Let's Stop Bullying Together
2018-2020

Erasmus+

SCHOOL TO SCHOOL-STRATEGIC PARTNERHIP

2018-1-AT01-KA229-039251

"LET'S STOP BULLYING TOGETHER"
Manual for teachers

A compendium on how to handle with bullying and cyberbullying

Figure 1 https://www.greatschools.org/gk/articles/building-schools

1 Disclaimer

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

More information on the project is available on the following Internet links:

Project website: https://lets-stop-bullying-together.eu/index.php

eTwinning: https://twinspace.etwinning.net/37649/home

Facebook: https://www.facebook.com/letsstopbullyingtogether2018

Instagramm: https://www.instagram.com/letsstopbullyingpt/

YouTube: https://www.youtube.com/channel/UCs8be3az-issdJDD6LR24Fg

November 2021. Reproduction is authorized provided the source is acknowledged.

2 Partner schools

Öffentliches Stiftsgymnasium der Benediktiner zu St. Paul
209016 Hauptstrasse 1
9470 St. Paul im Lavanttal
Austria
www.stiftsgym-stpaul.at
+4343572304
Giovanni Santoro –Coordinator
Erasmus+ Representative

Aristotelio College
L.Harilaou-Thermis
21071 555 10
Thessaloniki
Greece
www.aristotelio.edu.gr
+302310471131
Maria Papachristou
Humanitarian Studies

Lycée D'Alembert Paris, France
22 Sente des dorées
75019 Paris
France
http://www.lyceedalembert.paris
+33 1 42 08 04 10
Isabela Duc
Teacher Professionnel Education
Erasmus+ Representative

I.I.S.S. Concetto Marchesi
Via Case Nuove
95030 Mascalucia
Italy
http://www.iismarchesimascalucia.gov.it/
Rosa Alba Papale
English Language

ENSINUS - Estudos Técnicos e Profissionais
Rua Alexandre Braga, 25
1169-220 Lisbon
Portugal
www.inete.pt
Cristina Basilio
Erasmus+ Representative

IES Joaquin Turina
Donante de Órganos, 2
41007 Sevilla
Spain
www.iesjoaquinturina.es
Simón Pérez González
Headmaster

3 Introduction

The school bullying is a common problem in all EU states. Bullying in schools today are present in many forms, verbal, physical, psychological, cyberbullying, etc. Schools can provide a place where young people learn the skills and competences that will help them resolve conflicts and problems peacefully and learn to live with diversity on a daily basis. Therefore, schools from six countries decided to set up this project « Let's stop bullying together » 2018-1-AT01-KA229-039251, whose aims were to investigate about these manifestations and to realize and apply new and effective strategies to prevent them, to create a tolerant culture and to promote a democratic school attitude. The project was implemented in the years between 2018 and 2021.

The objectives of the project were to:
- acquire social, civic and intercultural competences and energetically promote democratic values, fundamental rights as well as active citizenship;
- enhance critical thinking and media literacy to develop resistance to all forms of discrimination and violence;
- promote intercultural dialogue and encourage cooperation through all forms of learning in cooperation with other relevant policies and educational stakeholder and building on student's sense of initiative and engagement to strengthen social ties as well as generate a sense of belonging;
- promote the acquisition of skills and key competences (digital competences, languages)
- strengthen the professional and educational profile of teachers;
- trigger modernisation/internationalization and reinforce the response of education and training systems and youth policies to the main challenges of today's world.

To achieve these objectives, we worked with experts: social worker, educator, authorities (police, judge, town hall). The work was done with parents and young people from our schools. Several productions have been published: power point, videos, intervention protocol, etc.

This project allowed young people to discover new cultures and experiences. Friendship relationships were created and incredible memories. Our young people had the opportunity to discover another way of transnational work and to improve their language skills.

4   Bullying and Cyberbullying in European schools

4.1   What is Bullying?

The term bullying refers to the phenomenon that a person or group of people repeatedly or deliberately causes negative emotions, pain or even physical harm to another person or group of people. Usually this behaviour occurs in people who feel weak to react. Bullying does not refer to a specific time, but can continue over a period of time and sometimes remains "hidden" from both victims and perpetrators and does not stop if no action is taken1. Bullying usually takes the form of physical violence (beatings, kicks, damage to foreign property) and verbal violence (insults, teasing, threats, homophobic or racist comments, verbal abuse, etc.). The term "school bullying" and the term "victimization" are widely used to describe such a situation.

4.2   Violence at school

Violence is the most advanced and extreme manifestation of aggression. A more complete definition of school violence could be "*repeated violence due to the victim's inability to defend and protect himself and presupposes a power asymmetry (physical or psychological), the aggressor's pleasure as well as the feeling of oppression or humiliation on the part of the victim*.

When a student experiences school bullying they usually exhibit the following behaviours:

– does not want to go to school

– changes his usual route to school or is afraid to walk to school

– does not want to go to school by bus

– his grades are getting worse

4.3   Define and recognize the impact of bullying and cyberbullying

A real social problem still unknown, violence at school is a phenomenon that affects a lot of children in the European Union, and which can have serious consequences on their well-being, even on their development.

Harassment is defined as repeated violence that can be verbal, physical or psychological. This violence can be found within the school. It is the fact of one or more students against a victim who cannot defend himself. This is called school bullying.

In the school environment, bullying is a relationship of power and repetitive domination that is characterized in different forms that can accumulate against the victim: intimidation, insults, threats, mockery, humiliation, blackmail, physical aggression, racketeering, social rejection, marginalization, dangerous games, ...

The characteristics of bullying in schools:

- **Violence:** it is a balance of power and domination between one or more students and one or more victims.
- **Repetitiveness:** these are aggressions that are repeated regularly over a long period of time.
- **Isolation of the victim:** the victim is often isolated and unable to defend himself.
- Harassment is based on the rejection of difference and the stigmatization of certain characteristics, such as:
- **Physical appearance** (weight, height, color or type of hair)
- **Sex, gender identity** (boy deemed too effeminate, girl deemed too masculine, sexism), sexual orientation or assumed
- **A disability** (physical, mental or mental)
- **A communication** disorder that affects speech (stuttering/empty-handed)
- **Belonging** to a particular social or cultural group
- **Different interests**

The risk of harassment is greater at the end of primary school and in middle school.

Cyberbullying

Cyberbullying is a recent form of harassment based on the use of the Internet and new communication technologies (social networks, mobile phones, blogs, e-mails). This type of harassment is fostered by anonymity and the lack of identity checks that allow stalkers to act discreetly.

It takes the form of repeated receipt of messages from different sources, the content of which is tinged with threats, intimidation, insults, blackmail or the dissemination of humiliating images. These messages are sometimes accompanied by rejection and isolation of the victim at school or other places of socialization.

Consequences of school bullying

The consequences of school bullying can be serious and multiple, for example: dropping out of school or even dropping out of school, desocialisation, anxiety, depression, somatization (headaches, stomach aches, diseases), self-destructive behaviour, even suicidal.

In addition to the short-term effects, bullying can have significant consequences on the psychological and social development of the child and adolescent, for example: feelings of shame, loss of self-esteem, difficulty reaching out to others and the development of avoidance behaviours. If not taken into account, these effects can continue into adulthood.

4.4 Identify bullying cases: the Experience of Ensinus

The policies on preventing bullying at EU schools are based on human values and focuses on developing social skills and Emotional Intelligence. With these goals, all the school communities are involved in resolving all kinds of conflicts, violence or bullying problems.

4.4.1 Identifying bullying cases

The process of identifying bullying cases is carried out through direct observation of the teacher or a member of the school community or by the victim's complaint. Generally, the aggressor or aggressors tend to devalue or relativize, referring that it is a joke. A careful observation is needed to confirm that this is a systematic situation, in which the victim is unable to manage the conflict. In this case, it is necessary to listen to those involved in the conflict. In our school is the teacher and the educational advisor who lead the meetings to assess the situation.

4.4.2 Conflict resolution

Conflict resolution flows through mediation meetings between the interveners and the educational advisor and the school psychologist, in which an attempt is made to establish a dialogue between the parties and outline a conflict resolution protocol, developed in different phases. This process is framed within a time lapse to guarantee profound and effective guidance and counselling in a way that enables commitment and self-engagement.

4.4.3   Developing social skills and Emotional Intelligence

The victim may need to develop social and socio-affective skills such as assertiveness, communication, empathy, resilience, and problem solving. The aggressor, too, with special focus on the level of assertiveness, empathy, and self-control.

The class usually develops cooperative group work activities and dynamics, either outdoor or other team building projects in which everyone gets involved in order to strengthen group ties and social skills.

The victim may also need psychological support to overcome their personal difficulties in terms of communication and reinforce their self-esteem.

In addition to the psychological support that helps the aggressor to develop assertiveness and self-control, he also can get support to develop empathy, through activities in the community, namely in Associations supporting elderly or children, or supporting NGOs that help homeless people.

4.4.4   Developing a preventive network

Throughout this Erasmus+ *Let's Stop Bullying Together* project, we carried out surveys and questionnaires with our students, both for the group of sixteen students involved, and for the school community, their families, friends, and the surrounding community, in order to raise awareness about the problem of violence in its most different levels and forms, in a perspective of dissemination.

We carried out campaigns with posters, on social media, promoted workshops, panels and activities with psychologists and specialists, academic researchers, cyberbullying specialists, NGO promoters and different associations working on Bullying and Victim Support.

Figure 2 Mathias Losego workshop - International Amnesty program

We organized debate assemblies, discussion with project elements and with the school community, and also reflection sessions with families and friends, sharing experiences and searching for solutions. We created an Intervention Group with the students, the "Anti-Bullying Agents" whose objective was to intervene in a preliminary manner, in case they witnessed any conflict.

4.4.5 Conclusion

It was a very gratifying and enriching experience for all participating elements, and we had very positive feedback that made us feel like we had done our duty and achieved our goals. The environment at school during these years of the Erasmus plus project *Let's Stop Bullying Together* was also a more positive environment, with fewer disciplinary proceedings and fewer cases of bullying.

The exchange of experiences with students and teachers from the six countries involved was extremely rich and striking, both for students and teachers and it was an important milestone in their lives through the dialogue, construction and living of common values, which are the European values of peace and citizenship.

5   How to Stop Bullying

5.1   Legal framework to tackle bullying and violence in EU schools

The International Convention on the Rights of the Child issued on 2 September 1990 and until today, it has been ratified by 193 countries. Among other things, they are written all the appropriate legislative, administrative, social and educational rights in order every child to be protected from any form of violence and insult, abuse or exploitation.

In this context, the school as one of the most important institutions for the socialization of the child must undertake the multilevel transmission, consolidation, realization and preservation of the rights of the child. In fact, the Council of Europe is focusing on promoting democratic school governance for the implementation and consolidation of human rights. The Council of Europe Charter on Education for Democracy and Human Rights Education has been in place since 2007.

5.2   European Union policies to prevent and combat school violence and bullying

In general, the European Union (EU) implements anti-bullying policies at three levels:

a. National policies on political power, such as the legislative framework for the operation of schools, the operation of specialized services and authorities, national actions to reduce school failure, eliminate racism and discrimination, and improve the quality of education and training; training of teachers etc.
b. Local-regional policies, concerning the organization of some local services to deal with the phenomenon and
c. Policies and initiatives by schools and students regarding the resolution of disputes with the participation of all actors in the educational process - parents, students, teachers and principals.

6 Information and strategies

In all countries, the bullying subject is a daily concern for teachers, educators, parents and young people. Protocols have been put in place, a legislative framework exists in each country, however to prevent acts of violence all parties must be equally involved.

Exchanges between countries allow a common reflection on the project and the development of an effective strategy for each school. The common strategy includes elements put in place in each country, which have yielded positive results.

Parental involvement is very useful in monitoring children and communicating with the school. Identifying the first sign of violence is very important, so parents should work closely with the school, be aware of the school atmosphere, in order to quickly report the situation. It is the same with the teacher or educator who has a role of educator, observer and intervener in these situations.

According to our experience with this project, the success of the actions is ensured if all means are used: the law, collaboration between all professionals (teachers, associations, administration, management), the availability of parents and the involvement of young people. The protocol developed in our school will be tested and improved, in order to prevent any school violence.

This protocol envisages close collaboration with parents: regular meetings, easy communication by SMS to the email and the participation of student volunteers.

6.1 Role of education

6.1.1 Educating the moral conscience of young people.

Families, schools, popular education associations have the responsibility to work on the factors that allow the moral conscience of young people to mature and take the right path. To preserve the dignity of conscience, the young person must have the ability to distinguish good from evil.

Young people's access to culture makes it possible to build a capable consciousness to denounce evil and violence.

6.1.2 Educating how to deal with criticism

Education presupposes the learning of dialogue and mutual listening, but also of courage allowing everyone to affirm the convictions acquired in an attentive listening to the voice of conscience. Intergenerational meetings are an opportunity for dialogue, where young people can express their convictions, but be alerted to the limits of a radical reason.

6.1.3   Educating to distinguish good from evil

From primary school, educators have the mission to explain why good is more desirable than evil. And how evil can seduce the human being using everyday examples. This mission of educating freedom must continue in secondary school and university, and permeate all sectors of social life.

6.2   Preventing bullying: the role of the adult and the educator
6.2.1   Parents role

a) Develop a relationship of trust with the child

Children often do not dare to speak out when they witness or suffer violence, for fear of reprisals, or out of anguish. But, parents should be used to:

- ask the child questions about his day, without forcing or stressing him.
- Catch up with his friends
- remain vigilant: if the child eats less, if he shows signs of depression or if he is very lonely, he may be a victim of violence.
-make regular contact with educators and teachers, to make sure that everything is fine.

b) Teach the child to identify risk situations

The best way to prevent school violence or to act against cyberbullying is through education and pedagogy. Children need to be told what behaviours are dangerous and which ones need to be reported immediately will help them defend themselves or others. It is necessary to develop the feeling of empathy in the child, in order to react and protect the one who is in danger.

c) Familiarize the child with the risks of digital technology

Educating your child against the dangers of digital technology from an early age effectively prevents violence: not sharing photos or information, filtering his list of friends and subscribing to trusted accounts minimizes the risk of harassment or humiliation on the Internet.

6.2.2   The role of the educator

a) Empowering students

Prevention of school violence is strongly linked to student empowerment. This essentially involves education: compliance with the rules and sanctions provided for when they are violated and the reminder of the disciplinary regulations of each institution.

b) Protect and inform

One of the recent measures taken in the context of the prevention of school violence is the introduction of an "aggravating circumstance" concerning national education staff and their families.

c) Accompaniment by a team of pedagogues

In the schools most exposed to violence, a special team of pedagogues has been set up to closely monitor the most vulnerable pupils, who are most likely to fall into the spiral of violence. Nevertheless, it is also necessary to respond to the difficulties of the act of teaching, in this difficult context where verbal aggression too often prevails over reasoned speech. It is necessary to place in front of students in need of recognition, teachers prepared for the mitigation of the conflict, the management of the crisis situation, better trained teachers, human situations, social dysfunctions that they will encounter in their profession.

6.3   Bring parents and other agents into common ground

The Erasmus project "*Let's Stop Bullying Together*" has put together six schools from six countries, Austria, France, Greece, Italy, Portugal and Spain to investigate about manifestations of bullying and cyberbullying in order to realize and apply new and effective strategies to prevent them, to create a tolerant culture and to promote a democratic school attitude. Schools can provide a place where young people learn the skills and competences that will help them to resolve conflicts and issues in a peaceful manner and learn to live with diversity on a daily basis.

From the beginning of the work in the project, a crucial issue has been how to train teachers and families in anti-bullying activities.

Researchers have showed that large gaps can be found in the knowledge of bullying and cyberbullying among parents and teachers *("Preservice teachers' knowledge about bullying: implications for teacher education"* by Jennifer Mahon, Jill Packman and Elizabeth Liles, Dec. 8, 2020).

They also say that training courses for teachers on bullying and cyberbullying are usually overpacked with content and activities and don't include extensive training. Extensive training helps participation of all the agents involved in order to focus the attention on the children.

Figure 3 https://lets-stop-bullying-together.eu/

Any training course should take the following topics into consideration:

6.3.1   Take care

How can we help victims and persecutors?

− First of all, bringing parents and other agents into a common ground: it is not time for personalism!
− The fight against bullying involves taking responsibility on several levels.

6.3.2   Promote life, well-being and freedom

− Dealing with bullying is a duty for us adults: as well as improving the life of the young, it favours an attitude of mutual collaboration. The involvement of family members on educational aspects is indispensable to create a welcoming school atmosphere, able to offer better chances to learn. All of us, parents, family, teachers, can make a contribution: bullying is a social problem which does not only involves those directly concerned, but anyone who wants to promote respect for others and education to legality.

- Prevent bullying means prevent criminality on one side and emotional distress on the other side.

- Bullying talks about the problem of conflict management, that everybody has to experience in our lives and that we have to face up if we want to grow peacefully.

- Tin order to manage conflicts, it might be useful to know the existential position of the people involved.

- An existential position is the way how we feel towards the world and, consequently, how we relate with others.

Basically, there are four existential positions.
- The passive one: I am not ok, you are
- The aggressive one: I am ok, you are not
- The depressive one: I am not ok, you are
- The assertively one: I am ok, you are ok

Figure 4 https://www.iismarchesimascalucia.edu.it/

6.3.3 Educational Relationship….a way to help

- School and family have both a precious opportunity: help a human being to grow.
- «Relationship» is the most important and effective way to do it.
- A parent, a teacher, must be an expert in relationship and, most of all, in educational relationship.

Figure 5 https://www.iismarchesimascalucia.edu.it/

6.3.4 A wise relationship

A relationship is wise when it's able to conjugate these two words: "**me**" and "**you**". That means: when I'm able to say "me", I see my needs and I give me the permission to be myself. When I'm able to say "you" I see your needs and I give you the permission to be yourself. This is the foundation of respect and love. All troubles come out when there is an excess of "me" or of "you". The narcissist, for example, has an excess of "me". If I say only "you" I'll become dependent; if I say only "me", I'll become a tyrant.

Figure 6 https://lets-stop-bullying-together.eu/

6.3.5 Two skills to be acquired….for an educational relationship

- The ability to observe, to know and to understand what is happening in the world.
- The ability to observe, to know and to understand what is happening in the life, in the heart, in the mind of the young people that we want to help (victims and persecutors).

About the first skill…

- It is necessary to understand how the advent of the *digital age* has transformed our way of experiencing time and space and the nature of relationships and how it has revolutionized the concepts of distance and proximity and how a new cognitive profile arises.

About the second skill…

- To activate an effective educational action we must understand the deep reasons of the destructive emotions. (anger, fear, hate, sadness..)

- Understand a child's fears may not be enough: listen is important, but take charge of his problem is part of an **empathic competence** that each educator must develop.

- Despite the multimedia reality in which we are absorbed, children still needs to be «seen» in their spontaneity, and not only «watched». **To be seen means to be considered**.

There is a healthy aggression that little babies experience: their way to conquer and protect their own space in the world. This helps them to create their ability to feel alive and real. A healthy aggression becomes **anger** when this possibility, which represents a right, is suffocated by family situations that children are not able to face. Then, anger can remain closed in themselves and become depression or social withdrawal; or maybe can unload outside through anti-social behaviour (bullying): alternative that seems makes the difference and divides victims and persecutors. In an online dimension, aggression may be worse because there is no physical presence to guarantee the expression of emotions: any kind of digital screen can represent a way to defend oneself from too intense emotions, as well as removing young people from more natural and spontaneous relationships.

6.3.6   What can we do?

Everyone must act according to his role, according to his conscience, trying to do the best for the well-being of young people.

The Headmaster/Headmistress, who represents the highest authority in the school, has to support a school culture based on respect for others, where differences are opportunity of enrichment and not of divisions. Teachers must foster a climate of dialogue in the classroom, must observe and notice all kind of inappropriate behaviour and intervene, must be close to each student with love, believing in change and in the wonderful opportunities of the human growth. If parents were present with love and

balance, supporting the growth of children with authority, we would have the best bullying prevention.

We must all have the goal of an everlasting personal growth
- The ability to question ourself
- Emotional maturity
- Interpersonal skills
- The ability to trust in youth people and to have an effective dialogue with them!

«Each student plays his instrument, there is nothing to do. The difficult thing is to know our musicians well and find harmony. A good class is not a regiment marching in step, it is an orchestra rehearsing the same symphony». Daniel Pennac

7 Classroom work

7.1 How teachers work on the bullying topic in the classroom?

Our job is to offer students a training in order to develop their psychosocial skills. The aim is to contribute to the improvement of "living well together". Our teenagers will be able to acquire knowledge, know-how and interpersonal skills. All these skills will make peaceful relationships possible. On the other hand, we will prepare students to become active citizens. We hope to succeed in making our students actors in the democratic life of our country.

Knowledge:
- The role of conflict in socialization process
- The different forms of violence and their causes
- Violence escalation mechanisms
- Different ways to defuse violence

Know-how:
- Recognize and define a problematic situation
- Know the steps to follow to intervene
- Learn to deal with emotions.
- Distinguish the person from their behaviour in order to focus on the precise object of the conflict.
- Learn to moderate exchanges during confrontations.
- Build solutions that can help different people in conflict.
- Establish a contract to put an end to the problem and apply it.

Know how to be:
- Get to know our own reactions in a conflict situation, how to deal with feelings (fear, anger, sadness...).
- Know how to adopt an objective posture to accomplish the mediation.

All this learning must be carried out by teachers trained in the management of school violence.

7.2   Type of activities could be organized to prepare students

7.2.1   Activity 1: Learning about conflict through past conflict

Objective: Based on examples experienced by students:

- Identify different causes of conflict
- Identify different attitudes towards conflicts
- Schematize the conflict process
- Discover some mechanisms of violence
- Become attentive to the feelings and needs that are at stake in the conflict.

Working time: 2 hours or more, depending on the number of students and the complexity of the situations. The activity can be done during the French or civic education class.

Work steps:

- Students write a situation of school violence experienced in the past
- The teacher retrieves the testimonies and with the permission of the students, he reads and analyses the situations according to the stated criteria. The analysis must be done with great respect, without judgment. The analysis of child-parent conflicts should be avoided. Answers are requested to the following questions:
  - What is the cause of the conflict
  - Who are the people involved?
  - How do those involved feel?
  - What is the unmet need of these people that triggers the conflict?
  - What is the approach to resolve the conflict? Has the need been met?

It must be emphasized that everyone is responsible for their behaviour.

Students rewrite the text with an adapted ending. They have a pattern to identify the elements of the conflict.

CONFLICT ANALYSYS

Conflict	Manifestation	End of the du conflit
Who ? Subject :	1. 2. 3.	How ? Result :

Feeling :

Need :

Feeling :

Need met

YES   NO

7.2.2   Activity 2: Ambassadors of Peace

Objective: to enhance the social skills acquired.

Target audience: this activity is offered to students who wish to participate.

Working time: 3 hours.

Stages of work: a three-hour training course is offered with the participation of an association "Respect Zone". This association has as its program the fight against school violence, in partnership with the authorities, schools, parents and young people.

Young people are prepared to intervene in an elementary school class.

The three-hour training allows:

- Develop animation techniques and skills

- Prepare them to perform an animation of 30 to 60 minutes in an elementary school class. Ideally, this is the school they attended when they were younger.

For the first hour, students learn about animation techniques, through documents, video. The second hour, they practice role-playing games, to get acquainted with animation techniques. The third hour, they prepare an animation - a conflict, by two, a boy and a girl, to play in front of the class.

Figure 7 The peace ambassadors of the Lycée D'Alembert, 24 may 2019

Setting up: Students present the conflict in front of the class, specifying that the story was inspired by real situations.

Then they encourage the children to present in pairs, conflicts that they have experienced. The facilitators analyze the situations and look for solutions with the children.

Result: the children discover that some situations are not normal and that they have to talk to the adult. The activity energizes the group and promotes group cohesion.

Figure 8 Ambassadors of peace at the Colette Magny school, Paris 19th, juin 2019

7.2.3   Activity 3: Creation of the "Respect Zone" space

Objective: to create a space that welcomes during school time, young people who wish to observe, report, testify, accompany acts of school violence.

Organizers: peace ambassadors, student volunteers, school nurses, social workers, psychologists, the Respect Zone association and teachers who have had training in conflict management.

Setting up: Respect zone is open during school time and welcomes all young people who wish to express themselves on school violence in the school. Meetings with experts and psychologists are organized regularly. Peace ambassadors develop their network in the institution to observe and report any act of violence.

7.2.4 Activity 4: Pedagogy through play

How I participated in the project "let's stop bullying together".

The "stop bullying together" game according to "Comment j'ai adopté un gnou", a game of Yves Hirschfeld and Fabien Bleuze.

During our lives, we can face harassment. Anyone can one day be a victim or an executioner. With this game, everyone can imagine stories by putting themselves in the shoes of the victim, the stalker or witnesses. Fiction can help us understand and develop our empathy. It can also enable us to find solutions and develop our vigilance.

Rules are very easy:

1)   Choose a theme by rolling the dice.

Ex: A dice whit 1 and a dice whit 4 so you can choose the story 14" We're always messing with Cindy." or the story 41" Why I left the group." If you roll a dice and get a double, you take the theme how I participated in the project "let's stop bullying together" or the other players choose a theme for you. They can invent it.

2)   Roll one dice to build your story.

Use the table with the link words. You have to roll six dice in total.

Example: Roll 1: "I just admit to you"

　　　　　Roll 2: "I added"

　　　　　Roll3: "In fact"

Etc…

There you go! You have your story!

Extract of the game:

12 I don't like the girl next door…
13 Cyber bullying in five minutes.
14 We're always messing with Cindy.
15 Robert is stalking me.
16 I'm the laughing stock of the class.
21 I'm gay, it's makes everyone laugh.
22 Did you say right to the image?
23 I'm the victim of a rumor.
24 Karl and Eddy send me pornographic pictures every day.
25 Mariam isolates herself, I wonder why.
26 I wonder why Nicolas started skipping school.
31 Should I talk about it or not?
32 Josette and Brigitte are still on Sarah.
33 "Thierry smells like a fart." Do I «like»? Or not?

Dice's table:

Drawing the dice	1	2	3	4	5	6
Dice1	I must admit to you	Do you know that	Well, listen to me!	Sooooo,	The other day	You will not believe me
Dice 2	but	That is why	I added	Alas!	And yet	therefore
Dice 3	suddenly	I need specify	In fact	You will tell me	Well, you know me,	The funniest part of it
Dice 4	As a result	By the other way	Things are getting complicated!	Oh! I nearly forgot	It is true that	And then, surprise!
Dice 5	And then, bang!	finally	And the worse	So	In short	Me, quiet
Dice 6	The next time	As my favourite teacher would say	Conclusion	That's how	And the tragedy	So you're going to laugh

Fiction can help students to develop empathy and in an Erasmus working group, this kind of activity is a good way to improve foreign language too.

Building stories is a good starting point for considering and discussing possible situations. In European schools, a lot of training is offered to teachers to develop the use of the game for educational purposes. In the context of moral and civic education these practices are very useful.

7.2.5   Activity 5: write using an author's style ...

Languages classes can be an opportunity to express yourself on your experience. Here is an example of an activity allowing to open a speaking time on past events. It is used in language classes.

I remember…

Here are the first 10 "I remember" Georges Perec (1936-1982), as well as a photo of this author and his cat!

1) I remember dinners at the big table of the bakery. Winter milk soup, summer wine soup.
2) I remember the Bonux gift played with my sister as soon as a new package was purchased.
3) I remember bananas cut in three. We were three.
4) I remember our car catching fire in the woods of Lancôme in 76.
5) I remember bungee games at school.
6) I remember the siren ringing, some afternoons, next to the school, which was humming to the point where we lived.
7) I remember Monsieur Mouton, the ophthalmologist, who had a white moustache.
8) I remember the iron rule shots on my fingers.
9) I remember Malabars bought from the confectioner at the corner of the street.
10) I remember the intoxicating smell of books, back to school.

"In the manner of Georges Perec, write down your memories concerning the events which upset the class last week."

During our exchanges, we used this exercise to improve our souvenirs at the end of the stay. We then shared the memories in a beautiful atmosphere of brotherhood.

Figure 9 http://lyceedalembert.paris/

7.2.6   Activity 6: education through culture or how to open minds

To develop tolerance and fight against prejudice and violence, access to culture and the development of knowledge is essential. Politic and economic capital of France, Paris is, since the end of 19th century an international city. The « Ville Lumière » (City of Lights) attracts by its artistic and cultural prestige. Today, thanks to its dynamism it exerts an influence on a planetary scale. Paris is, with New York, London and Tokyo, one of the top four global cities. So, for the students exchanging one week in Paris was a chance to experience physically what is mean to live in a cosmopolitan place with many influences.

In the French school, they noticed the importance of having an open mind and knowledge about different cultures because we welcome adolescents from a wide variety of backgrounds. Many of the French students are multilingual. Each language brings its own culture and enriches the way of thinking and exchanging of each one.

In addition, with this activity, students were allowed to better read the landscape during their afternoon visits.

Figure 10 Visit to a converted industrial space: la Villette and of course, visit to the Louvre museum.

7.2.7   Activity 6: Find out about local partners in the fight against violence

Local partners and experts explain in a conference to the students the measures put in place by city policy.

Figure 11 https://lets-stop-bullying-together.eu/

7.2.8   Activity 7. Awareness through testimonials

Objective: to raise awareness among young people through the testimonies of children who have been harassed at different times during their schooling, or all their schooling.

Interveners: young adults who have experienced situations of harassment, during a period of their school career or their entire school career. They are accompanied during the testimony by their psychologist or by the association that took care of them.

Sequence: the worker presents his experience, the aggressions he has suffered, his feelings, his reactions, the changes in his daily life. In general, are young people who have managed to overcome the state of psychosis due to violence and who are firmly committed to the fight against school violence.

This activity is so emotional that students come to understand the level of destruction of the harassed person.

The reflection carried out after shows that students become more aware of their attitudes. Each of them says that at some point he found himself, either in the posture of the harassed or the harasser.

This activity is recommended from primary classes to high school.

Figure 12 https://lets-stop-bullying-together.eu/

7.2.9   The intervention protocol in case of bullying in France

The work in partnership with the Prefecture of Police of Paris, the Academy of Paris and the many associations: Dans le genre égale, Respect Zone, which fight against school violence, allowed us to identify the essential elements in the prevention of school violence. With these elements, we have built a living environment, which will be set up in our establishment.

We can now develop a work strategy in this type of project.

1. Constitution of the team: depending on the subject addressed, it is necessary to find the professionals who work in the educational, social, medical, legislative, media, arts fields. Collaboration with them is very important, because we can benefit from the real elements, testimonials, which allow us to identify the origins and find the best solutions.

2. Establish a work schedule with operational objectives:

- Collection of information in schools by questionnaire, interview, testimony, statistics or get the people affected by the project, the young people and the parents.
- Identify the causes of these events, the frequency, the enabling factors, the supervisory staff and their functions
- Propose awareness-raising actions in partnership with external professionals, debates
- Evaluate the effectiveness of these actions and adapt them if the result is not achieved

3. Promote the participation of young people in awareness-raising activities, whether they are actors in their own interventions.

4. Design of an intervention protocol in case of school violence.

5. Establish a commission per institution, youth and adults that applies the protocol

6. Regularly assess the status and effectiveness of the protocol and inform the teaching community and parents.

7. Regular meetings with decision-making factors: academy, ministry.

This strategy can lead to positive results in institutions that allow a serene life and quality education if all steps are respected.

7.2.10 Creative writing workshop on bullying in Greece

Students participated in a group action with the theme "Little layers against bullying. A drama workshop!». The students wrote scripts for bullying and dramatized them.

Figure 13 https://lets-stop-bullying-together.eu/

7.2.11 Art Workshop in Greece

The workshop was about "Art against bullying". The students created colourful messages that empower victims of bullying and highlight the rights of the child in accordance with the International Convention. The messages that were made used to decorate the school.

Figure 14 https://lets-stop-bullying-together.eu/

7.2.12 Organizing team sports activity.

A key element of student immersion that helps suppress violence was the organization of sports activities by teachers. The students fought following rules and with respect for the personality and abilities of the "opponent

Figure 15 https://lets-stop-bullying-together.eu/

7.2.13 Organization of an educational trip.

Contact with the history and culture of a place is the key ingredient in understanding peoples and eliminating racist or minority views that cultivate violence.

Figure 16 https://lets-stop-bullying-together.eu/

7.2.14 Organization of a Conference with experts in Austria and Greece.

Students and teachers attended conferences with experts (police Department). The meeting provided information on the procedures to be followed, from a legal point of view, in order to report a crime of intimidation.

Figure 17 https://lets-stop-bullying-together.eu/

Figure 18 https://lets-stop-bullying-together.eu/

Figure 19 https://lets-stop-bullying-together.eu/
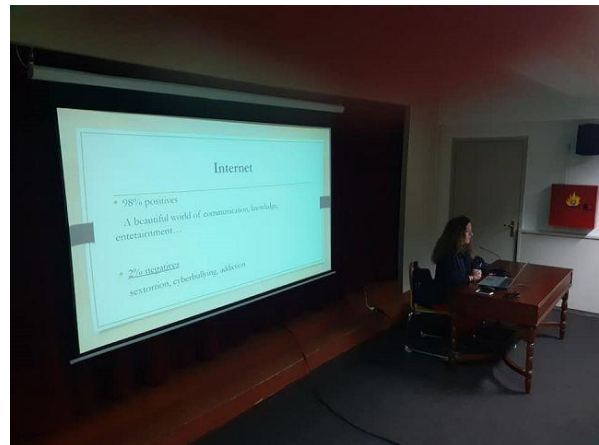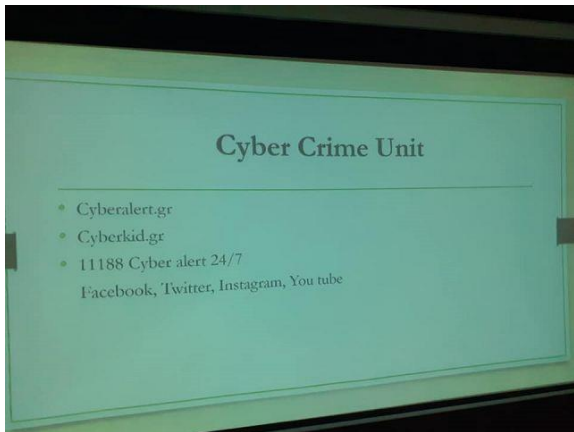
7.2.15 Organization of a Music Workshop for composing a song against bullying in Austria

Figure 20 https://lets-stop-bullying-together.eu/index.php/products/austria?start=12

7.2.16 Organization and participation in the Model of United Nations of Aristotelio college (ArcMUN).

Erasmus + students became delegates at the United Nations Model Simulation organized by Aristotelio College. Through processes such as the General Assembly, committee discussions, resolutions, students learned values such as respect, cooperation, mutual support and respect for diversity. They custom a committee that discussed all matters concerning bullying and proposing good practices either to avoid or deal with this problem.

Figure 21 https://lets-stop-bullying-together.eu/

7.2.17 Other activities in Portugal

Figure 22 Team building through the practice of tree climbing

Students participated in a Workshop on Emotional Intelligence, a strategy to prevent violent behavior among students. The workshop was developed by Dra Patrícia Caldeira, our psychologist, who helps young people to deal with their emotions, to learn how to identify and understand some hard and deep feelings like anger, fear, frustration, sadness, and change it into more positive emotions. Students were engaged in some insight dynamics which motivated them to think about the way they perceive who they are and their relation towards the other.

We also held a workshop on Human values and the understanding of the mechanisms that are triggered when we don't respect ideological, cultural, physical differences between people. This workshop was developed by Matias Losego, International Amnesty representative in Portugal who is frequently asked to go to schools to implement a reflection on behaviours abuse on others. International Amnesty is one of the NGOs that operate in Lisbon regarding Bullying. INETE has started a partnership with International Amnesty since Staff's mobility in Lisbon last October in order to develop a club of volunteers to develop students' awareness and other members of the community to respect other human beings.

The Erasmus team went out for a study trip in the historic center of Lisbon, near river Tejo. They visited Lisbon Story Center, an Interactive museum of the history of Lisbon. Students could learn the multicultural origins of Lisbon inhabitants, both the mythological and the cultural. They could understand the many historical changes across the centuries, namely the period of the Discoveries, when Portugal gave worlds to the World, the great 1755 earthquake and tsunami that nearly destroyed the whole city and beyond; the rebuilding of Lisbon under the leadership of Marquis of Pombal, and the political *Coup d'etat* which put an end to the 40 years dictatorship.

The group did a walking visit to Lisbon Iconic Terreiro do Paço and along the river line, where there are still some memories of the age of the Discoveries.

On a second moment, the group visited another historic neighborhood in Belém. Students and teachers were given a Peddypaper guide to discover the area and its monuments. The students, organized in mixed groups, had to rally from Mosteiro dos Jerónimos to Torre de Belém, two ex-libris of the Discoveries. They also had to understand *mapa mundi* that represents the spirit of adventure that marked the beginning of what we call globalization and the meaning of the expression "*give new worlds to the world*, one of the Discoveries' motto. This peddy paper was a challenge that got an evaluation and winners were announced on the last day.

There was a day for the excursions and visits outside Lisbon. We left the school neighbourhood by bus to a green park just outside Lisbon to work on team building through the practice of tree climbing. This activity was thought to strengthen the cooperation and communication among the group, but also to work on individual soft skills like resilience, self-confidence, empathy, respect. This was something that students really enjoyed. They felt challenged and made them understand better the importance of focus, of trust and reasoning when we make choices. The aim of the visit was to understand the traditional way of living and the bonds among the community which help to protect members of the

community. The time to visit Nazaré was filled with close observation of traditions; the way people respected traditions and welcomed foreigners at the same time.

Students formed groups according to their empathy and took a guide to visually explore the place, meet locals and understand better the way people live, their customs and traditions. We had lunch at a Secondary Vocational school in Nazaré – Escola Profissional da Nazaré, and in an effort to promote the creation of a network within the European schools, the team talked to a group of students and their teachers about the topic and also about Erasmus+ projects. Students gave their testimony on how joining this project has made them raise their awareness to respect others, to live in a more tolerant world. This was a really important moment to create a wider consciousness in schools of our commitment towards a better society, beginning now with the support and safe environment we create in our schools. We also had a welcome meeting between the hosting families and the Erasmus team. We had a light meal and took the chance to fraternize and feel the vibrant energy among the group.

We scheduled an online meeting with the partners and students from Greece, Austria and Italy that were also in their students' mobility in Sicily. Held in the morning, students from both groups made an effort to present their opinion about the project, the work they had done and also the outcomes of their immersive experience in a hosting family. Students also recorded a video with a message to their colleagues.

We also developed activities of Class Immersion with the students who are taking part in this project. There is a pedagogic methodology in our school, project based learning, in which they take the commitment to take further their civic responsibilities. Our students invited their fellow colleagues to present to the Erasmus group their work. One of the projects is related to the creation of small enterprises, which take in consideration the improvement of the performance of a disabled person regarding their mobility, their integration or their autonomy. The other project was a civic campaign among the students of the school in order to identify and make proposals that would benefit the whole school community. Both projects were developed under the methodology curricula flexibility. Students were able to ask questions, make suggestions on the development of some items. The team attended an Erasmus assembly which is one of the strategies that the Club Erasmus in INETE has developed as a strategy to create awareness among students against Bullying. Students worked in groups and were given a worksheet to discuss together what the study case meant to them. The groups then shared their ideas and their interpretations with the other groups.

8 Conclusions

Participation in this project has brought us several benefits:

- Work in a European team, with teachers and specialists in different fields related to the subject of the project, psychologists, NGOs, Police Department, Ministry of Education
- Discover other teaching methods and exchange good practices with our European colleagues
- Our pupils had the opportunity to contribute to a subject that was very popular in the European Schools. They improved their social, civic and language skills. Bonds of friendship are created.
- The teachers of our school have discovered the importance of Erasmus projects for personal and professional development.
- We have created local partnerships to act together against bullying that work
- Despite the difficulties due to the lack of experience, we managed to set up very good quality activities, which met the requirements of the project and accomplish our project tasks
- Sharing experiences, moments of pleasure with our partners, is another positive part.

9 References and Sources

- Stamatogiannis N. Bullying. Acquired from www.kiath.gr at 16/10/2021.
- Nanopoulou K, What is bullying? Definition, characteristics and different. Acquired from https://rb.gy/exobck στις 16/10/2021 at 16/10/2021.
- (Pateraki & Houndoumadi, (2001). Bullying among primary schoolteachers in Athens, Greece. Educational Psychology, 21 (2), 167–175
- Greek Ministry of Education. The international, European and national institutional framework for the protection of the rights of the child, the prevention and treatment of school violence and bullying. Acquired from https://rb.gy/gxuro8 at 16/10/2021.
- Council of Europe. Education for Democratic Citizenship and Human Rights Education (EDC/HRE). Ανακτήθηκε από Home (coe.int) στις 16/10/2021
- Artinopoulou V (2001). Violence at school. Research and policies in Europe. Athens Metaichmio publixations.
- http://lyceedalembert.paris/index.php/2019/05/21/lets-stop-bullying-together-2eme-rencontre-erasmus/
- http://lyceedalembert.paris/index.php/2019/06/17/projet-erasmus-lets-stop-bullying-together-2eme-rencontre/
- http://lyceedalembert.paris/index.php/2019/02/18/semaine-erasmus-en-espagne-17-02-au-23-02/
- http://lyceedalembert.paris/index.php/2019/02/23/projet-erasmus-lets-stop-bullying-together/
- https://lets-stop-bullying-together.eu/index.php/products/france
- https://lets-stop-bullying-together.eu/
- https://lets-stop-bullying-together.eu/index.php/products/austria?start=12
- https://lets-stop-bullying-together.eu/index.php/meetings/3rd-cross-student-exchange
- Paper Violência entre pares no contexto escolar em Portugal, nos últimos 10 anos (in Portuguese)
    - https://www.researchgate.net/publication/277099270_Violencia_entre_pares_no_contexto_escolar_em_Portugal_nos_ultimos_10_anos
- Paper Bullying – A provocação/vitimação entre pares no contexto escolar português (in Portuguese)
    - http://www.codajic.org/sites/www.codajic.org/files/Bullying%20MARGARIDA%20GASPAR%20DE%20MATOS.pdf

- Paper O Bullying em Contexto Escolar: Conceção do Fenómeno em Angola (in Portuguese)
  - https://repositorio.iscte-iul.pt/bitstream/10071/7518/1/Tese-PDF-eva.pdf
- Paper Avaliação do bullying e da disrupção escolar: escalas em ...
  - https://repositorio.ul.pt › handle
- Papers on Modelos de Intervenção (in Portuguese)
  - https://www.psicologia.pt/artigos/textos/TL0182.pdf
- Paper Inclusão e Bullying: Práticas, prevenção e intervenção dos professores de um agrupamento TEIP (in Portuguese)
  - https://comum.rcaap.pt/bitstream/10400.26/5277/3/Disserta%C3%A7%C3%A3o%20de%20Mestrado%20Clara%20Vieira.pdf
- Paper Estratégias de intervenção para adolescentes em situações de bullying escolar: uma revisão sistemática (in Portuguese)
  - http://pepsic.bvsalud.org/pdf/cclin/v12n2/v12n2a13.pdf
- Paper Inteligência emocional e Bullying (in Portuguese)
  - https://www.researchgate.net/publication/345346819_Inteligencia_emocional_e_Bullying
- https://www.amnistia.pt/
- https://www.nobully.pt/

For further information, please contact:
sang@stiftsgym-stpaul.at

or visit our website:
https://lets-stop-bullying-together.eu/