

Social competences
and Fundamental Rights
for preventing bullying



safer

Project number: 621528-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN

Be the **HERO**
for reducing
bullying to **ZERO!**

students' HANDBOOK

we can all help **STOP** bullying!



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**Be the HERO
for reducing
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**Be the HERO
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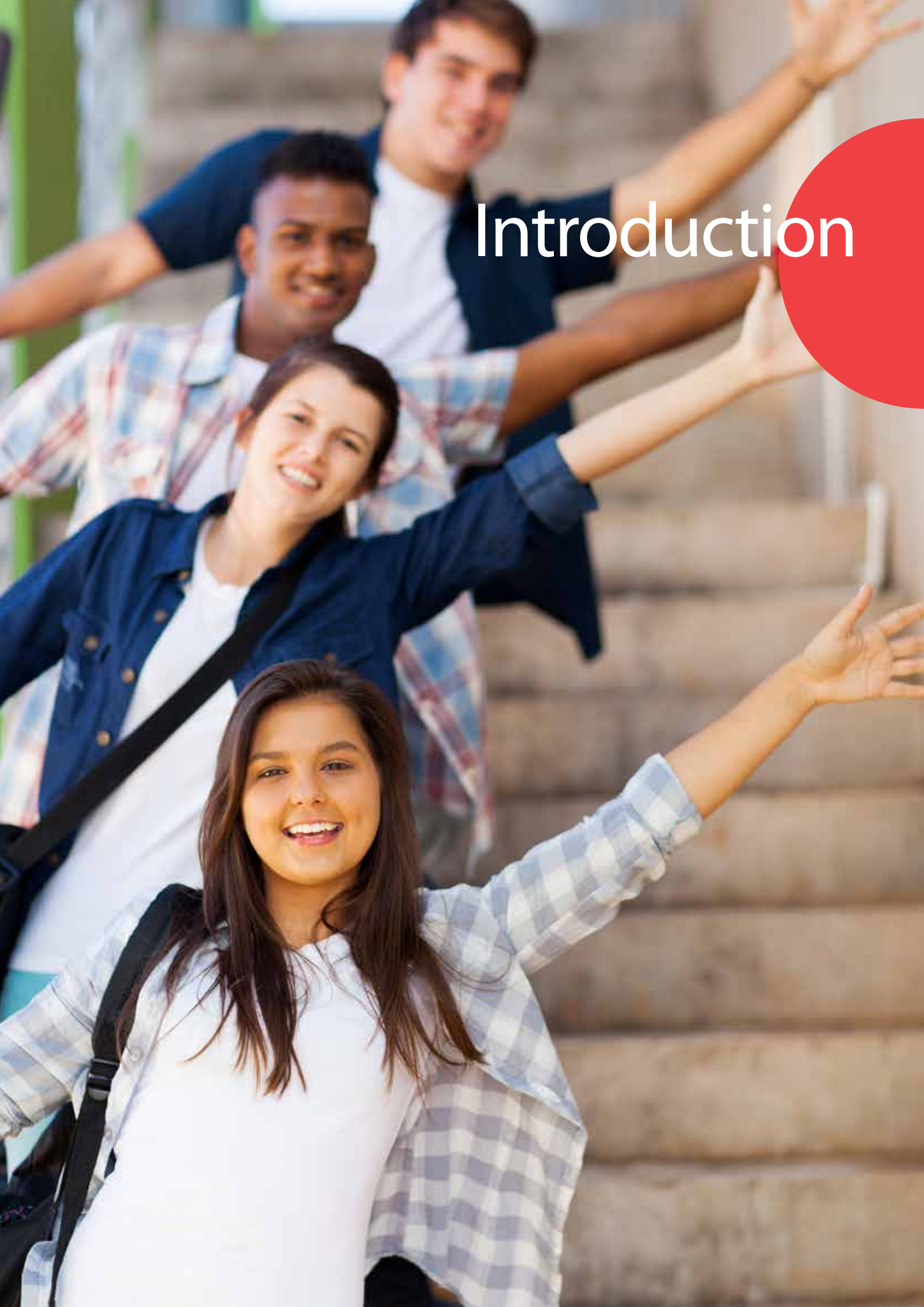
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Introduction

Let's start speaking together about bullying...

What is Bullying?

Bullying is a very common word that you use sometimes for referring to acts of violence or aggression. But what exactly does it mean?

The term “**bullying**” was defined by a Swedish professor whose name is Dan Olweus in the 60ies who wished to call a growing number of situations with a common name.

He wrote:

Bullying involves an imbalance of power between the bully and the victim, is intentionally harmful and occurs repetitively.

However, we can say something clearer:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

(stopbullying.gov)

Bullying can take the form of words or deeds. It can be also done from electronic devices.

Girls bully, boys bully, the younger school students bully, older school students bully – there is not only one kind of person that bullies.

It's also important to know that bullying can happen to anyone—and it's not always so easy to recognize.

The one sure thing is that no one EVER deserves to be bullied.

This short Handbook can help you to better understand how many forms bullying has and how to behave, what to do and not do if bullying is happening to you or if you see bullying happening to someone else, inside or outside your school.

In addition to the specific content, you can also find supplemental materials that you can use to gain a better understanding on how to tackle bullying so to become the “Hero that contributes to reducing bullying to zero!”



What is Bullying?

What do you know about bullying?

Are you sure you fully understand what bullying is?

Bullying means systematically inflicting physical and verbal hurt or psychological distress on one or more students.

It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, repeatedly calling someone names, repeatedly excluding someone from the group or dehumanizing gesture, that is severe or pervasive enough to create an intimidating, hostile, or offensive environment around you.

Bear in mind that bullying may happen basically everywhere – inside and outside your school and on any social media.

It causes discomfort or humiliation; or unreasonably interferes with your wellbeing.

Key elements of the bullying definition are:

1. **The behavior is unwanted**
2. **The behavior is repeated**
3. **The behavior substantially interferes with your social life inside and outside the school and within the community you live**
4. **There is a real or perceived imbalance of power between the bully and the victim.**

You also have to know that many deeds may look like bullying but they are not but they may become a bullying behavior if they are repeated.

Is it now clearer to you what bullying means?

Some examples of bullying can make you better understand

Bullying means all of the following things, and even more: taunting, teasing or “joking”, calling names (ridicule), making unwanted comments, glaring at a classmate in a threatening manner (intimidation), saying or writing nasty things about someone (put-downs or rumors), making someone feel scared or uncomfortable, purposely leaving someone out of an activity, taking or damaging someone else’s property, hitting or kicking someone, and making someone do things they don’t want to do.

NOTE: Linked to Teacher’s Manual:
PEDAGOGICAL TOPIC: Bullying seen from the students’ eyes.

It’s your turn! Practice through the following activities.





Activity 1

(Not) Bullying Scenarios

Read and check if the following situations are bullying scenarios.

Situation	It's bullying	It's not bullying
Maria and her classmates spend the break playing games and lots of jokes.		
The 6th grade students keep teasing a 4th grade student because he has dark skin.		
The 2nd grade students are divided into groups while they are doing classroom activities.		
Some 5th grade girls have a Facebook group where they discuss about other girls in their grade with derogatory comments about their clothes and looks.		
George went to Klevist's birthday and surprised him.		
Natalie spread some bad rumors about Georgia and she got upset.		
Alexander and Adrianna are not friends.		
Akis is afraid to go to the school toilets because some older children keep opening the doors and laugh.		



Activity 2

Finish the sentence

Based on what you have read so far, complete the following sentences so that they describe bullying scenarios between children.

- Every morning Katerina and Yannis leave their house to go to school, but...

- Maria didn't want to go to school yesterday morning because some kids...

- None of the boys want Nikos on their team when they play football because...

- During each break Elsa sits alone. Her classmates don't hang out with her because she's...

- Outside the school, a group of children are waiting for little Yiannis to...

What are the main types of Bullying?

NOTE:

Linked to Teacher's Manual:

PEDAGOGICAL TOPIC: Bullying seen from the students' eyes.

Let's deepen our knowledge...

The more well-known typologies of bullying are:

- **Physical**

This form of bullying is usually visible, and therefore easy to recognize. Think about the stereotypical movie scenes when someone knocks someone else's books out of their hands or pushes them up against a locker. Depending on the nature and severity of the contact, anyone who physically bullies usually faces consequences like suspension, or expulsion.

Examples of physical bullying include pushing, shoving, hitting, kicking, biting, hair pulling, inappropriate touching, breaking objects, and taking or damaging another's possessions.

- **Verbal**

Using words, either out loud or in writing, is a common type of bullying because it's quick, often done impulsively to elicit a response (and getting a response is typically the goal of bullying). Verbal bullying is also easier to do without catching the attention of adults, making it harder to detect and more difficult to reprimand. Examples include teasing, name calling, threats, intimidation, demeaning jokes, rumors, gossip, and slander—all of which can occur both in person or online.

- **Social and Emotional**

Social and Emotional bullying can be subtle and difficult to detect. It's calculated and manipulative. It can be perpetuated by a single person but is more often executed by a group. Emotional bullying can be extremely damaging and traumatic. It's targeted at a person's sense of self—causing them to question their self-worth and usually results in low or a complete lack of self-esteem. Emotional bullying, whether it's done in-person or online, could be excluding someone from a group or purposefully leaving them out of activities, threatening to hurt or harm someone, telling lies in order to hurt another person's reputation, or humiliating someone publicly.





But bullying can also be:

Cyber

- ▼ Sending harassing, embarrassing, or other unwelcome emails, text message or social media posts
- ▼ Deliberately excluding others online
- ▼ Posting nasty rumors and fallacies on social media
- ▼ Imitating others online or stealing their log-in info

Sexual

- ▼ Sexual name-calling
- ▼ Crude comments
- ▼ Vulgar gestures
- ▼ Uninvited touching
- ▼ Sexual propositioning
- ▼ Spreading of pornographic materials

Prejudicial

- Prejudicial bullying is based on prejudices toward people of different races, religions or sexual orientation and can include all the other types of bullying including cyberbullying, verbal, physical and sexual
- ▼ Being singled out on the basis of race, religion or sexuality
 - ▼ Any other form of bullying on the basis of race, religion or sexuality



Activity 5

WORD search

Find the words in bold and with the remaining letters discover the antibullying message

NOTE:

Linked to PEDAGOGICAL TOPIC: Social and civic competences in bullying prevention/
How to speak and provoke discussion about bullying/Teaching Rights and Values

WORD SEARCH

Find the words in **BOLD**



BULLY

A person who hurts others

INTIMIDATE

To make someone feel scared or threatened

FRIEND

People who like and respect each other

RACISM

Disliking a person because of their skin color, language, customs or culture

TRUST

Feeling safe and secure

EMPATHY

Understanding and caring about someone else is feeling

SAFE

Keeping away from danger or injury

ALIENATION

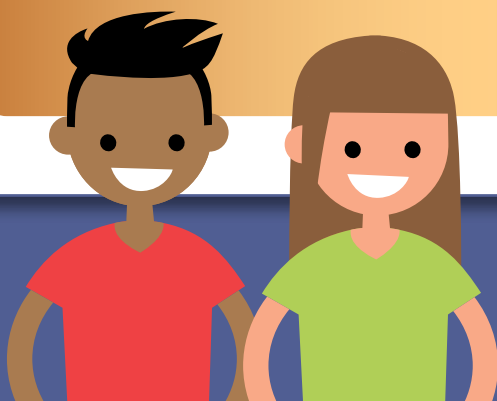
Feeling of not belonging

COURAGE

Being able to confront fear or danger

FIND THE MESSAGE

Use the leftover letters to spell a message for you (hint: read the leftover letters like a book!)





Activity 6

Rewriting the story

Read the case studies below and next to each in the second column write what type of bullying is described, then in the third column rewrite the case study changing it so that bullying can become friendship, respect and empathy.

Case Study	Type of bullying	Case Study without bullying
Panagiota teasingly calls a classmate of hers a «boy-girl». She recently found a photo of her, faked it by adding male features (a moustache and beard) and sent it on chat to other kids in her class to make fun of her.		
Davis often waits at the classroom door for Andreas to trip him up. Andreas gets angry and tells the teacher, but Davis laughs and says it was an accident		
During the break, a group of boys often approaches the 1st graders and scares them by making various gestures.		
Yiannis told some of his classmates not to hang out with Ahmed because he's a Muslim.		

NOTE:

Linked to PEDAGOGICAL TOPICS: Bullying seen from the students' eyes.../Social and civic competencies in bullying prevention/Teaching rights and values

Who is involved in Bullying?

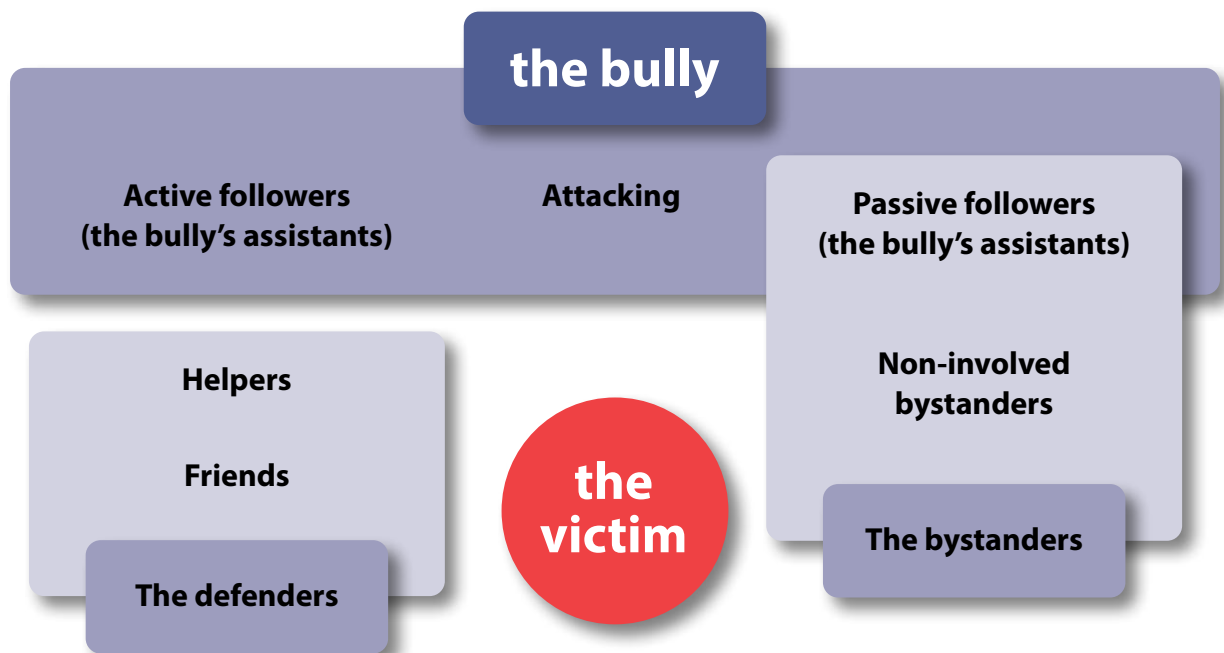
There are three potential roles in a bullying situation:

1. **VICTIM(S)**
The individual(s) to whom the behavior is directed
2. **THOSE WHO BULLY**
The individual(s) who are directing the behavior
3. **WITNESSES/BYSTANDERS**
The individual(s) who see or know of the behavior

In some new definitions **the bullying pattern** is presented as a triangle or even rectangle, involving bully, bully's assistants (also referred to as followers), victim, bystanders and possibly defender(s), who actively support the victim, taking a clear stand and opposing the bully.

NOTE:

Linked to PEDAGOGICAL TOPIC: How to teach students to communicate and solve conflicts





Activity 7

Am I experiencing bullying?

If you want to try to determine if you're experiencing bullying, take a look at the checklist below. Read each of the following questions and check any boxes you think might apply to your situation.

- Do other students make mean comments about you?
- Have you ever been called hurtful names?
- Are you teased for how you look or act?
- Do you feel alone or isolated at school?
- Has anyone ever spread mean or untrue rumors about you?
- Are you ever purposely excluded from a group?
- Have you ever felt that someone you thought of as a friend is trying to control you?
- Has someone ever touched you in a way that felt inappropriate, demeaning, or threatening?
- Has anyone ever mocked or mimicked the way you talk or act?
- Has anyone ever damaged your belongings?
- Do other students physically hurt you on purpose?
- Are you ever afraid to go to school?
- Do you get anxious about how you are treated by other kids at school?
- Have photos of you ever been posted online without your permission?
- Has anyone ever pretended to be you on social media?
- Have people posted mean things about you online or commented in a mean way on your posts?

The more boxes you check, the more likely it is you are being bullied.

In this case you must talk to your parents and your teacher immediately.



Activity 71

How often have you found yourself in this role?

If you want to try to determine if you're experiencing bullying, take a look at the checklist below. Read each of the following questions and check any boxes you think might apply to your situation.

Role	Never	sometimes	often	Very often
victim				
bully				
bystander				
defender				

NOTE:

Linked to PEDAGOGICAL TOPICS: Bullying seen from the students' eyes... / How to speak and provoke discussion about bullying



Can someone play more than one role?

NOTE:

Linked to PEDAGOGICAL TOPIC: Bullying seen from the students' eyes...

Yes! It's often the case that being bullied, doing the bullying, or witnessing bullying are not distinctive categories.

It's more common that youngsters play multiple roles throughout the day. Someone who was bullied on the bus in the morning might be the one who makes fun of a younger student in the afternoon. The kid who laughed while watching a fight yesterday might ask the new student with no friends to sit with him at lunch today. An individual who was a victim of a vicious rumor on social media, might spread gossip about a former friend during lunch the next day.

When thinking about who is involved in bullying, it's important to not strictly label individuals.

You have to know that bullying is about behavior and roles can be complex and complicated; there often aren't clear-cut villains or heroes. But that also means we're all capable of altering that behavior and preventing bullying.

NOTE:

Linked to PEDAGOGICAL TOPIC: How to speak and provoke discussion about bullying





Activity 7.2

Level of risk

In the line below identify the level of risk you have in being victim, bully and bystander.

victim

LOW
RISK

HIGH
RISK

bully

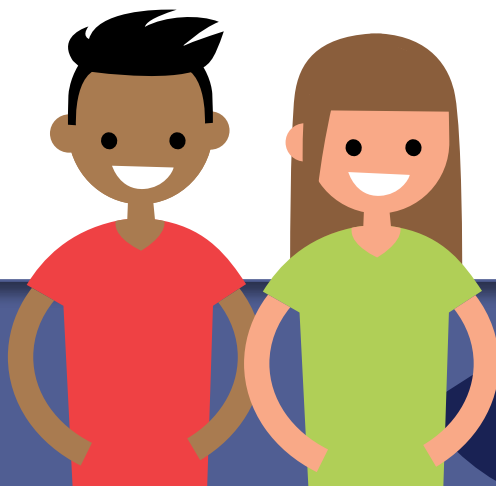
LOW
RISK

HIGH
RISK

bystander

LOW
RISK

HIGH
RISK



Let's talk about myths and false information about bullying

There was a time when bullying was actually seen as acceptable behavior. Let's see some example of myths, what people used to say about bullying, and the truth behind it.

Myth "Boys will be boys."

Truth Hurting others is never okay.

Myth "Girls don't bully."

Truth Girls do bully, usually with words.

Myth "Words will never hurt you."

Truth Words may not leave bruises or broken bones, but they can leave scars on the inside.

Myth "Bullying is a natural part of childhood."

Truth There is nothing natural about being bullied.

Myth "Some people deserve to be bullied."

Truth No one deserves to be hurt or harmed. Everyone deserves to be treated with respect.

Myth "Bullying will make students tougher."

Truth Bullying can make someone feel bad about himself/herself.

Myth "It was only teasing."

Truth When it repeatedly hurts someone, it is bullying.

NOTE:

Linked to PEDAGOGICAL TOPIC: How to speak and provoke discussion about bullying





Activity 8

True or false QUIZ

Answer the true or false questions to see what you now know about bullying myths.

TRUE

FALSE

- | | | | |
|---|---|---|---|
| 1 | It is ok to stand and watch someone getting bullied | T | F |
| 2 | Telling on the bullies will make it worse | T | F |
| 3 | If you get bullied you should just harden up | T | F |
| 4 | Only physical bullying hurts | T | F |
| 5 | All bullies are kids who are bigger and taller than their victims | T | F |
| 6 | Being a bully makes you tough | T | F |
| 7 | No one deserves to be bullied | T | F |

ANSWERS

How did you go in our true or false Quiz? Check your answers

- | | | |
|---|-------|---|
| 1 | FALSE | It is ok to stand and watch someone getting bullied |
| 2 | FALSE | Telling on the bullies will make it worse |
| 3 | FALSE | If you get bullied you should just harden up |
| 4 | FALSE | Only physical bullying hurts |
| 5 | FALSE | All bullies are kids who are bigger and taller than their victims |
| 6 | FALSE | Being a bully makes you tough |
| 7 | FALSE | No one deserves to be bullied |

Why is it important to take action to prevent Bullying?

NOTE:

Linked to PEDAGOGICAL TOPIC:
Empathy - Management of Emotions as Soft skill/relationship with Life Skills

More than one of every five students reports being bullied. They are scared to go to school. That means those students lose the opportunity to learn. It is every student's right to be safe in school.

Students who are bullied may also have lower self-esteem and less self-confidence. They might also struggle to concentrate in school because they're afraid of being bullied.

It's not just the victims of bullying who are hurt by it. Students who bully sometimes have their own difficult situation to face.

Students who see bullying happen often, feel frightened or angry and even though they want to help, they don't know how or do not dare.

But it's very important to take action!!!

If you feel like you are being mistreated or isolated and it is happening again and again, talk about it to your parents and/or teacher! There is someone who will help you.

If you find yourself bullying someone else, stop the behavior and make it right. Apologize. Focus on doing things differently from now on. Ask for help with your behavior.

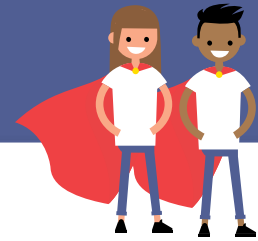
If you see someone being bullied, take a stand and support that person. If you feel safe, tell the person doing the bullying to stop. If you don't feel safe, walk away and try to bring the victim with you.

Whether you are being bullied, being the bully, or seeing someone being bullied, take action!!!

NOTE:

Linked to PEDAGOGICAL TOPIC: How to speak and provoke discussion about bullying





Activity 9

Bullying/not bullying

Check whether the following situations are bullying scenarios or not. Write on the line below each sentence “bullying” or “not bullying”.

- 1 Harold sees a group of girls laughing across the room. He can't hear them and doesn't know why they're laughing.
- 2 Jen sits behind Jeremy in school. She pokes him in the back with a pencil each day.
- 3 Kyle got new braces on his teeth. He doesn't say much all day. Joey says “Smile so I can see your braces.”
- 4 Jose and Bobby won't let Taylor play hide and seek with them. Jose says “We don't play with babies like you.”
- 5 Ben sends his friends an email with an untrue rumor about his classmate, Miles.
- 6 Patty has a sprained ankle and she limps when she walks. Bobby and Freddy pretend to limp whenever they see her as a joke.
- 7 Francis is outside and hides behind a tree with a squirt gun. When his sister walks by, he squirts her. She laughs and runs away.

You have rights!

NOTE:

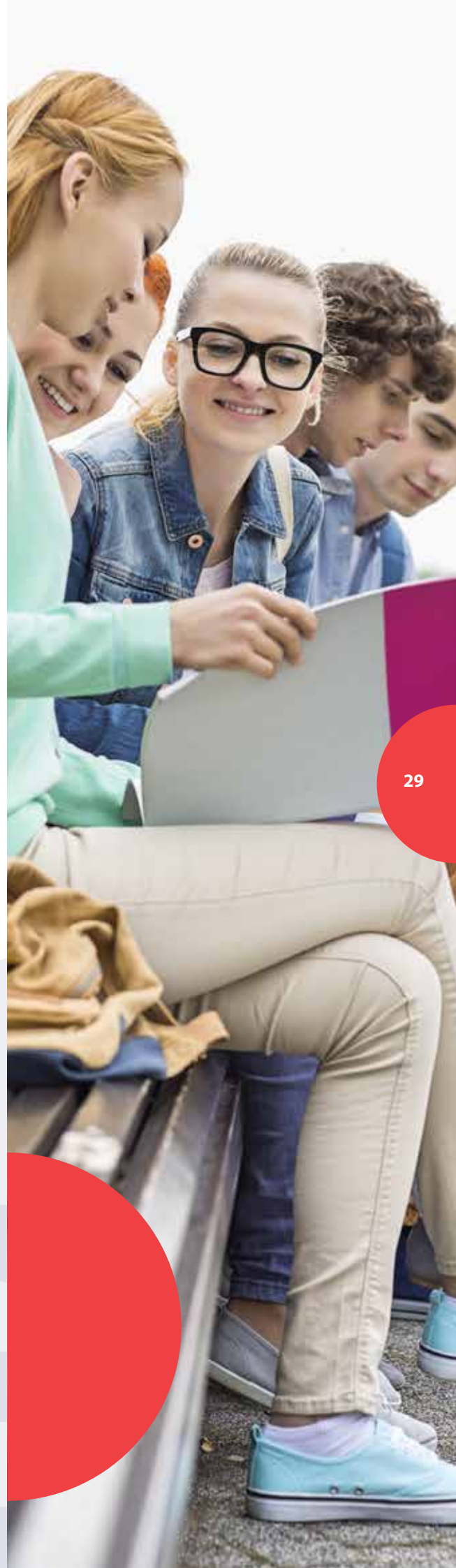
Linked to PEDAGOGICAL TOPICS: How to teach students to communicate and solve conflicts/
Teaching rights and values

It is important for you to know that there is legislation in every state designed to protect students in a bullying situation.

These laws vary from country to country, but many express that:

- Students who are bullied should be provided with support and strategies designed to keep them safe and prevent further bullying
- Those who are bullying should be given consequences that are appropriate for the situation and circumstances
- Students who witness bullying should be trained on how to respond to bullying and the role they can play in creating a safe school community

Furthermore, you have to know that the United Nations Convention on the Rights of the Child sets out all the rights that all children and young people across the world have.



The following picture shows your fundamental rights

 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND BELIEF</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>
 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
 <p>43-54 HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



Activity 10

Know your rights

Make a circle or underline with a colored pencil those rights that you think can help you in any bullying situation.

NOTE:

Linked to PEDAGOGICAL TOPIC: Teaching rights and values

1 **CHILD IDENTITY**
A child is any person under the age of 18.

2 **NON-DISCRIMINATION**
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

3 **BEST INTERESTS OF THE CHILD**
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

4 **HEARING THEIR VIEW**
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

5 **FAMILY GUIDANCE AS CHILDREN DEVELOP**
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

6 **LIFE, SURVIVAL AND DEVELOPMENT**
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

7 **NAME AND NATIONALITY**
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

8 **IDENTITY**
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

9 **KEEPING FAMILIES TOGETHER**
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

10 **SEPARATED FROM PARENTS IN ANOTHER COUNTRY**
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

11 **PROTECTION FROM KIDNAPPING**
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

12 **RESPECT FOR CHILDREN'S VIEWS**
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

13 **SHARING THOUGHTS IS FREE**
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

14 **PROTECTION OF FREEDOM OF THOUGHT AND CONSCIENCE**
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

15 **JOINING OR SETTING UP GROUPS**
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

16 **PROTECTION OF PRIVACY**
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

17 **ACCESS TO INFORMATION**
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18 Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19 Governments must protect children from violence, abuse and being neglected by anyone who looks after them



20 Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21 When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



22 Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



23 Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



24 Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



25 Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be



26 Governments should provide money or other support to help children from poor families.



27 Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this



28 Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



29 Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



30 Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



31 Every child has the right to rest, relax, play and to take part in cultural and creative activities.



32 Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



33 Governments must protect children from taking, making, carrying or selling harmful drugs



34 The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of)



36 Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



37 Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



38 Children have the right to be protected during war. No child under 15 can join the army or take part in war.



39 Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity



40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



41 If the laws of a country protect children's rights better than this Convention, then those laws should be used.



42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



43-54 These articles explain how governments, the United Nations – including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

What to do if you are being Bullied?

NOTE:

Linked to PEDAGOGICAL TOPIC: How to teach students to communicate and solve conflicts

First, you should know that:

- No one ever deserves to be bullied
- You have the right to ask for help to stop the behavior
- Your opinion about what to do is important
- You don't have to go through the bullying experience alone

Next, think through how to advocate for yourself.

What is self-advocacy?

Self-advocacy means communicating on your own behalf, letting others know what you need, and taking action in a direct and respectful manner.

There are three important steps that you can take:

NOTE:

Linked to PEDAGOGICAL TOPIC: How to teach students to communicate and solve conflicts

1 Tell someone, especially an adult

Bullying thrives on silence. Those who bully depend on their victims being silent, as it allows their behavior to continue without consequences. And yes, it can be really hard to talk about what's happening.

As difficult as it might be, it's important to connect with someone and share what you are going through. Ideally, you'll talk about it with a parent, a teacher, a member of your community or an adult whom you trust. If you don't feel able to tell an adult, confide in a friend!

2 Develop your own action plan

Being a self-advocate means speaking up for yourself and letting people know what you need. Set things in motion by working through a plan:

- Write down what is happening to you, when and where it takes place, and who is involved
- List your role in this action plan, who else should be involved, and what they could do
- Share this information with a parent, a teacher, a member of your community or an adult whom you trust

3 Assert your rights

Every student has the right to feel safe at school and out of school. If one adult isn't able to help you, don't give up! It is your right to talk with another adult.

When you do speak to a teacher, an administrator, or a person you trust at school:

- Share all the information in your action plan
- Ask: "What can be done so that I feel safe and other kids do, too?"
- Remind that there are laws and school and/or community policies or practices in handling bullying situations.



Activity 11

Self-advocacy plan

Seeking support and speaking with someone else is not easy. Try to write down your plan, so to be ready.

If I am being bullied, the two adults I can report to at school are:

1. _____

2. _____

The two adults I can report to outside of school are:

1. _____

2. _____

If I'm feeling too upset or nervous to make a report by myself, or I need to talk to someone about what's going on, two friends I can count on are:

1. _____

2. _____

Because I can count also on myself, the strategies I can use to interrupt the bully's behavior can be:

1. _____

2. _____

3. _____

If my family or I need to contact someone at school or in my community about bullying, here is some information we can use:

Phone Number: _____

E-mail: _____

Other info: _____





What if you bully someone else?

NOTE:

Linked to PEDAGOGICAL TOPICS: How to teach students to communicate and solve conflicts/ Empathy - Management of Emotions as Soft skill/relationship with Life Skills

What's so cool about hurting someone?

Teasing, tripping, punching, kicking, excluding, ignoring, hazing-it really says more about you than them.

Know that bullying is about behavior and that you can change your behavior.

Take the following:

- **Talk with an adult you trust**
 - This can be someone at school, at home, or in your community.
 - Share what's going on.
 - Ask for their advice and help.
- **Set a goal to change the negative behavior**
 - It's helpful to plan and strategize responses that are appropriate for situations.
 - Find a mentor and role model to guide you through challenging situations.
- **Be intentional with your actions**
 - Think through how you want to respond to situations.
 - Frame your responses to be kinder, and more inclusive and accepting.

NOTE:

Linked to PEDAGOGICAL TOPIC: How to speak and provoke discussion about bullying



Activity 12

Am I a bully?

Are you sure you are not a bully? Check and circle, in the following sentences, the one/s that represent you:

B

Being exclusive and leaving someone out of a group activity

U

Unkindly mimicking or mocking someone in-person or online to “vent” or make yourself feel better.

L

Lying or gossiping about someone in-person or online.

L

Laughing at, or making fun of, someone in-person or online.

Y

You make mean, hurtful comments about someone in-person or online.

I

Intimidating someone in order to make them feel insecure or afraid in any situation

N

Not treating someone as you would like to be treated

G

Getting others to treat someone unkindly.



Furthermore, answer the following check-list:

DO YOU DO THIS?	YES	NO
Do you say or write mean things about someone even after they ask you to stop?		
Do you repeatedly hit or hurt someone physically whenever an adult is not around?		
Have you told anyone that they weren't allowed to be part of a club or team, or sit with a particular group of kids?		
Is there someone that you pick on often and try to hurt their feelings or embarrass them?		
Do you ever say untrue things about someone that could hurt their feelings or change the way others think about them?		
Do you do things to deliberately annoy someone, such as throwing things at them when the teacher isn't looking?		
Have you ever written something bad about someone and sent it through a text message or posted it online?		
Are there certain places people are afraid to go because they know that you will be there to hurt them?		
If you've hurt someone physically or emotionally, have you threatened them to keep them from telling an adult?		
Do you ever make someone give you their money or any of their possessions?		
Do you tell others to not be friends with someone for any particular reason?		
Do you do or say mean things about others to try to get the people around you to laugh?		

If you answered yes to any of these questions, there's a chance that you are being a bully! Talk to an adult to find out what you can start doing to change your behaviors.

What to do if you witness Bullying?

NOTE:

Linked to PEDAGOGICAL TOPIC: Empathy-Management of Emotions as Soft skill/relationship with Life Skills

Think about what can happen to someone as a result of being bullied:

- Feeling all alone
- Believing that no one cares
- Questioning whom you can trust
- Wondering if anything will ever change

That is a lonely place to be...

Now imagine how this could be different. Think about how powerful it could be for someone who feels all alone to have another person reaching out to them, especially someone their own age who understands what they might be feeling and shows that they care.

That person can be YOU!!!

Have you ever thought, "It's none of my business—I should just ignore it and walk away"?

Put yourself in the other person's place. If you were being pushed around, laughed at, gossiped about, made fun of, or ignored on purpose, wouldn't you want someone to be there for you?

Know that when someone is hurting, especially emotionally, your support as a peer is incredibly meaningful!

a Be available for conversation

Students who experience bullying often don't tell anyone. If you know someone being bullied, let them know you care by encouraging them to talk about their experiences. Your goal should not be to fix the problem. Instead, focus on making space for your peer to share their story and their emotions.

Here are some tips how to connect:

- Listen without judgement
- Ask open questions that allow them to talk through the story and their emotions:
 - Do you want to tell me what happened?
 - How are you doing now?
 - What would be helpful for you right now?
 - What you would like to do to resolve the situation?
- Do you want to make a step-by-step plan of action for resolving this situation?
- Help them think through how they can tell others about their experience
- Support and encourage them when they reach out to a parent or other trusted adult

b Respond with intentional acts of kindness, acceptance, and inclusion

The one thing anyone can do to help is show support for the person being bullied.

Here are some ways to be intentional with your support:

Speak up! Your words matter. Try saying:

- I'm here for you.
- You didn't deserve to be treated that way.

- Do you want me to help you find an adult to talk to?

Reach out, your actions are important.

- Connect with your peer during class breaks, even if it's just to say hi.
- Invite him/her to sit with you, or to play a video or card game.
- Do homework together.

Be a friend. Empower them.

- Remind them that no one deserves to be disrespected and that bullying won't last forever.
- Recognize what they do well and compliment him/her talents.
- Even if they don't want to talk, invite him/her into the conversation.

C Redirect the situation

Research shows that peers can be very effective at intervening in a bullying situation. A creative and sometimes challenging solution is to change the direction of the situation to a more positive course. It might take some preparation, practice, planning, and extra thought—it's not easy to speak up against a wave of negativity—but research also shows that when one person speaks up, others in most of the cases will follow.

- Help them get away from a bullying situation by:
 - Asking them to walk with you.
 - Inviting another friend to join you—there's safety and support in numbers!
- Change the subject when your peers start tearing someone down.

- Find an adult who can come quickly and intervene.
- If you see cyberbullying, you can:
 - Write something positive in response.
 - Contact the person being bullied and let them know you are there for them.
 - Report it to an adult at school or to the social media site.

d Talk with an adult

In situations where you're not sure what to do, seeking advice from an adult you trust can be helpful. An adult, such as a parent or a favorite teacher, can help you think through different ways to respond, while ensuring everyone stays safe.

Here are some ideas for talking to an adult:

- Let them know that you're going to them for advice.
- Share that someone is going through a situation that they can't fix on their own.
- Being bullied can involve a lot of personal details; if you don't want to share everything, let the adult know that there are certain things you are not ready to share and ask them to respect that.
- Emphasize that you want the bullying to stop, and that the behavior has hurt the person targeted (the victim), as well as others who are involved.
- Ask, "What can be done so that we can help, and we can all feel safe?"
- Decide what steps you can take together.
- Thank them for listening and caring.

e Encourage others to come together against bullying and unite for kindness, acceptance, and inclusion.

Have you ever heard the old saying, “There is power in the numbers”? In the world of bullying prevention, this is especially true. While it is absolutely important that each person does what they can, individual actions are magnified when we join forces. When a group of individuals work together for a common cause, that is when real change happens.

Try getting others involved by:

- Starting a club or activity at your school that focuses on inclusion. For example, invite students with and without disabilities to work together on an art project each week.
- Asking your teacher about researching other cultures for a presentation or project.
- Holding an open event where board games are played, resources are shared, anyone can participate, and everyone has someone to work with.
- Inviting everyone to a kick ball game designed so that all levels of participants can actively participate with non-alcoholic drinks to celebrate.
- Creating “safe spaces” on playgrounds that are monitored by peers and adults.

Do your best to help, but also know that each bullying situation is different. It’s not up to you to solve it but recognize that your support can make a big difference.

If you witness bullying you can feel scared, but to stay silent is not an option! So, stop making excuses and act in support of the victim!!!



Ouch! Your Silence Hurts

excuses



What if I'm next?

I don't want to be the next target.



I want to belong

I don't want to be rejected by my friends or classmates.



It's not that bad

I'm not sure what I saw or heard. It's probably not that bad anyway.



Nobody will help

I reported this already and nothing was done.



They deserved it

They were being annoying. Someone needed to "put them in their place."

act



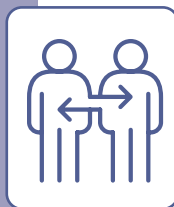
Tell someone

It's hard to interact with someone who is causing harm. You can help by talking to a responsible adult.



You're not alone

You're probably not the only one who's concerned. Talk to someone who can help. Staying silent only makes it worse.



Talking is not tattling

Even if you aren't sure of all the details, talk it out with someone to understand more than one perspective.



Keep seeking help

Sometimes help isn't found immediately. Keep seeking help until someone responds.



Everyone deserves respect

We all need help learning how to respect one another. You can break the cycle of disrespect.



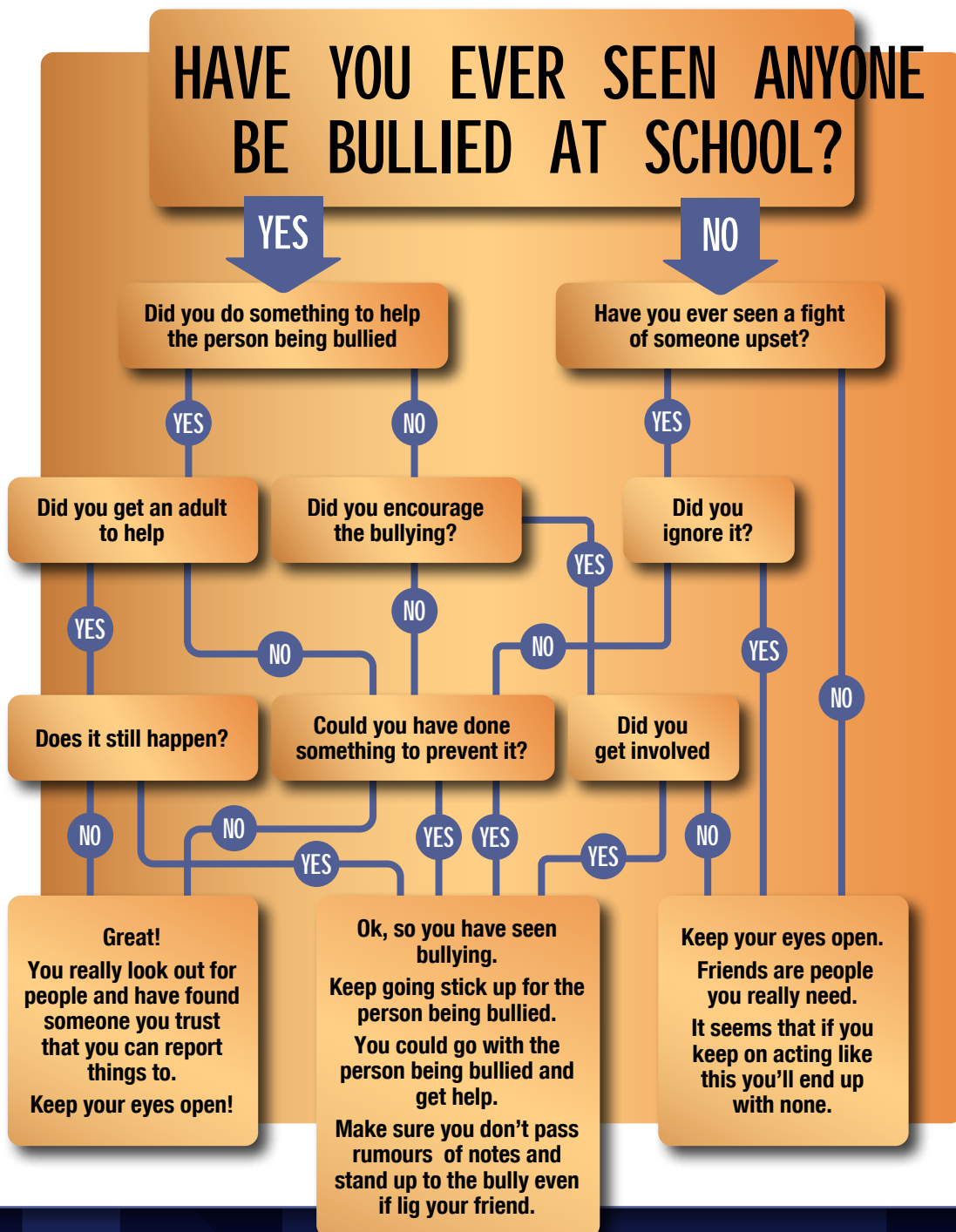
Activity 13

My role

Follow your way in the following chart.

NOTE:

Linked to PEDAGOGICAL TOPIC: How to teach students to communicate and solve conflicts



What to do if Bullying is reported to you?

NOTE:

Linked to PEDAGOGICAL TOPIC: How to speak and provoke discussion about bullying

1 Take all reports seriously.

2 Gather information: ask, "Has this happened before?" One incident may not seem significant, but it is important to determine whether a pattern of behavior exists.

3 Do not blame the victim. It takes a courage to report such incident.

4 Get the facts of what had happened. Give the information to an adult you trust inside the school, family or community.

5 Reassure the victim. Let your peer know that you will report the bullying to those at school who can best help. Assure the student that you will do this with confidentiality. Encourage the victim to not act upset or angry in front of the bully, and to communicate any further incidents to you or to the school teacher/director. Do not encourage the student to fight back or ignore bullying.

6 Look for signs of serious impact on the victim. Refer the student to the school psychologist/counselor or to the school intervention team to direct the student to the appropriate support/help.

7 If bullying is reported to you by another party, direct the person to the school disciplinarian. Follow up to make sure the report has been investigated.





Activity 14

What would I do?

Now that you know a lot more about bullying, what would YOU do in the following situations?

NOTE:

Linked to PEDAGOGICAL TOPIC: How to speak and provoke discussion about bullying

SITUATION A

A smaller student in your class is often picked on by a bigger student. One day, you are in the lunchroom. You see the bigger student trip the smaller student, causing him to fall and drop his tray of food. The other students start laughing at the smaller student. He is clearly upset and looks like he is going to cry... **What would YOU do?**

Suggestions:

1. Go and help the smaller student pick up his/her stuff and if all his/her lunch is gone, suggest sharing your lunch (or what is left) with him/her.
2. Get a group of friends together to help the smaller student clean up his/her spilled lunch. You might also invite him/her to sit with you?
3. Ignore the bully. If the bully tries to get a reaction out of everyone, don't laugh or join in. Let him/her know you don't think what he/she is doing is funny or cool.

This is not the only way to handle the situation. Maybe you can think of something better!

SITUATION B

There is this girl that you often see in the playground by herself. Sometimes people spread nasty rumors about her and you have heard people call her with mocking names. One day, you see her walk over to play on the tire swing. "You have cooties-go away!" a child shouts at her. She sees another group of girls and asks, "Can I play?" but one of the girls says "Don't talk to her. She's rejected. If you talk to her, you're a rejected too." The girl looks very upset and walks away as the other girls call her with mocking names. **What would YOU do?**

Suggestions:

1. Invite the girl over to play with you and your friends.
2. If you hear rumors being spread, stand up for her and say some good things that you have noticed about her. Don't pass on what you hear, even if it makes other kids laugh. (Think about what it would feel like if it has happened to you!)

This is not the only way to handle the situation. Maybe you can think of something better!



SITUATION C

A new child moves to the area and joins your class. A lot of students make fun of this child, and he doesn't stand up for himself. You discover that when you tease him, you can get your friends to laugh. One day, you make up a nickname for him that everyone thinks is funny and people start calling him by that name. When you see how the name upsets the kid, you begin to feel bad! But you tell yourself: You don't do it very often and most of the kids pick on him much more than you. Still, the name you thought up really seems to make him miserable! **What would YOU do?**

Suggestions:

1. That bad, nagging feeling is your conscience! Maybe others pick on this child more than you, but you're adding to the problem. If a lot of students are picking on this boy, he probably isn't having a very good time. But if you pick on him too, it probably makes him feel even sadder.
2. Stop teasing the child. (That nagging feeling you have will go away!)
3. Try your best to make others forget about the mean name you thought up. When you see others pick on him, tell them it isn't cool and that the nickname is really getting old.
4. Start being nice to the new child. If you can apologize for being mean before, that's great. But if not, just be nice from that point on.
5. Try to get to know him. Perhaps you'll never be close friends, but at least you're nice to everyone. And then again, perhaps you'll end up making a new friend!

This is not the only way to handle the situation. Maybe you can think of something better!

SITUATION **D**

Your class has a Viber group where you share school matters, discuss tests and share jokes. You notice that the last several days two of your classmates, naming themselves the “coolest guys” are picking on the smartest girl in the class, mocking her about her marks, how she looks and dresses and call her “I-know-it-all Loser”. The most unpleasant part is that they bully her furiously in the late evenings and on the next day you see her in the classroom tired, sleepy and deeply upset. **What would YOU do?**

Suggestions:

1. Talk to the girl aside and tell her you are not happy with what your two classmates are doing. Explain her that they are really jealous that she is doing so good in school unlike them.
1. Ask her how she feels and assure her you fully understand and support her. Ask her what she want to do to stop this online bullying.
2. Suggest your help – to talk to a teacher/school principal, report the situation to SIC in your town, to go with her to her parents or a teacher. Give her several options and support the one she feels most comfortable with.
3. Report on your own – if the situation continues, you should report it – tell your parents, the teacher, the principal. Sometimes victims of online bullying are so scared to report (because it might go worse)that the only chance for the bullying to stop is YOU to act.

This is not the only way to handle the situation. Maybe you can think of something better!



Activity 15

Crossword

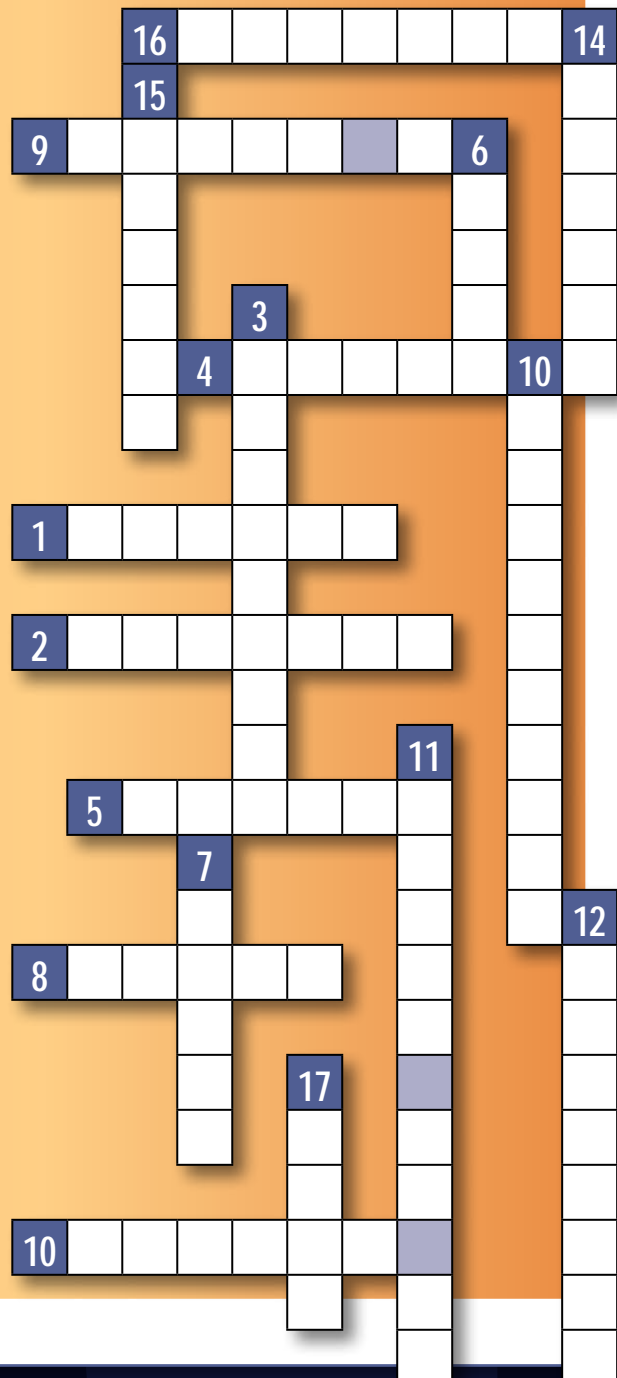
Finally, a crossword for sum up.

NOTE:

Linked to PEDAGOGICAL TOPIC: How to speak and provoke discussion about bullying

CROSSWORD ON BULLYING

1. A person who has been attacked or hurt by someone.
2. A false spoken statement that is made to cause people to have a bad opinion of someone.
3. A person who is standing near but not taking part in what is happening.
4. Someone who frightens, hurts or threatens smaller or weaker people.
5. To annoy or bother someone in a constant or repeated way.
6. A person that gives help to another person.
7. To say insulting things to someone in order to make that person angry.
8. A trick that is done to someone usually as a joke.
9. To laugh at or make fun of someone in an unkind way.
10. To make someone afraid.
11. To refuse to accept bad treatment from someone.
12. Suicide caused by cyber bullying.
13. A form of bullying that involves words.
14. A person at which an attack is aimed.
15. To do or say something that is offensive to someone (that shows lack of respect).
16. Extreme physical or mental pain.
17. An act that is meant to trick or deceive people.



Guide for an open discussion (after school)

Dear students,

You are certainly used to discussing some problems that are very close to your heart. Have you ever thought that there might be a method for discussing? Have you ever thought about the fact that in order to discuss, we might have to give ourselves some ground-rules first?

What we propose is a small guide to learn how to discuss together with some basic rules that will make the discussion easy and create a real feeling between you.

You will certainly understand the difference between fighting and arguing. However, you must keep in mind that the disagreement between you can sometimes be harsh; sometimes you confront one another starting from very distant positions. This does not mean that you cannot try to reach common positions or at least to understand each other.

The exercise that we propose here is absolutely forbidden for adults!

For this reason, we invite you to do this exercise after school or in your free time. Maybe during the big break.

Discussions can be very short or very long. Their duration is not very important, but you have to give time for the ideas to be expressed and you must always be sure that what you want to express is understood by others. This process takes a bit of time so please do not rush the discussion and take as much time as you need. Do not start such a discussion if you are not sure you have enough time.



Focus!

This time we propose to talk about bullying.

Do you know what bullying is? No? Then we invite you to search on the internet.

Be careful! Not everything you will find on the Internet is serious or correct.

So, practice understanding who is writing and which are the sites you can find information on. Once you have done this brief exercise at least you know what bullying is. At this point it is time to start discussing!

Let's go and read the following info!

- **Your age (preferably):** 12-18
- **Duration:** it depends, but let's take 15 to 20 min.
- **Resources:** A comfortable room with comfortable chairs in circle
- **A lot of patience**

The few rules we propose are based on a method called "*maieutic*". What does it mean? Let's discover something never heard before.

By this term the ancient Greeks meant the art of women helping mothers give birth to their babies. When a mother gives birth to a child,

she does the big job. But in this effort to bring out of herself a newborn, usually she is helped by someone.

The aid of this helper is useful because it facilitates the **“process”**, that is, it makes it easier. Helping a mother give birth means following some rules, which is partly a real art, partly derived from experience.

This art mixed with experience is called maieutic.

Now imagine that instead of giving birth to a child, a person must give birth to ideas or “extract” from themselves their own convictions or knowledge. So just like a mom, they should give birth to their beliefs, ideas or knowledge.

To do that, it is possible to be helped by someone who can make the whole process easier.

Below you will discover how to use the maieutic method to gain a deeper knowledge about bullying.

A Preparation and warm up

Select one from your group that can play the role of facilitator. The facilitator is the one who helps the idea to be born. The facilitator does not need to have particular characteristics. He/she has to have a little desire to confront others and a minimum ability to manage a conversation making sure that everyone participates and that there is a little order in the discussion.

The exercise is based on the discussion about two words that are opposite each other but express the same meaning with different nuances.

For example:

communicate/transmit; power/domination

In the word **communicate**, there is the sense of sharing something. In the word transmit there is the sense of a thing that is produced by one person and is transferred to another without this other person being anything else but a receiver.

The word **power** gives the idea that one can have the concrete possibility of doing something. Instead **domination** means being the master of something. In the case of domination, the power is used against another person.

If you think about it, sometimes we use these pairs of words as if they have the same meaning. This exercise helps us to realize that the use of words is not random and that choosing one over another may reveal our true intentions or true thinking.

The use of the maieutic method in the discussion teaches us to reflect on words and to understand their true meaning. Once we understand the true meaning of words, we will be sensitive to their choice and appropriate use.



B Now it is time to start

The Facilitator introduces the following scenario: "Every week, in the locker room at the public pool, teenage girls make fun of another swimmer's weight. She bursts into tears and promises herself she'll never go back to recreational swimming."

The group is asked to identify the type of bullying and think about how to prevent and fight it. The scope of the discussion is to analyze the meaning of the expression "bullying" and "having fun", the differences existing between them and the potential effects of both concepts on the learning process.

The facilitator will have to engage the group in a discussion on the topic of the difference between implementing offensive behaviors that can be qualified as bullying and that are intended to make the victim uncomfortable, and behaviors that instead cause a positive relationship of fun and joyful exchange.

- **When can I have fun without putting the mates in an uncomfortable situation?**
- **How can I be aware of the limits of having fun without incurring body shame expressions?**
- **How can I be aware when the jokes are always directed against a single person underlining a specific aspect continuously?**

- **What is the difference between having a group in a side and a single person in the other?**

– **Annexes, Resources and Video-Resources**

The creator of this method is the Italian sociologist **Danilo Dolci** that during the fifties looked for possibilities to improve the living conditions of poor people in two Sicilian villages. The problems he was confronted with were also social exclusion, poverty, low education, corruption etc. He was looking for a method to make people aware of their own power and possibilities in a democratic, non-violent way.

Dolci was very much inspired by theories of non-violence and peace education.

One of the basic principles of non-violence and RMA is a non-judgmental approach. Any participant is in principle free to express its own ideas, just respecting the others.

<https://vimeo.com/127138591> - *Dialogic Classroom* <https://vimeo.com/169112444> - *Dialogic Classroom* <https://circularclassroom.com/educators/> - *Circular classroom*

More scenarios to be used as a starting point for the discussion in this LE

1. **A new student** started at your school this week, and he is having trouble fitting in. He/she comes from another place and his/



her family has recently immigrated. The family is quite new and he/she does not practice any sport activities as all the other mates do. Some of your friends have been laughing behind his back.

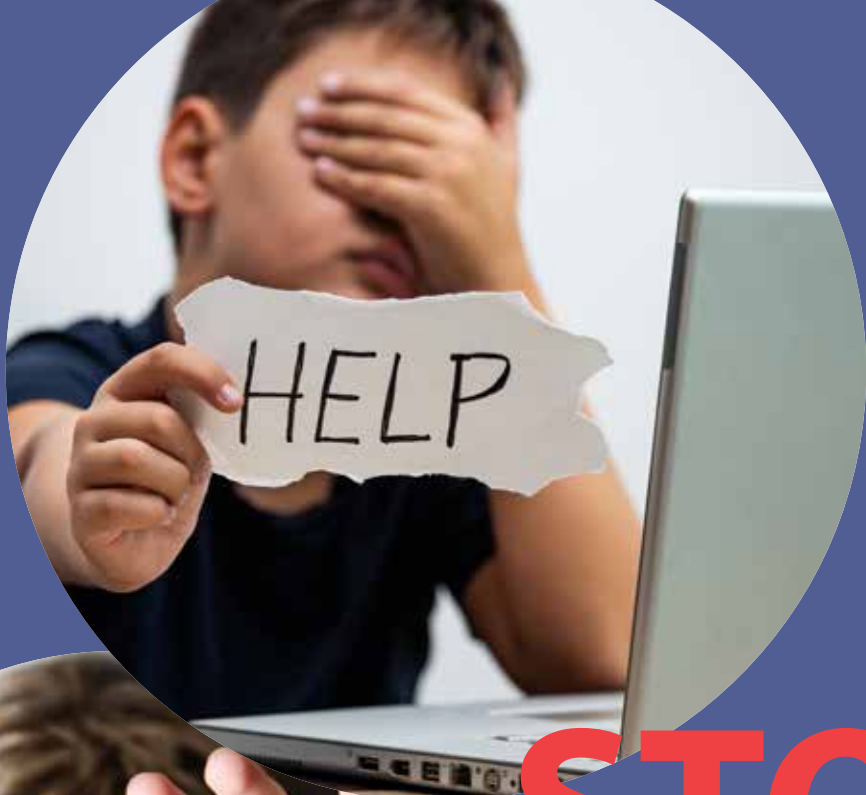
2. **At the arena**, a coach constantly insults and threatens a young referee during a hockey game. Some parents follow his example and add their own insults and threats. The young referee becomes increasingly nervous and unsure of himself.
3. **A neighbor** regularly insults the members of a family who recently moved into the neighborhood and vandalizes their property because of their ethnocultural origin. The family doesn't feel welcome and the situation is stressful for all its members. The parents ask themselves if they should move again.
4. **In a rental building**, a neighbor constantly threatens the parents of an autistic child that he will have them evicted if their child keeps making noise. The parents fear that the neighbor will achieve his ends and the situation makes them anxious, especially since their child greatly needs stability.
5. **A young boy** who does not match the sexual stereotypes is regularly called a "fag" by some classmates in the cafeteria and the gym. The other students start to ignore him and he suffers from this isolation. He looks for every possible way to avoid these places.
6. **Youth mock one of their teachers** that lives in the same neighborhood for being



overweight in a video posted online, which is relayed by a large number of web visitors. The man suffers consequences that affect him in his professional and personal life.

7. **A student** regularly receives texts or emails where instead of his name is defined as "loser" by his friends or mates. He avoids other students and skips his classes more and more often.





STOP BULLYING PHYSICAL VERBAL CYBER





safer



safer