# CREATIVE ACTIVITIES TO PREVENT BULLYING ON SPECIAL NEEDS STUDENTS

## INTELLECTUAL OUTPUT-1
## FACE TO FACE TRAINING CURRICULUM

### 2020-1-RO01-KA227-SCH-095427

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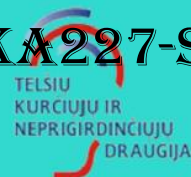
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## CONTEXT

Bullying in schools or peer victimization happens when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students. The aggressive actions are carried out intentionally and repeatedly because there is a power imbalance between the bully/ bullies and the victim/ victims. (Olweus 2010) This definition includes three important components:

• Bullying is aggressive behavior that involves unwanted, negative actions.

• Bullying involves a pattern of behavior repeated over time.

• Bullying involves an imbalance of power or strength.

Bullying is a worrying reality in schools and many students are involved in bullying actions in different forms. Moreover, twice as many students with disabilities (around 30%) are victims of bullying because they are bullied both by the able students and other disabled students. (Sullivan, 2006) In the case of Deaf/ Hard of Hearing students, a study in the UK found that almost all of them are target to bullying and half of them bully others, which set the Deaf and Hard of Hearing students at the highest rates of bullying (Whitney, Smith & Thompson, 1994). A more recent study from the US found that half of the hearing impaired students are targeted by bullies, which is

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more than double than the national percentage of abled students being subject to peer victimization. (The University of Texas at Dallas, 2018) This can be explained by low social skills that Deaf and Hard of Hearing students have, because they seem weaker to the abled students and, perhaps, because the bullies think that the Deaf and Hard of Hearing students cannot tell what happened to them. (Bauman & Pero, 2011)     Thus, it is of utmost importance to create the right awareness and prevention measures in schools for building a healthy school environment where Deaf and Hard of Hearing students feel safe all the time.

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## INTRODUCTION

This curriculum addresses the prevention of bullying on special needs students, especially high school students with hearing impairment. It proposes creative and innovative methods and tools to approach this phenomenon in order to promote a safe environment in mixed schools, where hearing students study along with hearing impaired students. The curriculum includes units that raise awareness on the definition, characteristics, types of bullying, the description of the profiles of different actors that come to play in a bullying situation, and, also it includes practical activities to teach students to prevent bullying situations and how to react to a bullying situation. We took into consideration multiple aspects and actors involved in bullying: aggressors, victims, bystanders, teachers, as well as methods of interventions that are effective in a bullying situation. The duration of the training will be 21 hours (3 full days).

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## RELEVANCE TO TEACHERS

Teachers and professionals working with mixed classes comprising abled students and students with hearing impairments are almost certain to have a bully in their classroom at some point in their career. Some forms of bullying are obvious and aggressive, while others, like avoidance, might be more difficult to detect. However, regardless of its type, bullying is a real problem that can have serious and lasting effects on victims.

The teacher plays an important role in the management of classroom bullying. Teachers' responses to bullying vary considerably from strategies focused on the victim, the bully or the group to avoidance of action. The teacher's lack of response can be interpreted as an implicit acceptance of the aggression and, consequently, it will lead to an increase in bullying acts. Moreover, the victim will not feel supported to report future bullying incidents and the witness of the bullying can feel demotivated to intervene or report to administration. Therefore, understanding and fostering teachers' ability to predict successful responses to bullying and victimization is a priority for prevention programs.

We expect that teachers will achieve knowledge and skills to prevent bullying of high school students with hearing impairments, by using creative and attractive methods in addressing the bullying topic that affects them and their colleagues without special needs.

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## CURRICULUM METHODS

The methodology is designed to offer innovative and creative methods for teachers working with groups of high school students with hearing impairments, but also with mixed groups. Such activities can be drama, drawing, creative writing, dance, games, role-playing and handicraft activities. This curriculum is designed for the face-to-face training of the participants. All learning outcomes are described in terms of knowledge, skills and competences.

## TARGET GROUPS

Teachers, Support Teachers, Professionals working with special needs students integrated in mixed classes

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## THE PURPOSE OF THE COURSE

To develop the necessary know-how for the professionals and implement the bullying prevention curriculum for hearing disabled students and their colleagues without hearing impairments.

## TRAINING OUTLINE

The course consists of 15 units of face-to-face training that take 21 hours of teaching and learning activities.

| UNIT NUMBER | TITLE OF THE UNIT | CONTACT HOURS |
|---|---|---|
| 1. | What is bullying and its characteristics and causes, in general, and for high school students with hearing impairments | 1 hour |
| 2. | Characteristics or attributes of high school students which raise the likelihood of being a target of bullying | 1 hour |
| 3. | The profiles of victims and aggressors | 1 hour |
| 4. | Recognising the signs that a teenager has been bullied | 1 hour |
| 5. | Teaching high school students to recognise the signs that their colleagues have been bullied | 2 hours |

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| 6. | Teaching high school students appropriate reactions and actions when they are bullied | 2 hours |
| 7. | Teaching high school students what to do when witnessing a bullying situation | 2 hours |
| 8. | Forms and methods of intervention and mediation for teachers in bullying cases | 2 hours |
| 9. | Assertive and non-violent communication for solving the conflicts among high school students | 2 hours |
| 10. | Cyberbullying – a common and frequent form of aggression and harassment among students | 1 hour |
| 11. | Strategies and solutions to prevent bullying | 2 hours |
| 12. | Developing empathy and compassion | 1 hour |
| 13. | Self-knowledge, self-awareness and knowing others | 1 hour |
| 14. | Creative ways of expressing negative emotions and feelings | 1 hour |
| 15. | Evaluation | 1 hour |

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**UNIT 1: WHAT IS BULLYING AND ITS CHARACTERISTICS AND CAUSES, IN GENERAL, AND FOR HIGH SCHOOL STUDENTS WITH HEARING IMPAIRMENTS**

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:** Identify the definition of bullying<br><br>**Skill:** Explain the phenomenon of bullying in general<br><br>**Competence:** Collaborate with peers to create a common definition | Definition of bullying | Case studies/ scenarios (example of bullying on different levels)<br><br>Discussion | Short quiz | Case presentation Handouts Pens Markers Paper Flipchart | 25 min |
| **Knowledge:** List the causes of bullying<br><br>**Skill:** Compare the different causes of bullying<br><br>**Competence:** Provide examples of causes of bullying | Causes of bullying | Problem solving activities | Discussion<br><br>Brainstorming | Case presentation Handouts Pens Markers Paper Flipchart | 10 min |

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| **Knowledge:** Identify the difference between bullying students in general and bullying students with hearing impairment<br><br>**Skill:** Measure and analyse the different forms of bullying<br><br>**Competence:** Create a product ensuring the comprehension of the different bullying forms in general and for students with hearing impairments | Difference between bullying students in general and bullying students with hearing impairment | Making posters<br><br>The Bullying Thermometer<br><br>Educational games | Peer assessment | Pens Pencils Markers Paper Flipchart | 25 min |

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**UNIT 2: CHARACTERISTICS OR ATTRIBUTES OF HIGH SCHOOL STUDENTS WHICH RAISE THE LIKELIHOOD OF BEING A TARGET OF BULLYING**

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:** Find out the attributes of high school students which raise the likelihood of being a target of bullying **Skill:** Choose the attributes that determine high school students which raise the likelihood of being a target of bullying **Competence:** Carry out a discussion in small groups about high school students which raise the likelihood of being a target of bullying | Attributes of high school students which raise the likelihood of being a target of bullying | Educational game: One Word Game | Discussion | Handouts Pens Markers Paper Flipchart | 15 min |
| **Knowledge:** Recall the elements that define high school students which raise | Awareness of characteristics of high school | Roleplay | Self-evaluation | Handouts Pens Markers | 20 min |

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| the likelihood of being a target of bullying<br><br>**Skill:**<br>Compare cases to raise awareness on characteristics of high school students which raise the likelihood of being a target of bullying<br><br>**Competence:**<br>Produce scenarios from which it is possible to deduce the characteristics of high school students which raise the likelihood of being a target of bullying | students which raise the likelihood of being a target of bullying | | | Paper<br>Flipchart | |
| **Knowledge:**<br>Define the characteristics of high school students which raise the likelihood of being a target of bullying<br><br>**Skill:**<br>Choose the right definition about high school students which raise the likelihood of being a target of bullying<br><br>**Competence:**<br>Deal with myths and trues about | Definition of myths and truths about high school students which raise the likelihood of being a target of bullying | Educational game: Two Truths and a Lie | Short quiz | Handouts<br>Pens<br>Markers<br>Paper<br>Flipchart | 25 min |

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| high school students which raise the likelihood of being a target of bullying | | | | | |

## UNIT 3: THE PROFILES OF VICTIMS AND AGGRESSORS

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:** Recognize the profile of the victims  **Skill:** Identify the profile of the victims  **Competence:** Carry out a one-on-one discussion on the profile of the victims | The profile of the victims | Team-building exercises: Stand Up/Sit Down.  Reflective discussion : The Speed "Dating" | Discussion | Handouts Pens Markers Paper Flipchart | 35 min |
| **Knowledge:** Recognize the profile of the aggressors  **Skill:** | The profile of the aggressors | DIY activities: The Logo/Label | Peer assessment | Handouts Pens Markers Paper Flipchart | 25 min |

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| Identify the profile of the aggressors<br><br>**Competence:**<br>Create a product to demonstrate understanding of the aggressors profile | | | | | |

## UNIT 4: RECOGNISING THE SIGNS THAT A TEENAGER HAS BEEN BULLIED

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge**:<br>Identify the warning signs of being bullied<br><br>**Skill:**<br>Explain behavioural choices<br><br>**Competence**:<br>Advise bullied teenagers to ask for help | Warning signs at school<br>Warning signs at home<br>Why do bullied teenagers not ask for help? | Brainstorming<br>Concept mapping<br>Interviewing | Short quiz:<br>Warning signs | Markers<br>Post-its<br>Whiteboard<br>Quiz hand-out | 30 min |
| **Knowledge**: | Other problems | Case study | Reflection | Hand-outs | 30 min |

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| Describe warning signs of substance abuse and gang affiliation<br><br>**Skill:**<br>Apply information about warning signs to new contexts<br><br>**Competence:**<br>Evaluate behaviours related to substance abuse and gang affiliations | teenagers may face that show similar warning signs to bullying: substance abuse and gang affiliation.<br>How to find out the real problem behind the warning signs? | Guided discovery Discussion | question | | |

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14 Creative Ways to Engage Students, CELT Iowa State University retrieved from https://www.celt.iastate.edu/teaching/teaching-format/14-creative-ways-to-engage-students/ on 16.04.2021

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## UNIT 5: TEACHING HIGH SCHOOL STUDENTS TO RECOGNISE THE SIGNS THAT THEIR COLLEAGUES HAVE BEEN BULLIED

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 2 HOURS |
|---|---|---|---|---|---|
| **Knowledge**: Identify peer factors that may contribute to bullying<br><br>**Skill:** Illustrate peer factors in bullying<br><br>**Competence**: Create a symbolic image related to the content | Warning signs teenagers can notice about their bullied peers: physical signs, emotional signs, relational signs, damage of property. | Drawing | Brief presentation | Colouring pencils Paper | 20 min |
| **Knowledge**: Match roles to behaviours<br><br>**Skill:** Interpret information in an artistic way<br><br>**Competence:** Collaborate with peers to create symbolic images in the context of bullying situations | Direct and indirect bullying behaviour | Drama techniques: Freeze Frames Thought-tracking | Peer feedback on the freeze frames | Hand-outs | 30 min |

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| **Knowledge**:<br>Rank information about roles in bullying<br><br>**Skill**:<br>Compare roles involved in bullying<br><br>**Competence**:<br>Collaborate with peers to create a storyboard | The many roles teenagers play in bullying: bully, target, bystander, upstander. | Educational game<br>Story-board | Opinion questions and answers | Balloons<br><br>Paper/ post-its<br>Pencils<br>Whiteboard | 40 min |
| **Knowledge:**<br>Categorize behaviours<br><br>**Skill**:<br>Discuss relationships<br><br>**Competence**:<br>Evaluate behaviours in relationships in order to become responsible for own relationships | Positive and negative relationship behaviours | Matching activity<br><br><br>Discussion | Reflection | Cut-outs | 30 min |

References:

Sue Marshall (2014): The bully drama workshop, Robinswoodpress.com, retrieved from https://robinswoodpress.com/uploads/files/The_Bully_-_Drama_Workshop.pdf on 20.04.2021

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## UNIT 6: TEACHING HIGH SCHOOL STUDENTS APPROPRIATE REACTIONS AND ACTIONS WHEN THEY ARE BULLIED

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 2 HOURS |
|---|---|---|---|---|---|
| **Knowledge:** Identify thoughts and emotions when you are a victim of bullying<br><br>**Skill:** Identify your thoughts and emotions when you are a victim of bullying<br><br>**Competence:** Be responsible for your own thoughts and emotions | Emotions and thoughts when you are a victim of bullying<br><br>Working on thoughts and emotions - a step out of being a target of bullying | Poster creation<br><br>Brainstorming<br><br>Discussion | 3-2-1 | Bullying scenarios handouts<br>Emotions flashcards<br>A4 sheets of paper<br>A3 sheets of paper<br>Pens<br>Whiteboard<br>Markers | 50 min |
| **Knowledge:** Identify reactions and actions of bullying victims<br><br>**Skill:** Choose the desired resolution of the scene<br><br>**Competence:** Provide appropriate reactions | Appropriate actions and reactions when you are a victim of bullying | Guided discovery<br>Discussion<br>Hands-on activity | Short quiz | Markers<br>Whiteboard<br>Bullying scenarios handouts<br>Envelopes with resolution example sentences<br>Glue<br>Coloured paper<br>Badges | 45 min |

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| and actions for given bullying scenarios | | | | Scissors Worksheets | |
| **Knowledge:** Describe situations when you asked for someone's help<br><br>**Skill:** Choose the person who can help you according to the situation<br><br>**Competence:** Deal with bullying situations by looking for appropriate help | Report bullying<br><br>Identify trusted persons who can help you when you are bullied | Hands-on activity Discussion | Matching activity | Whiteboard Coloured paper - A4 Coloured pencils Pens Markers Scissors Worksheets Flashcards Glue | 25 min |

Whitson, S., (2014, August 26). "Eight Keys to End Bullying". Retrieved April 15, 2021 from Greater Good Magazine-Science Based Insights for a Meaningful Life Website: Eight Keys to End Bullying | Greater Good (berkeley.edu)

Flowers, N., (2009, January). "Compasito. Manual on Human Rights Education for Children", Published by the Directorate of Youth and Sport of the Council of Europe, Retrieved April 26, 2021 from Council of Europe Website: http://www.eycb.coe.int/compasito/

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**UNIT 7: TEACHING HIGH SCHOOL STUDENTS WHAT TO DO WHEN WITNESSING A BULLYING SITUATION**

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| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 2 HOURS |
|---|---|---|---|---|---|
| **Knowledge:** Identify bystanders' responses to bullying<br><br>**Skill:** Describe bystanders' responses to bullying<br><br>**Competence**: Differentiate desirable from undesirable reactions to bullying | Bystanders different responses to bullying | Discussion Puzzle completion Word wall creation | Reflection questions | Envelopes with puzzle pieces Life size bullying scene characters made of cardboard Post-its to be used on ward wall | 45 min |
| **Knowledge:** Name bullying reactions of bystanders when witnessing a bullying situation<br><br>**Skill:** Assess the degree of helpfulness of specific reactions of bystanders to bullying situations<br><br>**Competence:** Choose the most appropriate reactions in bullying situations | From bystander to helper | Educational game Hands-on activity | Four corners | Life size bystander made of cardboard Wattle baskets White balls Post-its Flipchart Markers | 40 min |

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| Knowledge:<br>Identify helpers' qualities and understanding<br><br>Skill:<br>describe helpers' profile<br><br>Competence:<br>Solve positively a bullying situation | Helpers' qualities and understanding | Storytelling<br>Letter of advice<br>Drawing<br>Oral presentation<br>Group work | Reflection questions | Sheets of paper - A3<br>Pencils<br>Markers<br>Pens | 35 min |
|---|---|---|---|---|---|

"Bystanders are Essential to Bullying Prevention and Intervention". Retrieved April 20, 2021 from stopbullying website: Bystanders are Essential to Bullying Prevention and Intervention (stopbullying.gov)

"Bullying: Guidelines for Teachers". Retrieved April 20, 2021 from Lerning for Justice Website: Bullying: Guidelines for Teachers | Learning for Justice

Crume,W. and  Lemaster, K. "Bullying Awareness Lessons, Activities and Resources" . Retrieved April 20, 2021 from 4-h.ca.uky.edu Website: stc11_bullying_program.doc_1.pdf (uky.edu)

Gordon, S. (2020, December 1). "6 Ways Bullying Impacts Bystanders". Retrieved April 15, 2021 from very wellfamily Website: 6 Ways Bullying Impacts Bystanders (verywellfamily.com)

## UNIT 8: FORMS AND METHODS OF INTERVENTION AND MEDIATION FOR TEACHERS IN BULLYING CASES

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|---|---|---|---|---|---|
| **Knowledge**: List the intervention phases in a bullying situation<br><br>**Skill:** Describe the Intervention phases in a bullying situation<br><br>**Competence:** Create appropriate intervention scenario for each intervention phase in a different bullying situation | Intervention phases in a bullying situation | JIGSAW method<br><br>Group discussion | Short quiz<br><br>Discussion | Flipchart<br>Coloured post-its<br>Pens<br>Markers | 20 min |
| **Knowledge**: Practice intervention and counselling on compassion and non-aggressive dialogue<br><br>**Skills:** Apply bullying intervention and counselling methods based on compassion and non-aggressive dialogue<br><br>**Competences:** Provide intervention and | Intervention and counselling guidelines based on compassion and non-aggressive dialogue | Simulation of real case<br><br>Group discussion | Group project – record a podcast<br><br>Discussion | Case presentation<br>Handouts<br>Flipchart paper<br>Post-its<br>Pens<br>Markers<br>Recording equipment | 50 min |

| counselling in bullying situations | | | | | |
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| **Knowledge**:<br>Describe mediation strategies between bullying victim and aggressor/aggressors<br><br>**Skill:**<br>Select among mediation strategies between bullying victim and aggressor/aggressors<br><br>**Competence:**<br>Cary out mediation between bullying victim and aggressor/aggressors | Mediation strategies between bullying victim and aggressor/aggressors | Forum theatre<br><br>Discussion | Play performance<br><br>Discussion | Paper<br>Pens<br>Video recording equipment | 50 min |

**UNIT 9. ASSERTIVE AND NON-VIOLENT COMMUNICATION FOR SOLVING THE CONFLICTS AMONG HIGH SCHOOL STUDENTS**

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| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION |
|---|---|---|---|---|---|
| **Knowledge**: Describe the types of conflicts among class students<br><br>**Skill:** Identify the type of conflict among class students<br><br>**Competence:** Deal with different types of conflicts among class students | Types of conflicts among class students: task conflicts, relationship conflicts, value conflicts. | Storytelling<br><br>Graphic representation by collage method | Short quiz<br><br>Discussion | Recording equipment<br><br>Flipchart paper Recycling materials for collage (old magazines, textile materials, plastic materials, etc), Scissors Glue | 40 min |
| **Knowledge**: List assertive and non-violent communication characteristics in a bullying context<br><br>**Skill:** Describe assertive and non-violent communication characteristics in a bullying context<br><br>**Competence:** Provide assertive and non-violent communication in a bullying context | Assertive and non-violent communication characteristics in a bullying context | Roleplay | Self-assessment<br><br>Peer assessment | Recording equipment | 20 min |
| **Knowledge**: | Assertive and non- | Active listening | Self- | Handouts | 40 min |

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| Apply assertive and non-violent communication of teachers in relation to the class where a bullying case happened<br><br>**Skill:**<br>Evaluate assertive and non-violent communication of teachers in relation to the class where a bullying case happened<br><br>**Competence:**<br>Collaborate with the class using assertive and non-violent communication after a bullying situation | violent communication of teachers in relation to the class where a bullying case happened | and communication game | evaluation<br><br>Reflection questions | Recording equipment | |
| **Knowledge**:<br>Apply assertive and non-violent communication of students in relation to each other<br><br>**Skill:**<br>Evaluate assertive and non-violent communication of students in relation to each other<br><br>**Competence:**<br>Guide assertive and non-violent communication of students in | Assertive and non-violent communication of students in relation to each other for bullying prevention | Photo-voice method<br>Group discussion | Group project<br><br>Discussion | Photos<br><br>Recording equipment | 30 min |

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| relation to each other | | | | | |
|---|---|---|---|---|---|

## UNIT 10: CYBERBULLYING – A COMMON AND FREQUENT FORM OF AGGRESSION AND HARASSMENT AMONG STUDENTS

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:**<br>Identify what is cyberbullying<br><br>**Skill:**<br>Describe the framework of cyberbullying<br><br>**Competence:**<br>Collaborate to define types of cyberbullying | Definition of cyberbullying | Case studies of cyberbullying and fake news | Discussion | Stickers<br>Markers<br>Flipchart | 30 min |
| **Knowledge:**<br>Identify causes of cyberbullying<br><br>**Skill:**<br>Explain the causes of cyberbullying<br><br>**Competence:**<br>Be responsible for your attitude | Root causes of cyberbullying | Interactive games - Play the Character Game | Role play-into my shoes | Stickers<br>Markers<br>Flipchart | 30 min |

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| to cyberbullying | | | | | |
|---|---|---|---|---|---|

## References:

Kaario, P., Vaakakallio, K., Lebtinen, V., Kantola, V., Kuikkaniemi, K., (2009, 24-26 November): "Someone Else's Shoes - Using Role-Playing Games in User-Centred Service Design", Retrieved June 8 2021 from https://ep.liu.se/ecp/059/010/ecp09059010.pdf

**UNIT 11: STRATEGIES AND SOLUTIONS TO PREVENT BULLYING**

| LEARNING OUTCOMES | DESCRIPTION OF | TEACHING | ASSESSMENT | MATERIALS AND | DURATION |
|---|---|---|---|---|---|

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|  | CONTENT | METHODS | METHODS | EQUIPMENT | 2 HOURS |
|---|---|---|---|---|---|
| **Knowledge:** Define practices for a common policy to prevent bullying<br><br>**Skill:** Compare different strategies and solutions<br><br>**Competence:** Evaluate strategies and solutions | How to prevent bullying Importance of taking action | Case studies | Debate | Chairs Timer | 50 minutes |
| **Knowledge:** Match solutions to different types of bullying<br><br>**Skill:** Write about different theoretical solutions<br><br>**Competence:** Be responsible for your online activity to prevent cyberbullying | Theoretical solutions | Storytelling | Self-evaluation | Papers Markers Chairs Desks Board | 30 min |
| **Knowledge:** Show examples of cyberbullying | Practical solutions to bullying | Forum theatre | Quiz | Papers Markers Chairs Desks | 40 minutes |

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|---|---|---|---|---|
| **Skill:**<br>Share own experience of potential cyberbullying<br><br>**Competence:**<br>Evaluate different solutions to bullying | | | | Board |

**References:**

European Schoolnet (2015, October). Bullying in Schools. A Summary of Research to Combat Bullying. Retrieved June 8, 2021 from
http://enable.eun.org/c/document_library/get_file?uuid=4228f04e-10c8-4efb-903a-0fa3b388ac14&groupId=4467490

## UNIT 12: DEVELOPING EMPATHY AND COMPASSION

| LEARNING OUTCOMES | DESCRIPTION OF | TEACHING | ASSESSMENT | MATERIALS AND | DURATION |
|---|---|---|---|---|---|

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|  | CONTENT | METHODS | METHODS | EQUIPMENT | 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:** Identify the correlation between empathy and compassion<br><br>**Skill:** Be able to develop the main aspects of empathy based education<br><br>**Competence:** Be able to explain the importance of empathy development in a person's life | Correlation between empathy and compassion Stages and main aspects of empathy based education Empathy-based communication with others | Case study Brainstorming Mind mapping | Reflection questions | Markers Post-its Whiteboard | 30 min |
| **Knowledge:** Understand the peculiarities of compassion education.<br><br>**Skill:** Be able to use exercises of compassion education.<br><br>**Competence:** Apply examples of compassion in everyday situations | The power of compassion education Compassion for yourself and the other person | Case study Discussion Presentation | Reflection questions | Markers Post-its Whiteboard | 30 min |

**UNIT 13: SELF-KNOWLEDGE, SELF-AWARENESS AND KNOWING OTHERS**

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| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:** Describe the importance of knowing yourself and others<br><br>**Skill:** Be able to evaluate yourself and others objectively<br><br>**Competence:** Create preconditions for the development of a mentally and physically healthy personality | How to know yourself well? Positive evaluation of yourself and others | Team tasks Public speaking Impromptu speaking Body language Gestures | Reflective writing Self-observation Test | Pens Pencils Paper Team building instruments (balls, sticks, boxes, etc.) | 45 min |
| **Knowledge:** Identify external sources relevant to self-evaluation<br><br>**Skill:** Be able to use the information provided by external sources of self-evaluation<br><br>**Competence:** Be able to evaluate yourself objectively | Objective self-evaluation | Individual creative task | Puzzle completion | Envelopes with puzzle pieces | 15 min |

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## UNIT 14: CREATIVE WAYS OF EXPRESSING NEGATIVE EMOTIONS AND FEELINGS

| LEARNING OUTCOMES | DESCRIPTION OF CONTENT | TEACHING METHODS | ASSESSMENT METHODS | MATERIALS AND EQUIPMENT | DURATION 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:** Describe the importance of feelings in a person's life **Skill:** Be able to name feelings, indicating the reasons that caused them **Competence:** Be able to express feelings without offending the social environment | How to understand and properly express your feelings. Causes of emotional change | Creative tasks. Discussion Case study | Reflection questions | Writing instruments (pens and pencils) Paper Whiteboard | 20 min |
| **Knowledge:** Understand the importance of expressing negative emotions and feelings **Skill:** Be able to properly express negative emotions and feelings **Competence:** | The use of creative methods in the expression of negative emotions and feelings. | A session to get rid of the discomfort caused by negative emotions (art therapy) | Reflection questions | Writing instruments (pens and pencils) Paper Whiteboard | 40 min |

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| Apply creative methods in the expression of negative emotions and feelings | | | | | |

## UNIT 15: EVALUATION

| LEARNING OUTCOMES | DESCRIPTION OF | TEACHING | ASSESSMENT | MATERIALS AND | DURATION |
|---|---|---|---|---|---|

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| | CONTENT | METHODS | METHODS | EQUIPMENT | 1 HOUR |
|---|---|---|---|---|---|
| **Knowledge:**<br>Discriminate between aggressive and non-aggressive descriptions of behaviour<br><br>**Skill:**<br>Match bullying examples to solutions learnt during the course<br><br>**Competence:**<br>Plan intervention and mediation activities to address bullying situations | Examples of bullying and non-bullying behaviour<br>Examples of mediation and intervention activities<br>Intervention plan | | Identification activity<br>Matching activity<br>Presentations | Cut-outs<br>Reusable adhesive<br>Hand-outs | 60 min |