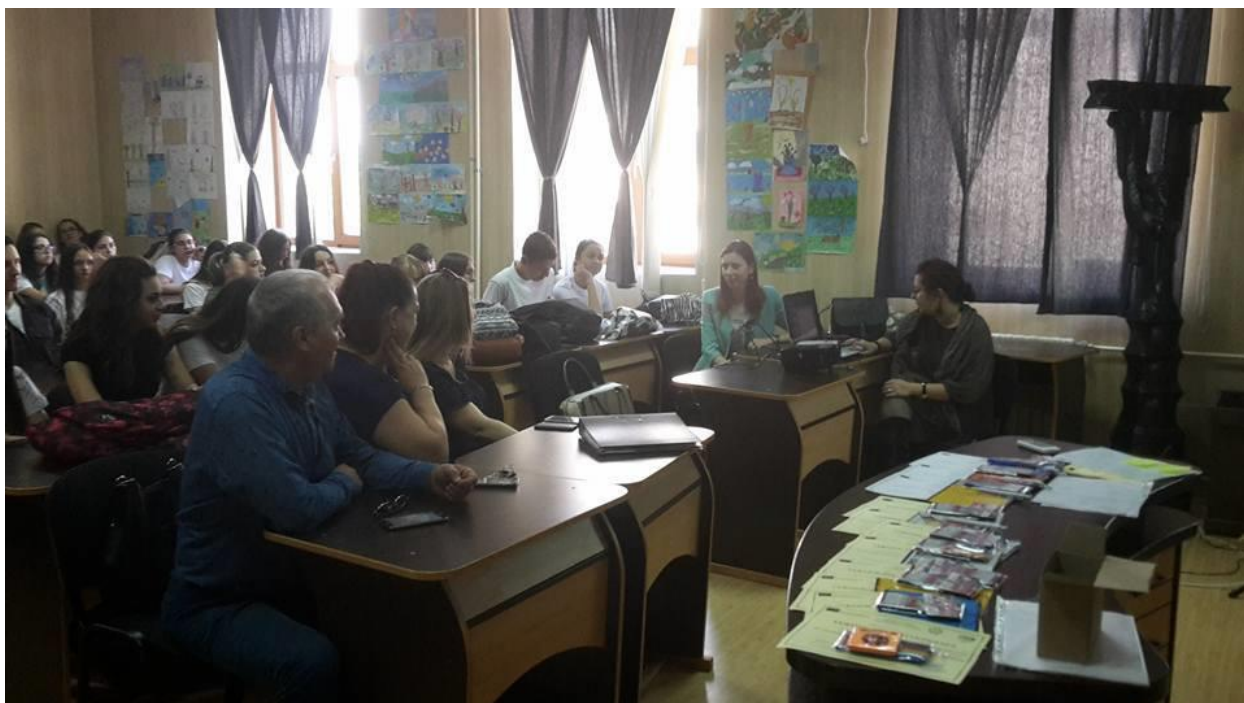
CONCLUSION

This kit is an intellectual output, realized by the Erasmus+ team of the „Be a buddy, not a bully”, from “Mihai Eminescu” National College, from Constanta, Romania, in partnership with schools from Greece - 6th Gymnasium of Lamia, Italy – Istituto Comprensivo No1, Spain - CDP "Fernando de los Ríos", Turkey – Orucgazi Ortaokulu, Portugal - Agrupamento de Escolas nº 1 de Odivelas, Lithuania - Vilniaus savivaldybes Grigiskiu Sviesos gimnazija, Bulgaria - 79 "Indira Gandhi" Secondary School.

It can be a useful tool for preventing and fighting against bullying in schools, as it is the result of an investigation. It contains theoretical information about the bullying phenomenon, as well as intervention strategies and techniques, which can be implemented by teachers in collaboration with students, parents, and community partners.

All the activities target sympathy, sensitivity, as well as the development of psycho-pedagogical interventions with the purpose of managing bullying incidents in school. The examples which were presented in the brochure can be used independently and can be adapted to fit in various contexts and/or in support of the actions of the anti-bullying programs and politics. The instrument can be used in various geographical regions because it is translated into English. Thus, it gives useful information to the people who are involved in this project.







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