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## **“Stories about bullying: learn and prevent” Guidelines for teachers creative and coping workshops**

2022



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## Introduction

“**Creative Activities to Prevent Bullying on Special Needs Students - Creativity STOPS Bullying**”, 2020-1-RO01-KA227-SCH-095427, is a Partnership for Creativity Erasmus+ project implemented in the field of school education by partners from Romania, Lithuania, Italy, Turkey, Greece.

Bullying has become major problem worldwide with serious consequences not only for the life of students (anxiety, depression, isolation, decreased academic achievement, even school dropout), but also with great impacts on the mental and emotional health on the adulthood. Latest research show that at the adult age, victims may experience low self-esteem and self-confidence, depression, eating disorders, and other mental health problems, while bullies can engage in criminal and antisocial behavior, drugs use, domestic violence etc.

The goal of the **Creativity STOPS Bullying** project is to provide a widely usable training solutions and bullying prevention and intervention skills, as well as to raise awareness on school bullying danger among the target groups as a stringent issue with long term consequences on teenagers mental and emotional health.

Having a transnational character, the project will facilitate partner cooperation and the exchange of expertise, good practices and methodologies, resulting training and educational materials of high quality sensitive to European social and cultural diversity, thus enhancing positive impact and the transferability in EU.

**“Stories about bullying: learn and prevent - Guidelines for teachers creative and coping workshops”** are designed for teachers to provide the necessary instructions and creative methodologies so they can hold a series of 6 workshops, dedicated more to the intervention and expression of emotions and feelings, having a therapeutic role for high school students who have gone through situations of bullying.

The workshops are linked by a bullying story. Each workshop addresses a piece of the story, focusing on a specific theme:



1) creating the context, circumstances and the profiles of the characters involved: How did the bullying situation happen? Where? Who was the aggressor? What do we know about him/ her? What were the reasons? Who was the victim? What do we know about him/ her? Are there other characters in our story?

2) emotions, feelings, thoughts of the characters: How did the victim feel? What did he/ she think of himself/ herself, the aggressor, the situation itself? How did the aggressor feel? What did he/ she think of himself/ herself, the victim, the situation itself? What did the witnesses or bystanders feel and think?

3) reactions and behaviours of the characters: What were the reactions of the two characters? What happened? What were the reactions of the others? What did the two characters do?

4) creating the final of the bullying story: What happened to the two characters? Who intervened? What happened to the others?

5) recreating the story in terms of appropriate reactions and behaviours from all the parts involved;

6) finding solutions for preventing bullying: How could this story have been prevented from happening?

For each workshop, teachers have special instructions on how to guide the creation of the story and how to involve both, high school students with hearing impairments and their colleagues without special needs. They are also provided suggestions on how to encourage their students to talk about their feelings and experiences, using this story as a pretext.

For each workshop, teachers will have the opportunity to choose which creative method they will use, having at their disposal 3 different variants of its development. Among the creative methods suggested will be: drama, painting, drawing, creative writing (poems, journaling), group games, handcraft activities, projective methods. Each workshop will last approximatively 2 hours.

We expect that "**Stories about bullying: learn and prevent - Guidelines for teachers creative and coping workshops**" to have a positive impact by improving the self-confidence, communication skills and creativity of all participants. Teachers and high school students will learn appropriate forms of reactions and interventions regarding bullying, as well as methods



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and solutions to prevent harassment and school violence. All participants are expected to improve their empathy, sense of inclusion, equality, diversity, and critical thinking. High school students will learn skills to cope with adverse circumstances and adopt healthy ways of expressing unwanted feelings and emotions.

**"Stories about bullying: learn and prevent - Guidelines for teachers creative and coping workshops"** is highly innovative, following a storytelling approach, but being very useful for teachers to provoke and involve students to talk about their bullying experiences, an act that can be therapeutic itself, and to intervene by offering them support and different ways to solve their problems.



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## PROJECT Partners

LICEUL TEHNOLOGIC SPECIAL VASILE PAVELCU, IASI, ROMANIA

ASOCIATIA DEMETRIUS, ROMANIA

TELSIU KURCIUJU IR NEPRIGIRDINCIUJU DRAUGIJA, LITHUANIA

ALTER EGO, GREECE

ISTITUTO DEI SORDI DI TORINO, ITALY

iTEACH INTERNATIONAL TRAINING AND LEARNING INSTITUTE, TURKEY



## Workshop 1 – CREATING THE CONTEXT, CIRCUMSTANCES AND THE PROFILES OF THE CHARACTERS INVOLVED

<b>Short presentation of bullying case</b>	<i>Anna is a student with a hearing impairment. She was born deaf, she cannot speak, but she can lip-read. Her parents are also deaf and at home, they all communicate in sign language. Anna has just started studying in a new school with hearing-able students. She is marginalized, she cannot make friends, the other students avoid her and think that because she cannot speak, she cannot communicate or understand what they are saying. They call her names because she cannot hear.</i>
<b>Addressed theme/ topic</b>	creating the context, circumstances and the profiles of the characters involved: <i>How did the bullying situation happen? Where? Who was the aggressor? What do we know about him/ her? What were the reasons? Who was the victim? What do we know about him/ her? Are there other characters in our story?</i>
<b>Workshop objectives</b>	<ul style="list-style-type: none"><li>- familiarise with the limitations that a hearing-impaired person faces in the daily life</li><li>- raise awareness on the difference between ‘communication’ and ‘speaking’</li><li>- familiarise with indirect types of bullying</li><li>- create a profile of the characters involved: victim, bully, by-stander</li><li>- become aware of the reasons behind a bullying situation</li><li>- present or give reaction to a story/ scenario considering different points of views (the victim, the bullies, the victim’s mother, a teacher)</li></ul>
<b>Duration</b>	<i>2 hours</i>



## Version 1 of the workshop: Writing

<p><b>Method</b></p>	<ul style="list-style-type: none"> <li>- <i>warm-up: Pay a compliment</i></li> <li>- <i>brainstorming</i></li> <li>- <i>discussion</i></li> <li>- <i>writing a letter</i></li> <li>- <i>gallery reading and peer-feedback</i></li> </ul>
<p><b>Materials and equipment</b></p>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● <i>board</i></li> <li>● <i>song: Born this Way - Lady Gaga</i> <a href="https://www.youtube.com/watch?v=JLmMsQsp5ZM">https://www.youtube.com/watch?v=JLmMsQsp5ZM</a></li> <li>● <i>papers</i></li> <li>● <i>pens</i></li> </ul>
<p><b>Instructions for conducting the workshop</b></p>	<ol style="list-style-type: none"> <li>1. Lead-in: Music in the background - Born this way - Lady Gaga</li> <li>2. (15-10 minutes) Students line up on two rows in front of the classroom facing each other. They need to pay a compliment to the person in front of them (can be about their physical appearance, their abilities and personality). Then one row takes one step to the left while the other row of students stay still. This way they form new pairs and repeat the exchange of compliments. This step can be repeated 2 or 3 times more.</li> <li>3. (5 minutes) <i>Brainstorm on the board/ flipchart:</i> <i>What do you like to listen to?</i> <i>Which is your favourite song?</i> Then the teacher leads the discussion to other things they like to listen to: <ul style="list-style-type: none"> <li>- Think of somebody who is very important to you (a parent, a relative, a friend). Close your eyes. Can you remember their voice?</li> <li>- Think of your favourite beach vacation and close your eyes: Can you remember the sound of the waves?</li> </ul> </li> <li>4. Group discussion: (5 minutes): What other things do you like to listen to? Make a list and share details to your partners. In the background, the song: Born this way should be played.</li> <li>5. (5-10 minutes) Watch the video 'Born this way' on mute. In pairs, students need to guess (or remember, if they know the song) what the song is about. This is to make them aware of the importance of hearing in communication and in understanding messages. The teacher guides them in the feedback session to this awareness.</li> <li>6. (5 minutes) Imagine you are deaf or hard of hearing: How would you experience the world?</li> </ol>





What would you miss?

Deaf people usually cannot speak. Can they still communicate? How?

7. (20 minutes) Individual reading and group discussion. This activity is aiming at starting the discussion about what bullying is and why avoidance can hurt a student, as well as the reasons behind avoiding somebody or calling names.

Read the scenario of a bullying situation and answer the questions:

*How did the bullying situation happen? Where?*

*Who was the aggressor?*

*What do we know about him/ her?*

*What were the reasons?*

*Who was the victim?*

*What do we know about him/ her?*

*Are there other characters in our story?*

8. (15 minutes) Writing: This is individual writing. Students will be assigned a different person to whom they write the letter:

Students A: to Anna's mother

Students B: to Anna

Students C: to the bullies

Students D: to a teacher at school

Write a letter to a person in this story and explain what happened, who was in this story and what she/ he should do in the future.

9. Peer-feedback: Gallery reading - the teacher displays all the letters on the walls of the classroom and students walk around the class reading different stories. In the end they reflect on what they liked in their peers' letters and on this story taught them. Again in the background the same music should be played: Born this way.

10. If time allows, the teacher asks them how this song could relate to the story? Google the lyrics and focus on this part to emphasise that every person is beautiful in their own way.

'I'm beautiful in my way 'cause God makes no mistakes

I'm on the right track, baby, I was born this way'

<b>Sources / further reading / resources</b>	- video clip Lady Ga Ga 'Born this way'
	<a href="https://www.youtube.com/watch?v=JLmMsQsp5ZM">https://www.youtube.com/watch?v=JLmMsQsp5ZM</a>
	- lyrics of the song:
	<a href="https://www.google.com/search?q=born+this+way+lyrics&amp;oq=born+this+&amp;aqs=chrome.3.69i59j46i39j69i57j0i67l3j0i512j69i61.3136j0j7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=born+this+way+lyrics&amp;oq=born+this+&amp;aqs=chrome.3.69i59j46i39j69i57j0i67l3j0i512j69i61.3136j0j7&amp;sourceid=chrome&amp;ie=UTF-8</a>



## Version 2 of the workshop: Storyboard

<b>Method</b>	<ul style="list-style-type: none"><li>- <i>warm-up: Pay a compliment</i></li><li>- <i>brainstorming</i></li><li>- <i>discussion</i></li><li>- <i>storyboard</i></li></ul>
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>● <i>board</i></li><li>● <i>papers</i></li><li>● <i>coloured pens</i></li></ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"><li>1. (15 minutes) Students line up on two rows in front of the classroom facing each other. They need to pay a compliment to the person in front of them (can be about their physical appearance, their abilities and personality). Then one row takes one step to the left while the other row of students stay still. This way they form new pairs and repeat the exchange of compliments. This step can be repeated 2 or 3 times more.</li><li>2. (10 minutes) <i>Brainstorm on the board/ flipchart:</i> <i>What do you like to listen to?</i> <i>Which is your favourite song?</i> Then the teacher leads the discussion to other things they like to listen to:<ul style="list-style-type: none"><li>- Think of somebody who is very important to you (a parent, a relative, a friend). Close your eyes. Can you remember their voice?</li><li>- Think of your favourite beach vacation and close your eyes: Can you remember the sound of the waves?</li></ul></li><li>3. Group discussion: (5 minutes): What other things do you like to listen to? Make a list and share details to your partners.</li><li>4. (5 minutes) Imagine you are deaf or hard of hearing: How would you experience the world? What would you miss? Deaf people usually cannot speak. Can they still communicate? How?</li><li>5. (20 minutes) Individual reading and group discussion. This activity is aiming at starting the discussion about what bullying is and why avoidance can hurt a student, as well as the reasons behind avoiding somebody or calling names. Read the scenario of a bullying situation and answer the questions: <i>How did the bullying situation happen?</i> <i>Where?</i> <i>Who was the aggressor?</i> <i>What do we know about him/ her?</i></li></ol>



	<p><i>What were the reasons?</i></p> <p><i>Who was the victim?</i></p> <p><i>What do we know about him/ her?</i></p> <p><i>Are there other characters in our story?</i></p> <p><i>6. (20 minutes) Draw a simple storyboard of 4 frames to tell the story in this scenario. Students work in groups of 3 or 4 and they need to include drawings of the characters and speech bubbles.</i></p> <p><i>7. (5 minutes) Gallery display and peer feedback.</i></p>
<p><b>Sources / further reading / resources</b></p>	



### Version 3 of the workshop: Drama

<p><b>Method</b></p>	<ul style="list-style-type: none"> <li>- <i>drama activities: Mirroring, Pass the object, Guess the story</i></li> <li>- <i>brainstorming</i></li> <li>- <i>discussion</i></li> <li>- <i>drama</i></li> </ul>
<p><b>Materials and equipment</b></p>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"> <li>● <i>board</i></li> <li>● <i>song: Born this Way - Lady Gaga</i> <a href="https://www.youtube.com/watch?v=wV1FrqwZyKw">https://www.youtube.com/watch?v=wV1FrqwZyKw</a></li> </ul>
<p><b>Instructions for conducting the workshop</b></p>	<ol style="list-style-type: none"> <li>1. (15 minutes) Mirroring - this activity is meant to make students more aware of their body movements and set their mood for the drama activities. Students stand up and find a pair. Partner A is the action person and Partner B is the mirror. Partner B mirror A's movements that can be mime, mood or gesture. Partner A should move at low speed so that Partner B could follow him/her. After about 1 minute exchange roles.</li> <li>2. (10 minutes) Pass the object - this is another drama activity to activate imagination and promote body movement. Students sit or stand in a circle. One of them holds an imaginary object and they mime carefully to show size and weight. Then they pass to their neighbour, who does the same with a different 'imaginary' object. Most probably students will try to guess what that object is and if they want to do it, feel free to encourage them. They repeat until the object comes back to the first student.</li> <li>3. (30 minutes) Guess the story - divide the class into groups of 4 or 5. One student from each group will leave the room and wait outside, while the others are reading the story/ scenario and answer the questions: <ul style="list-style-type: none"> <li>- Where does this event happen?</li> <li>- Who are the characters in this story?</li> <li>- What do we know about Anna?</li> <li>- What do we know about the bullies/ other students in class?</li> <li>- What happens in this story?</li> </ul> </li> </ol> <p>When each group clarified the characters and events in the story, the teacher calls out the students who waited outside. Now, each group will try to explain to their partner the story, without using words. Make sure you provide them with papers and pencils, but do not necessarily guide them to use them. Students will need to find their own way of telling this story without speaking and they are usually creative. They can draw, mime, use pictures they find on the internet, or use other means to explain the situation without speaking. This is to make them aware of the hardships that a deaf person encounters in their everyday life.</p>



	<p>In the end, the 'deaf' students will tell the class what they understood about this story. This is a good time to have a whole class feedback and have different students clarify the events and the characters.</p> <ol style="list-style-type: none"><li>4. (20 minutes) Freeze frames - Regroup students in groups of 4 or 5. Each of them is a character of their choice in the above scenario. They need to create a series of snapshots of the bullying situation they read about. It works well if the teacher actually takes the picture of each snapshot and then makes a storyboard using them. Students need to improvise on how they can show: avoidance, calling names, etc in these 'live' snapshots.</li><li>5. (5 minutes) Reflection and feedback: On one post-it write 2 things that you learned today about deaf people's abilities or about bullying. When you leave the classroom stick the post-it on the door.</li></ol>
<p><b>Sources / further reading / resources</b></p>	<p><i>some activities were inspired by:</i></p> <p><a href="https://www.robinwood.co.uk/uploads/files/The_Bully_-_Drama_Workshop.pdf">https://www.robinwood.co.uk/uploads/files/The_Bully_-_Drama_Workshop.pdf</a></p> <p><a href="https://eubully.eu/pdf/20160726/finalresource_packeubully.pdf">https://eubully.eu/pdf/20160726/finalresource_packeubully.pdf</a></p> <p><a href="https://cpip.ro/pdf/20150922/InSite-Drama-Manual-EU-BULLY.pdf">https://cpip.ro/pdf/20150922/InSite-Drama-Manual-EU-BULLY.pdf</a></p>



## Workshop 2 – EMOTIONS, FEELINGS, THOUGHTS OF THE CHARACTERS

<b>Short presentation of bullying case</b>	A. suffers from hearing impairment from birth. She attends a mixed high-school and uses sign language to communicate. Peers are making fun and do mean things to her every day. That disturbs her a lot.
<b>Addressed theme/ topic</b>	2. Emotions, feelings, thoughts of the characters: <i>How did the victim feel? What did he/ she think of himself/ herself, the aggressor, the situation itself? How did the aggressor feel? What did he/ she think of himself/ herself, the victim, the situation itself? What did the witnesses or bystanders feel and think?</i>
<b>Workshop objectives</b>	<ul style="list-style-type: none"><li>● identify the emotions of victims to bullying;</li><li>● identify the thoughts of victims to bullying;</li><li>● identify the emotions of aggressors to bullying;</li><li>● identify the thoughts of aggressors to bullying;</li><li>● identify the emotions of bystanders to bullying;</li><li>● identify the thoughts of bystanders to bullying;</li><li>● create a bullying story using puppet show;</li><li>● create a bullying story using pantomime;</li><li>● create a bullying story using collage technique;</li></ul>
<b>Duration</b>	<i>2 hours</i>



## Version 1 of the workshop: Puppetry

<b>Method</b>	Puppet show
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>● hand puppets or mouth puppets representing boys and girls;</li> <li>● cardboard lid of a big box;</li> <li>● two pieces of fabric;</li> <li>● scissors;</li> <li>● paint;</li> <li>● adhesive tape;</li> </ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"> <li>1. Discuss with students general information about bullying.</li> <li>2. Present the bullying case to students.</li> <li>3. Tell students that you will create together a story about that case at the end of the workshop.</li> <li>4. Describe the puppet show method. (Puppet show allow students to express their creativity, perspective, thoughts and emotions to an audience. Students contribute with individual ideas to the project and have an opportunity to learn from one another. The world students create with puppets is totally their own, a world they can freely explore. Because the puppets have no life, they bring to a performance exactly what the performer wants and nothing more).</li> <li>4. Have students get involved in creating a puppet theatre. You can use the lid of a big cardboard box. Cut it in the middle in a rectangular shape and paint the rectangle in any colour you want. Add two curtains made out of fabric by sticking them with adhesive tape.</li> <li>5. Before starting the puppet show, have one student at a time hold a puppet and say something about <i>the context</i> in which the bullying case could have appeared. Pass the puppet to the next person, who says something about <i>the circumstances</i> in which the bullying case could have appeared. And so on, every student gets the puppet and says something, covering the answers to all the questions below: <ul style="list-style-type: none"> <li>▪How did the bullying situation happen? Where? Who was the aggressor? What do we know about him/her? What were the reasons? Who was the victim? What do we know about him/her? Are there other characters in our story?</li> <li>▪How did the victim feel? What did he/she think of himself/herself, the aggressor, the situation itself? How did the aggressor feel? What did he/she think of himself/herself, the victim, the situation itself? What did the witnesses or bystanders feel and think?</li> <li>▪What were the reactions of the two characters? What happened? What were the reactions of the other characters involved? What did the two characters do?</li> </ul> </li> <li>6. Have students choose roles for the bullying story they will create using puppet show. The students who are not playing in the puppet show will be the</li> </ol>



observers. They will have to take notes, focusing mostly on the emotions and thoughts of the characters.

7. After the puppet show ends, discuss with students in detail about the emotions and thoughts of the characters involved in the bullying story.

8. Have students recreate the story in terms of appropriate reactions and behaviours and also have them think of how the bullying story could have been prevented from happening.

**Sources /  
further reading /  
resources**

<https://lhstheatredept.weebly.com/uploads/1/1/9/0/119047293/10.1.1.122.4296.pdf>

[Easy craft: How to make a cereal box puppet theatre - YouTube](#)

[6 Consequences Bully-Victims Experience \(verywellfamily.com\)](#)

[The Long-Lasting Effects of Bullying \(verywellfamily.com\)](#)

[Consequences for victims of bullying | University of Stavanger \(uis.no\)](#)

[6 Ways Bullying Impacts Bystanders \(verywellfamily.com\)](#)

[Adewoye Bystanders 2020.pdf \(up.ac.za\)](#)

[The Role of Emotional Intelligence in Adolescent Bullying: A Systematic Review | Revista de psicología \(copmadrid.org\)](#)





## Version 2 of the workshop: Pantomime

Method	Pantomime
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>● Post-its</li> <li>● White paper</li> <li>● Flip-chart</li> <li>● Markers</li> <li>● Pens</li> </ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"> <li>1. Discuss with students, general information about bullying.</li> <li>2. Tell students the short bullying case and that you will create together a bullying story using pantomime.</li> <li>3. Discuss pantomime. As an example, you can pantomime an activity, such as cooking. Ask students how they knew what you were doing (the importance of movement and facial expressions).</li> <li>4. Have students think of an action and pantomime it in front of the group to see if colleagues understand what the action is.</li> <li>5. Invite students to work in groups of three and think of a story they know and identify the parts of a story. Have them write that information on paper.</li> <li>6. Have each group choose a representative.</li> <li>7. Ask representatives of each group to present the results of their work.</li> <li>8. Write on the flip-chart the parts of which a story is created of.</li> <li>9. Invite students to choose roles for pantomime considering the bullying case described at the beginning and also taking into consideration the roles in bullying.</li> <li>10. Students who will get involved in playing will get outside of the classroom and prepare the pantomime.</li> <li>11. The rest of the students will be the observers. Give each observer post-its coloured differently for: emotions of victim, emotions of aggressor, emotions of bystanders, thoughts of victim, thoughts of aggressor, thoughts of bystanders and ask them to fill in with the requested information.</li> <li>12. When the pantomime is over, ask each actor the same questions: What did you feel? What your thoughts were? Write on post-its of the same colours you gave observers and stick them to the actors of pantomime chests.</li> <li>13. Have observers do the same thing with their post-its.</li> <li>14. Discuss with students, emotions and thoughts of the characters of the bullying story created.</li> <li>15. Ask students what would have been the appropriate reactions and behaviours from all the parts involved in the bullying story.</li> <li>16. Have them play the pantomime again using the appropriate reactions and behaviours.</li> <li>17. Discuss with students how the story could have been prevented from happening.</li> </ol>
<b>Sources /</b>	<a href="#">Effectiveness of psychodrama with pantomime on the social adjustment of deaf female students   Auditory and Vestibular Research (tums.ac.ir)</a>



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**further reading /  
resources**

[pantomime.espindola \(csudh.edu\)](http://pantomime.espindola(csudh.edu))  
[Pantomime - Lesson Plan - KET Education](#)  
[1-2-3 Pantomime with Jamie Hipp - YouTube](#)  
[How to Pantomime: 12 Steps \(with Pictures\) - wikiHow](#)  
[6 Consequences Bully-Victims Experience \(verywellfamily.com\)](#)  
[The Long-Lasting Effects of Bullying \(verywellfamily.com\)](#)  
[Consequences for victims of bullying | University of Stavanger \(uis.no\)](#)  
[6 Ways Bullying Impacts Bystanders \(verywellfamily.com\)](#)  
[Adewoye Bystanders 2020.pdf \(up.ac.za\)](#)  
[The Role of Emotional Intelligence in Adolescent Bullying: A Systematic Review | Revista de psicología \(copmadrid.org\)](#)

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## Version 3 of the workshop: Collage

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Method	Collage technique
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>● magazines</li><li>● tape</li><li>● drawings</li><li>● markers</li><li>● coloured pencils</li><li>● pencils</li><li>● coloured cardboard</li><li>● fabric</li><li>● photographs</li><li>● laptop</li><li>● pens</li><li>● stickers with emotions</li><li>● printer</li><li>● paper</li><li>● stamps</li><li>● three A3 white cardboards</li></ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"><li>1. Start the workshop by discussing with students a few aspects about bullying and also about the method which will be used to create a bullying story: the collage technique. Discuss about the fact that collage means assembling different colours, textures, materials and shapes in order to create a new concept and also discuss the steps in creating a collage.</li><li>2. Introduce the bullying case.</li><li>3. Divide students into three groups.</li><li>4. In front of the students there will be a box with: magazines, tape, drawings, markers, coloured pencils, pencils, coloured cardboard, fabric, photographs, paper, stamps.</li><li>5. Each group will be given a white cardboard, they will discuss and decide which materials to use, brainstorm and make a decision on a mental map for their work, sketch together the collage and then start combining: materials, drawing, writing, etc. The story will be created taking into consideration the answer to the following questions:<ul style="list-style-type: none"><li>▪How did the bullying situation happen? Where? Who was the aggressor? What do we know about him/her? What were the reasons? Who was the victim? What do we know about him/her? Are there other characters in our story?</li><li>▪How did the victim feel? What did he/she think of himself/herself, the aggressor, the situation itself? How did the aggressor feel? What did he/she think of himself/herself, the victim, the situation itself? What did the witnesses or bystanders feel and think?</li></ul></li></ol>



	<ul style="list-style-type: none"><li>▪What were the reactions of the two characters? What happened? What were the reactions of the other characters involved? What did the two characters do?</li><li>6. Each group will choose a representative who will present the group's collage.</li><li>7. Ask students about what they think the emotions and thoughts of the characters were. Take each character of the bullying story, one by one, and discuss his/ hers emotions and thoughts. Use stickers with emotions and have students stick them where appropriate on the collage.</li><li>8. Have all students discuss and create together one single story using all three collages.</li><li>9. Ask students what would have been the appropriate reactions and behaviours from all the parts involved in the bullying story.</li><li>10. Discuss with students how the story could have been prevented from happening.</li></ul>
<b>Sources / further reading / resources</b>	<p><a href="#">Collage deeper.pdf (cornell.edu)</a> <a href="#">A Creative Collage Lesson for All Students - The Art of Education University</a> <a href="#">6 Consequences Bully-Victims Experience (verywellfamily.com)</a> <a href="#">The Long-Lasting Effects of Bullying (verywellfamily.com)</a> <a href="#">Consequences for victims of bullying   University of Stavanger (uis.no)</a> <a href="#">6 Ways Bullying Impacts Bystanders (verywellfamily.com)</a> <a href="#">Adewoye Bystanders 2020.pdf (up.ac.za)</a> <a href="#">The Role of Emotional Intelligence in Adolescent Bullying: A Systematic Review   Revista de psicología (copmadrid.org)</a></p>



### Workshop 3 – REACTIONS AND BEHAVIORS OF THE CHARACTERS

<b>Short presentation of bullying case</b>	<i>M. is a hearing impaired student attending school for hearing-able students. She wears a cochlear implant, speaks but makes a lot of mistakes and communicates using sign language. Everyday her colleague find a reason to make fun of her.</i>
<b>Addressed theme/ topic</b>	<i>3. Reactions and behaviours of the characters: What were the reactions of the two characters? What happened? What were the reactions of the others? What did the two characters do?</i>
<b>Workshop objectives</b>	<ul style="list-style-type: none"><li>● <i>List assertive and non-violent communication characteristics in a bullying context</i></li><li>● <i>Describe assertive and non-violent communication characteristics in a bullying context</i></li><li>● <i>Create a product ensuring the comprehension of the different bullying forms in general and for students with hearing impairments</i></li><li>● <i>Carry out a discussion about high school students which raise the likelihood of being a target of bullying</i></li><li>● <i>Compare different strategies and solutions</i></li><li>● <i>Differentiate desirable from undesirable reactions to bullying</i></li><li>● <i>Interpret information in an artistic way</i></li></ul>
<b>Duration</b>	<i>2 hours</i>



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## Version 1 of the workshop: Collage

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Method	Collage technique
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>• magazines</li><li>• tape</li><li>• drawings</li><li>• markers</li><li>• coloured pencils</li><li>• pencils</li><li>• coloured cardboard</li><li>• white and coloured paper</li><li>• fabric</li><li>• photographs</li><li>• laptop</li><li>• pens</li><li>• stickers with emotions</li><li>• printer</li><li>• stamps</li><li>• three A3 white cardboards</li></ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"><li>1) Start the workshop by discussing with students a few aspects about bullying and also about the method which will be used to create a bullying story: the collage technique. Discuss about the fact that collage means assembling different colours, textures, materials and shapes in order to create a new concept and also discuss the steps in creating a collage.</li><li>2) Discuss about the assertive and non-violent communication characteristics in a bullying context.</li><li>3) Carry out a discussion about high school students which raise the likelihood of being a target of bullying.</li><li>4) Introduce the bullying case.</li><li>5) Divide students into three groups.</li><li>6) In front of the students there will be a different materials: magazines, tape, drawings, markers, coloured pencils, pencils, coloured cardboard, fabric, photographs, paper, stamps.</li><li>7) Each group will be given a white cardboard, they will discuss and decide which materials to use, brainstorm and make a decision on a mental map for</li></ol>



their work, sketch together the collage and then start combining: materials, drawing, writing, etc. The story will be created taking into consideration the answer to the following questions:

- How did the bullying situation happen? Where?
- Who was the aggressor, the victim? What were the reasons? Are there other characters in our story?
- How did the victim, the aggressor, the witnesses feel and what did they think about what happened?
- What were the reactions of the two characters? What happened? What were the reactions of the others? What did the two characters do?
- How could this story have been prevented from happening (by using assertive and non-violent communication)?

8) Each group will choose a representative who will present the group's collage.

9) Ask students about what they think the emotions and thoughts of the characters were. Take each character of the bullying story, one by one, and discuss his/ hers emotions and thoughts. Use stickers with emotions and have students stick them where appropriate on the collage.

10) Have all students discuss and create together one single story using all three collages.

11) Ask students what would have been the appropriate reactions and behaviours from all the parts involved in the bullying story.

12) Discuss with students how the story could have been prevented from happening.

**Sources /  
further reading /  
resources**

<https://mymodernmet.com/create-collage-art/>  
<https://blog.artweb.com/how-to/art-collage-techniques/>



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## Version 2 of the workshop: Drawing

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Method	Drawing
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>• markers</li><li>• coloured pencils</li><li>• pencils</li><li>• A3 white cardboards</li><li>• pens</li><li>• laptop</li></ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"><li>1. Start the workshop by discussing with students a few aspects about bullying and also about the method which will be used to create a bullying story: the drawing method.</li><li>2. Drawing makes you see things clearer. The image is passing through you in a physiological way, into your brain, into your memory — where it stays — it's transmitted by your hands. The language of drawing is composed of: light, dark, colour, texture, shade, shadow, balance, form, shape, solid, and void. Student should use anything they want for better creating the bullying story.</li><li>3. Student must draw a story based on the presented bullying case.</li><li>4. They will receive A3 white cardboards and other drawing materials they need.</li><li>5. Students will work in a big group. Everyone will contribute in their one way.</li><li>6. Students will guide their drawing by focusing on the following questions:<ul style="list-style-type: none"><li>▪ How did the bullying situation happen? Where?</li><li>▪ Who was the aggressor, the victim? What were the reasons? Are there other characters in our story?</li><li>▪ How did the victim, the aggressor, the witnesses feel and what did they think about what happened?</li><li>▪ What were the reactions of the two characters? What happened? What were the reactions of the others? What did the two characters do?</li><li>▪ How could this story have been prevented from happening (by using assertive and non-violent communication)?</li></ul></li><li>7. Students have to present the bullying story created by drawing.</li></ol>





	8. At the end, the students will try to find other possible positive actions and reactions that the characters could have had.
<b>Sources / further reading / resources</b>	<a href="https://blog.prototypr.io/draw-to-develop-creativity-ec490fff4c45">https://blog.prototypr.io/draw-to-develop-creativity-ec490fff4c45</a> <a href="https://www.brighthubeducation.com/teaching-methods-tips/79256-ten-tips-on-teaching-drawing/">https://www.brighthubeducation.com/teaching-methods-tips/79256-ten-tips-on-teaching-drawing/</a>



### Version 3 of the workshop: Role playing

<b>Method</b>	Role playing
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>• paper</li> <li>• pencils</li> <li>• pens</li> </ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"> <li>1. Start the workshop by discussing with students a few aspects about bullying and also about the method which will be used to create a bullying story: the role playing.</li> <li>2. Provide them with the information you have already prepared about their character(s): the goals and background information. Help them create the bullying story.</li> <li>3. Determine how many of your students have done role-playing before and explain how it will work for this exercise.</li> <li>4. Outline your expectations of them as you would for any assignment.</li> <li>5. Students will guide their role-playing by focusing on the following questions: <ul style="list-style-type: none"> <li>▪ How did the bullying situation happen? Where?</li> <li>▪ Who was the aggressor, the victim? What were the reasons? Are there other characters in our story?</li> <li>▪ How did the victim, the aggressor, the witnesses feel and what did they think about what happened?</li> <li>▪ What were the reactions of the two characters? What happened? What were the reactions of the others? What did the two characters do?</li> <li>▪ How could this story have been prevented from happening (by using assertive and non-violent communication)?</li> </ul> </li> <li>6. Role-playing needs to be followed by a debriefing for the students to define what they have learned and to reinforce it, a class discussion.</li> </ol>
<b>Sources / further reading / resources</b>	<p><a href="https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/">https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/</a></p> <p><a href="https://serc.carleton.edu/introgeo/roleplaying/howto.html">https://serc.carleton.edu/introgeo/roleplaying/howto.html</a></p>



## Workshop 4 – CREATING THE ENDING OF THE BULLYING STORY

<b>Short presentation of bullying case</b>	Ada is a student with hearing impairments. In the last two months almost every day, two of her colleagues are making fun of her, leaving her notes on small papers on her desk, that she is ugly and stupid and that nobody likes her, because she can't hear or speak.
<b>Addressed theme/ topic</b>	Creating the ending of the bullying story
<b>Workshop objectives</b>	At the end of the workshop, students will: <ul style="list-style-type: none"><li>● understand the differences between a positive and a negative ending of a bullying situation.</li><li>● be aware of the consequences and effects of a positive versus a negative ending of a bullying situation for the victims and other participants.</li><li>● identify those behaviours, reactions or actions that are necessary on the part of the victim, the aggressor or other people to reach a positive end of the bullying situation.</li></ul>
<b>Duration</b>	2 hours



## Version 1 of the workshop: Drawing

<b>Method</b>	Drawing
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>● Flipchart paper</li><li>● Coloured markers and pens</li><li>● Pens</li><li>● Paper</li></ul>
<b>Instructions for conducting the workshop</b>	<p>Please describe in detail the activity, offering instructions and suggestions for conducting the workshop (steps/ phases, relevant aspects that teacher should emphasize, questions etc.).</p> <ol style="list-style-type: none"><li>1. Students are divided into 5 groups. Each group will receive two flipchart papers and coloured markers and pencils. Each group should think about the presented bullying situation and sketch some details of a story based on it. Then, they have to represent by drawing a positive end and a negative end of the story (35 minutes).</li><li>2. Each group will present for 15 minutes the two drawings (75 minutes in total). In their presentations, the students can focus on answering to the following questions:<ul style="list-style-type: none"><li>● <i>How did they think about the story and what happened, starting from the presented bullying situation?</i></li><li>● <i>What does a positive ending mean according to their drawing? What effects does this have on Ada and the other characters?</i></li><li>● <i>But a negative ending? What are the consequences?</i></li><li>● <i>What are the steps (reactions, actions, behaviours) that need to be done to reach a positive end?</i></li></ul></li><li>3. Final discussions can be focused on the following questions (10 minutes):<ul style="list-style-type: none"><li>● <i>What drawing did they like the most and why? Is it related to the way the story ended or more to the way the drawing looks?</i></li><li>● <i>If they were Ada, what would they do? How would the story end?</i></li><li>● <i>What should they do to end the story in a positive way?</i></li></ul></li></ol>
<b>Sources / further reading / resources</b>	



## Version 2 of the workshop: Forum theatre

<b>Method</b>	Forum theatre
<b>Materials and equipment</b>	<ul style="list-style-type: none"><li>● Paper</li><li>● Pens</li></ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"><li>1. Students are divided in 4 groups.</li><li>2. Starting from the presented bullying situation, each group must create the details of a short story. Then, each group must imagine a short 5-minutes theatre script, representing the end of the story. The teacher randomly chooses two groups to imagine a negative ending and the other two to create a positive ending of the story (30 minutes).</li><li>3. The first group presents the story as they imagined it, starting from the bullying situation, and then playing the prepared script for 5 minutes.</li><li>4. In the next 15 minutes, the first group scenario is played again, but this time, at any time, any student in the audience can stop the game, enter the stage and intervene as they wish. Interventions can only direct the scenario to a positive end (For more details about Forum theatre methods please see the links below).</li><li>5. In the case of the other 3 groups, do the same (80 minutes in total, 4 groups).</li><li>6. Final discussions can be focused on the following questions (10 minutes):<ul style="list-style-type: none"><li>● <i>Which ending of the story did they like the most and why?</i></li><li>● <i>What are the differences between the negative endings and the positive endings they have reached?</i></li><li>● <i>Are they satisfied with how all the scenarios ended or would they like changes?</i></li><li>● <i>What are the consequences of a negative end of a bullying situation? But the effects of a positive one?</i></li><li>● <i>What are the conditions for reaching a positive end?</i></li><li>● <i>How did they feel during the play?</i></li><li>● <i>Have they gone through similar situations? If so, how did they react and how did that experience end for them?</i></li></ul></li></ol>
<b>Sources / further reading / resources</b>	<p><a href="https://dramaresource.com/forum-theatre/">https://dramaresource.com/forum-theatre/</a></p> <p><a href="https://participedia.net/method/149">https://participedia.net/method/149</a></p>



### Version 3 of the workshop: Poem writing

<b>Method</b>	Creative writing: Creating a Haiku poem
<b>Materials and equipment</b>	<ul style="list-style-type: none"> <li>● Pens</li> <li>● Paper</li> <li>● Flipchart</li> <li>● Markers</li> </ul>
<b>Instructions for conducting the workshop</b>	<ol style="list-style-type: none"> <li>1. Teacher explains the students what is a Haiku poem, namely a short Japanese poetry, having three lines with a 5-7-5 syllable pattern. Teacher gives examples of Haiku poems and creates together with students 2-3 examples and writes them on the flipchart (For more information, please see the links bellow) (25 minutes).</li> <li>2. Students are split in groups of 4-6 participants (5 groups). Starting from Ada's situation, each group has to define shortly the characters and what is happening in the story. Then, they have to create a Haiku, representing a positive ending of the bullying story (30 minutes).</li> <li>3. Each group will outline in their presentation the story they created and read the Haiku for the positive ending in 10 minutes (50 minutes total).</li> <li>4. Questions for final discussions (15 minutes): <ul style="list-style-type: none"> <li>● <i>What it is for them a positive ending of the story? What defines a positive ending?</i></li> <li>● <i>How else could the story have ended?</i></li> <li>● <i>What would a negative ending look like?</i></li> <li>● <i>How do you think the story is more likely to end in reality?</i></li> <li>● <i>What should Ada and the other characters do to reach a positive final?</i></li> <li>● <i>What are the effects of the positive ending for Ada and for the other character?</i></li> <li>● <i>What would be the consequences of a negative ending?</i></li> <li>● <i>Have they ever been in situations similar to Ada's? If so, how did the story end for them?</i></li> <li>● <i>How hard it was for them to create the Haiku poem?</i></li> <li>● <i>How did they feel?</i></li> </ul> </li> </ol>
<b>Sources / further reading / resources</b>	<p><a href="https://www.masterclass.com/articles/how-to-write-a-haiku-in-4-easy-steps#how-to-write-a-haiku-poem-in-4-easy-steps">https://www.masterclass.com/articles/how-to-write-a-haiku-in-4-easy-steps#how-to-write-a-haiku-poem-in-4-easy-steps</a></p> <p><a href="https://www.youtube.com/watch?v=bHxSMXU560&amp;ab_channel=BuzzWithBee">https://www.youtube.com/watch?v=bHxSMXU560&amp;ab_channel=BuzzWithBee</a></p> <p><a href="https://www.youtube.com/watch?v=ZQQmv38Xgt0&amp;ab_channel=HelpfulDIY">https://www.youtube.com/watch?v=ZQQmv38Xgt0&amp;ab_channel=HelpfulDIY</a></p>



## Workshop 5 – RECRETING THE STORY ON TERMS OF APPROPRIATE REACTIONS AND BEHAVIOURS FROM ALL THE PARTS INVOLVED

### Short presentation of bullying case

Sahid is a 16-year-old 12th grader with hearing impairment from birth. He is from Sudan and had to reattend class because of his deafness and because he moved from Sudan some years ago. He attends a mixed school and uses mainly sign language to communicate, although he can read lips. On the same time, due to different language he struggles to follow the lesson and to socialise with other classmates. His support teacher who acts as an interpreter and mediator attends some of the lessons with Sahid. His parents are one deaf and one hearing, who knows basic sign language and rely on lip-reading to communicate with son and other parent. Until 6th grade, Sahid attended a special boarding school for hearing impaired students, but his family decided to move and so he had to change to mainstream education during high school. This because they live in a small town and there is no special boarding nearby and because so he could better integrate into society and the hearing culture.

Now Sahid is introvert, shy and he found it hard to adapt to his new school and gradually became socially isolated. He made a few casual friends at school, but their relationship didn't go far, they do not socialize in their private time except for Giulia, who really engaged with him and is learning some sign language to better communicate with him. They meet after class sometimes and study together. She tried also to organize some evenings with her friends but that didn't go very well because they were not aware of the difficulties that Sahid was facing.

#### **What the parents noticed:**

In the last few months, Sahid started to come home late. One parent became worried that Sahid did not want to talk about school and that he started to isolate himself in his room. Moreover, Sahid used to be quite open with his mobile phone and pc, but lately he refuses to give access to his parents. Sahid got sick a few times and is very tired because he spends a lot of time on social media especially at night. At last, he asked for more pocket money and money to buy materials for a school project, but he did not bring home any of the materials or bills. He also came home without his school backpack and started to go to school on foot instead of taking the bus. Moreover, now he avoids some streets when going to school.

#### **What has the teachers noticed:**

Sahid started skipping school, his grades fell drastically. He justifies himself by being sick and suffering from migraines. He says that he has difficulties to study



	<p>because of this and because he cannot sleep properly at night. He told the support teacher that he wants to go back to the boarding school for the hearing-impaired students and that he feels nobody understands him here. Although the teachers tried to introduce some basic and really essential sign language to the class, nobody actually learned. Also the teachers do not sign with Sahid.</p> <p><b>What have the classmates noticed:</b></p> <p>Sahid is always alone during break except when some boys from class approach him. Giulia sometimes joins them but when she arrives, the boys leave. They once heard that the three boys were calling Sahid names and making fun of something about some pictures. The other classmates don't want to be involved, so they stay away from the boys, who are known for being troublemakers. Giulia once reported to the teachers that Sahid has some bruises on his arm and that he avoids physical contact with anybody and with her too lately. Moreover, one time she had to intervene because a classmate out of fun tried to bind the hands of Sahid behind his back with a scarf, making him unable to sign. Moreover, it happens more and more that classmates need to lend Sahid school material because he "lost it" somewhere.</p>
<b>Addressed theme/ topic</b>	<i>Recreating the story on terms of appropriate reactions and behaviours from all the parts involved</i>
<b>Workshop objectives</b>	<p><i>Knowledge:</i></p> <ul style="list-style-type: none"><li>● <i>Identify differences between bullying students with/without hearing impairment</i></li><li>● <i>Identify the warning signs of being bullied</i></li><li>● <i>Identify factors that may contribute to bullying</i></li><li>● <i>Categorize behaviours</i></li><li>● <i>List assertive and non-violent communication characteristics in a bullying context</i></li><li>● <i>Match solutions to different types of bullying</i></li></ul> <p><i>Skill:</i></p> <ul style="list-style-type: none"><li>● <i>Measure and analyse the different forms of bullying</i></li><li>● <i>Explain behavioural choices</i></li><li>● <i>Interpret information in an artistic way</i></li><li>● <i>Compare roles involved in bullying</i></li><li>● <i>Describe assertive and non-violent communication characteristics in a bullying context</i></li><li>● <i>Compare different strategies and solutions</i></li></ul> <p><i>Competence:</i></p> <ul style="list-style-type: none"><li>● <i>Create a product ensuring the comprehension of the different bullying forms in general and for students with hearing impairments</i></li></ul>





	<ul style="list-style-type: none"><li>● <i>Carry out a discussion in small groups about high school students which raise the likelihood of being a target of bullying</i></li><li>● <i>Produce scenarios from which it is possible to deduce the characteristics of aggressive and non-aggressive behaviour</i></li><li>● <i>Provide appropriate reactions and actions for given bullying scenarios</i></li><li>● <i>Collaborate with peers to create symbolic images in the context</i></li><li>● <i>Differentiate desirable from undesirable reactions to bullying</i></li><li>● <i>Create appropriate intervention scenario for each intervention phase in a different bullying situation and deal with it</i></li></ul>
<b>Duration</b>	<i>2 hours</i>



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## Version 1 of the workshop: Drama

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<b>Method</b>	<i>Drama</i>
<b>Materials and equipment</b>	<p>Please indicate which material will be used</p> <ul style="list-style-type: none"><li>● <i>Comfortable outfit</i></li><li>● <i>paper</i></li><li>● <i>pen</i></li><li>● <i>handouts</i></li></ul>
<b>Instructions for conducting the workshop</b>	<p><b>1. Introduction and Icebreaker (20 min)</b></p> <p><i>ICEBREAKER – Handshake</i></p> <p><i>This activity is a small but effective way to know each other a bit better and to loosen up the initial pressure of the workshop. One of the first ways you get to greet somebody is with a handshake, so this icebreaker aims to create the most creative handshake possible.</i></p> <ul style="list-style-type: none"><li>● <i>Form pairs</i></li><li>● <i>Have them make the most creative handshake they can</i></li><li>● <i>Gather together and show the results</i></li><li>● <i>If you want, mix up the pairs and repeat a few times</i></li></ul> <p><i>CASE STUDY</i></p> <p><i>Present the case study and explain that this will be the starting point for all the activities. Give a handout with the story so that every participant can reread all the information whenever they want. Give the participants time to read the case study and to ask for clarifications if necessary. Make it clear that the workshop will focus on recreating the story on terms of appropriate reactions and behaviours from all the parts involved.</i></p> <p><b>2. Activity one (40 min) – Alternate sentences</b></p> <p><i>In this activity you will focus on rethinking the reactions and behaviours of the parts involved into the case study.</i></p> <ul style="list-style-type: none"><li>● <i>Form small groups of two/three people</i></li><li>● <i>Give them a part to rethink and elaborate (teacher, classmates, parents, Giulia)</i></li></ul>

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- *Now comes the fun part: each group goes on stage one by one. Every member of the group can say only one sentence. The sentences must be connected logically and grammatically.*
- *Make them develop the whole story.*
- *Continue with the other groups and parts to elaborate.*

*Variation: if this variation seems too easy, you can set the rule of just one word per member of the group instead of a whole sentence.*

*Variation2: if participants finish too quickly, switch the parts they are working on to create new scenarios.*

### **3. Activity two (40 min) role play**

- *Divide the group into smaller groups of three/four*
- *Assign each group a scene/scenario (home, classroom, yard, friends house)*
- *Make them develop a dialog between the parts involved into the scenario in terms of rethinking and elaborate an appropriate reaction and behaviour to the situation.*
- *Now let the groups show their results one by one*
- *Give time to elaborate and give feedback about the exercise and their impressions.*

### **4. Open discussion and feedback (20 min)**

*Sum up the results of the workshop and let participants give feedbacks about what they learned and their impressions.*

**Sources /  
further reading /  
resources**

[Anomalia Teatro - Torino](#)

[How to deal with bullying at school | Mumsnet](#)

[Bullied at school, bullied at work: a prospective study | BMC Psychology | Full Text \(biomedcentral.com\)](#)



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## Version 2 of the workshop: Creative writing

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<b>Method</b>	<i>Creative writing</i>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"><li>● <i>paper</i></li><li>● <i>Pen</i></li><li>● <i>Handouts</i></li><li>● <i>Activity sheets</i></li></ul>
<b>Instructions for conducting the workshop</b>	<p><b>1. Introduction and Icebreaker (20 min)</b></p> <p><i>ICEBREAKER – two truth and a lie</i></p> <p><i>This activity is a small but effective way to know each other a bit better and to loosen up the initial pressure of the workshop. One of the first ways you get to greet somebody is with some basic information about yourself, so this icebreaker aims to create the most creative two truth and a lie possible.</i></p> <ul style="list-style-type: none"><li>● <i>Give participants some paper and a pen</i></li><li>● <i>Have them make the three most creative “two truth and a lie” they can imagine</i></li><li>● <i>Gather participants and start the game. One should read out loud their first two truth and a lie and the others should guess the right answer. Participants can give a short description of the answer if they want</i></li></ul> <p><i>Variation: If you want, instead of proposing this activity as a big group, split the it into smaller groups and mix them up after they finished so they can know each other better.</i></p> <p><b>CASE STUDY</b></p> <p><i>Present the case study and explain that this will be the starting point for all the activities. Give a handout with the story so that every participant can reread all the information whenever they want. Give the participants time to read the case study and to ask for clarifications if necessary. Make it clear that the workshop will focus on recreating the story on terms of appropriate reactions and behaviours from all the parts involved.</i></p> <p><b>2. Activity one (40 min) – Alternate sentences</b></p> <p><i>In this activity you will focus on rethinking the reactions and behaviours of the parts involved into the case study.</i></p>



- *Form small groups of two/three people*
- *Give them a part to rethink and elaborate (teacher, classmates, parents, Giulia)*
- *Now comes the fun part: each group has one piece of paper. Every member of the group can write only one sentence. The sentences must be connected logically and grammatically.*
- *Make them develop the whole story.*
- *Gather participants and present the results.*

*Variation: if this variation seems too easy, you can set the rule of just one word per member of the group instead of a whole sentence.*

*Variation2: if participants finish too quickly, switch the parts they are working on to create new scenarios.*

### **3. Activity two (40 min) – The Identikit**

*This exercise will focus on the behaviours and reactions of the parts involved in the situation described in the case study. The facilitator of the workshop will set up a board with the pictures of the parts involved (teacher, schoolmates, best friend, parents). They will distribute post-its or small pieces of paper to all participants. The task is to find as many actions and behaviours that can be appropriate in a situation described in the case study. Participants will tell their idea, write it on the piece of paper and pin it next to the corresponding part.*

*Participants should have enough time after the activity to elaborate the new information and give feedback about their impression.*

### **5. Open discussion and feedback (20 min)**

*Sum up the results of the workshop and let participants give feedback about what they learned and their impressions.*

<b>Sources / further reading / resources</b>	<a href="#">Anomalia Teatro - Torino</a> <a href="#">How to deal with bullying at school   Mumsnet</a> <a href="#">Bullied at school, bullied at work: a prospective study   BMC Psychology   Full Text (biomedcentral.com)</a>
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## Version 3 of the workshop: Creative Drawing

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<b>Method</b>	<i>Creative Drawing</i>
<b>Materials and equipment</b>	<p><i>Please indicate which material will be used</i></p> <ul style="list-style-type: none"><li>● <i>paper</i></li><li>● <i>pen</i></li><li>● <i>Old magazines, images</i></li><li>● <i>Colours</i></li><li>● <i>Handouts</i></li><li>● <i>Activity sheets</i></li></ul>
<b>Instructions for conducting the workshop</b>	<p><b>1. Introduction and Icebreaker (20 min)</b></p> <p><i>ICEBREAKER – the slogan</i></p> <p><i>This activity is a small but effective way to know each other a bit better and to loosen up the initial pressure of the workshop. One of the first ways to know products on television is through advertising slogans. This kind of sentences are powerful and stick to your mind, so this icebreaker aims to create the most creative slogan about parts involved about bullism.</i></p> <ul style="list-style-type: none"><li>● <i>Give participants some paper and a pen</i></li><li>● <i>First Have them create their own personal slogan about bullism. It should be a short sentence, a word, a word game, or something powerful.</i></li><li>● <i>Now the fun part: form pairs and assign the same task. BUT now in turns, every participant is allowed to write only a word to form a sentence.</i></li><li>● <i>Gather participants and share results. Discuss briefly</i></li></ul> <p><i>CASE STUDY</i></p> <p><i>Present the case study and explain that this will be the starting point for all the activities. Give a handout with the story so that every participant can reread all the information whenever they want. Give the participants time to read the case study and to ask for clarifications if necessary. Make it clear that the workshop will focus on recreating the story on terms of appropriate reactions and behaviours from all the parts involved.</i></p> <p><b>2. Activity one (40 min) – Alternate completion</b></p> <p><i>In this activity you will focus on rethinking the reactions and behaviours of the parts involved into the case study.</i></p> <ul style="list-style-type: none"><li>● <i>Form small groups of two/three people</i></li></ul>

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- Give them a part to rethink and elaborate (teacher, classmates, parents, Giulia)
- Now comes the fun part: each group has one big piece of paper. Every member of the group can work on the collage just for a few minutes.
- Make them develop a whole picture/collage of the story using magazine pictures, letters and material.
- Gather participants and present the results.

*Variation: if this variation seems too easy, you can set the rule of just one picture per member of the group instead of time limit.*

*Variation2: if participants finish to quickly, switch the parts they are working on to create new scenarios.*

#### **4. Activity two (40 min) – The Identikit**

*This exercise will focus on the behaviours and reactions of the parts involved in the situation described into the case study. The facilitator of the workshop will set up a board with the pictures of the parts involved (teacher, schoolmates, best friend, parents). They will distribute post its or small piece of papers to all participants. The task is to find as many actions as possible and behaviours that can be appropriate in a situation described in the case study. Participants will tell their idea, draw it on the piece of paper and pin it next to the corresponding part.*

*Participants should have enough time after the activity to elaborate the new information and give feedback about their impression.*

#### **6. Open discussion and feedback (20 min)**

*Sum up the results of the workshop and let participants give feedbacks about what they learned and their impressions.*

<b>Sources / further reading / resources</b>	<a href="#">Anomalia Teatro - Torino</a> <a href="#">How to deal with bullying at school   Mumsnet</a> <a href="#">Bullied at school, bullied at work: a prospective study   BMC Psychology   Full Text (biomedcentral.com)</a>
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## Workshop 6 – FINDING SOLUTIONS FOR PREVENTING BULLYING

<b>Short presentation of bullying case</b>	<p><i>Add a short description of a bullying case of one student with hearing impairments.</i></p> <p>Lukas is aware that comments about him are circulating in his high school. Peers are making fun of him for his deafness.</p>
<b>Addressed theme/ topic</b>	<p><i>Please write which the addressed theme during the workshop (from 1 to 6), based on your choice. Eg. creating the final of the bullying story</i></p> <p>Peers Tolerance Communication in class Possible ways for bullying prevention</p>
<b>Workshop objectives</b>	<p><i>Please formulate workshop objectives.</i></p> <p>Schools are a primary place where bullying can happen. Objectives:</p> <ol style="list-style-type: none"><li>1. establish a supportive and safe school climate where all students are accepted and knowing how to respond when bullying happens</li><li>2. making sure all students are able to learn and grow together</li><li>3.</li></ol>
<b>Duration</b>	<p><i>2 hours</i></p>





## Version 1 of the workshop: Drama

Method	Creative drama												
<b>Materials and equipment</b>	<p>Please indicate which material will be used</p> <ul style="list-style-type: none"> <li>● large sheets of paper (3-5pcs),</li> <li>● markers</li> <li>● pencils</li> </ul>												
<b>Instructions for conducting the workshop</b>	<p>Please describe in detail the activity, offering instructions and suggestions for conducting the workshop (steps/ phases, relevant aspects that teacher should emphasize, questions etc.).</p> <p><b>Workshop Steps:</b></p> <p>1. Invite students who like to play. One person can play only in one scene. We are preparing 3 performances in a row. After each scene played, the main actor shares his impressions, feelings and tells what kind of experience he has gained. The whole class is watching closely.</p> <p>1 Scene A group of boys takes off the hat of a boy they are teasing on the playground and throws it away.</p> <p>2 Scene. Mark is very eager to drink. During a short break, he runs to the school store and stands almost first in line. When it's time to shop, two boys from another class push him out in a row, rudely saying they're standing here.</p> <p>3 Scene. In the corridor, a group of students reach you and start kicking. There is a teacher and many students nearby.</p> <p>Teacher divide the class into groups of 4 and each one receives a list of feelings and behaviors, which is given below. When it fills out – discuss with students. Teacher talk to students about how to behave safely in every situation they play.</p> <p><b>SHEET OF FEELINGS AND BEHAVIOR OF VICTIMS OF VIOLENCE</b></p> <table border="1"> <thead> <tr> <th>Scene No.</th> <th>The victim's feelings and emotions</th> <th>How should this person behave?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Scene No.	The victim's feelings and emotions	How should this person behave?									
Scene No.	The victim's feelings and emotions	How should this person behave?											



2. Divide the class into two groups. One group should create a scene on the theme: "How to react when you are defended?", The other group - "How to defend yourself?".

Ask students to create a scenes' about Luka's situation. Ask one group to play a scene that presents effective ways to help Lukas, who have been bullied.

The second group prepares for a situation that shows you ways to defend yourself when someone attacks you.

Emphasize that all methods shown must be non-aggressive.

**Sources /  
further reading /  
resources**

<https://www.creativedrama.com/>  
<https://www.susancanthy.com/res/tchr/drama.html>  
[https://www.schooleducationgateway.eu/en/pub/teacher\\_academy/catalogue/detail.cfm?id=42934](https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?id=42934)



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## Version 2 of the workshop: Creative writing

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<b>Method</b>	Creative writing
<b>Materials and equipment</b>	<p>Please indicate which material will be used</p> <ul style="list-style-type: none"><li>● large sheet of paper</li><li>● pens,</li><li>● coloured pencils,</li><li>● markers.</li></ul>
<b>Instructions for conducting the workshop</b>	<p>Please describe in detail the activity, offering instructions and suggestions for conducting the workshop (steps/ phases, relevant aspects that teacher should emphasize, questions etc.).</p> <p><b>1. Possible ways to help or how to deal with similar situations</b></p> <p>Divide the students into groups of 4 to 5. Each group receives a text excerpt with questions.</p> <p>Students in each group must answer them. After the presentation of each group's answers, write the main conclusions on the board or on a large piece of paper (eg Lukas' feelings, opportunity to help, etc.).</p> <p>1. In the middle of the school year, a new student came to ..... class. Lukas knew nothing in class, so he was timid. Three boys in the class started pointing at his ears and making comments. Other classmates began to laugh when they heard this.</p> <ol style="list-style-type: none"><li>1. How did Lukas feel?</li><li>2. Why did the classmate start naming him?</li><li>3. How did Lukas have to behave to feel better?</li><li>4. What could have happened later?</li><li>5. Who could help him and in what way?</li></ol> <p>2. The nickname " Deafula" stuck to Lukas very quickly. A few days later, many called it that. And when a few guys found out that Lukas was doing poorly during his physical education lessons, they started nicknaming him even more. Lukas tried not to pay attention to it, tried to make friends with his classmates, but it didn't help.</p> <ol style="list-style-type: none"><li>1. How did Lukas feel?</li><li>2. Why did they continue to tease him?</li><li>3. How did Lukas have to behave to feel better?</li><li>4. What could have happened next?</li><li>5. Who could help him and how?</li></ol>



3. At the end of the group work, ask students how to name the situation and how to describe the behavior of Lukas's classmates. Summarize this activity, ask students to sit in a circle and complete two sentences

"People annoy others because ..."

"When I see someone annoying another, then I can ....."

4. Ask students to write Lukas' story with "happy end".

**Sources /  
further reading /  
resources**

<https://self-publishingschool.com/creative-writing/>

<https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html>

<https://www.youtube.com/watch?v=7w2DQ0JaETk>

[https://www.youtube.com/watch?v=sLO\\_jXuWsec](https://www.youtube.com/watch?v=sLO_jXuWsec)



### Version 3 of the workshop: Group game

Method	Group game
Materials and equipment	<p>Please indicate which material will be used</p> <ul style="list-style-type: none"><li>● large sheets of paper (3-5pcs),</li><li>● markers</li><li>● colored pencils</li></ul>
Instructions for conducting the workshop	<p>Please describe in detail the activity, offering instructions and suggestions for conducting the workshop (steps/ phases, relevant aspects that teacher should emphasize, questions etc.).</p> <p>Aims:</p> <p><b>understand the concepts: anger, aggression, violence.</b></p> <p><b>define rules of conduct; explain what bullying is; to develop the ability to recognize them in certain situations.</b></p> <p>1. Tell the children that you will talk today about anger, bullying, aggression. Ask if they know, know this feeling. Ask them to stop in a circle and in turn complete the sentence, "<b>I'm angry when ....</b>" Emphasize that all people experience this feeling that they will learn more about it today.</p> <p><b>2. Where does anger live?</b></p> <p>Draw a silhouette of a child (there may be two - a girl and a boy) on a large sheet of paper.</p> <p>Ask the children to show first how angry they are (e.g. footsteps, doing various facial expressions, etc.). Then let each of them "put" their anger into the drawn outline of the child - colours those parts of the body where anger lives (for example, I colour my eyes because when a person is angry, he looks angry, he grows; Children available write comments next to coloured parts of the body. It is possible that children will show different ways of expressing anger (girls will be angry in one way, boys in another). Let's take note of that as well.</p> <p>A variety of arrows can be drawn in the picture, for example, outside (when angry - crying, etc.) and inside a person (when angry - do not speak). Children need to understand that anger can be expressed in a variety of ways.</p> <p><b>3. How can you get angry?</b></p> <p>Divide a large sheet of paper into two parts. Ask the children how people show their anger and write it in red on one side of the sheet. You can ask children how</p>



such behaviour is called, if you don't know, say it's aggression. Ask later how you can be angry and not hurt others. How to overcome that anger. Write the thoughts expressed by the children in green on the other side of the page (for example, you can run, sing, draw; tell someone about what makes you angry, etc.). At the end of the lesson, suggest that each child draw what they think is the best way to overcome anger. Hang the drawings in class.

4. "Anger, aggression or violence?"

Distribute the "Anger, Aggression, or Violence?" Sheets to students and ask them to complete them individually. Suggest grouping, discussing and comparing answers. Each group must formulate concepts of anger, aggression and violence. After the group has presented its formulated concepts, all or only selected definitions can be written in a visible place.

5. Give a name of the drawn silhouette and start create a bullying story based on these questions.

6. Discussions on the solutions students find so that the bullying to be avoided or prevented.

**Sources /  
further reading /  
resources**

<http://www.anger-aggression-violence.com/>

<https://online-testing.com/AssessmentSummary?tid=AAVA>

<http://www.bds-info.com/aava/aava-description.php>

<https://theconversation.com/anger-aggression-and-violence-it-matters-that-we-know-the-difference-82918>