



# BULLYING PREVENTION PROGRAM

FOR MIDDLE SCHOOL TRANSITION



- ↔ COUNTERACTING EXCLUSION
- ↔ CREATING SUPPORTIVE CLASS ATMOSPHERE
- ↔ ESTABLISHING CLASS RULES
- ↔ MANAGING GROUP DYNAMICS



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The ABBL program, introduces an intervention designed to integrate groups of adolescents during transition to middle school. The aim of this program, based on **Participant Role Approach**<sup>1</sup>, is to reduce negative behaviors by influencing context and targeting the newly forming peer group in order to prevent bullying. Activities are designed to help teachers to manage new group dynamics from the outset, creating supportive class atmospheres which counteract negative in-group behavior such as exclusion of individuals from the dominant peer group, scapegoating, bullying or fighting groups. Activities enable students to get to know each other well, and to establish class rules and procedures to follow in case of difficulties, such as consequences of unsocial behavior. They also help students and teachers to institute safe procedures and confidential contacts if the need arises.

The program includes eleven comprehensive and easily applicable lesson scenarios based on research results and designed in close cooperation with middle school students, teachers, educators, psychologists and researchers. It is therefore designed to prevent bullying in a way that is acceptable for students and convenient for teachers. The program could be useful for home class teachers, tutors and educators working in different types of student care structures.

It is important to start the program at the beginning of a new school year so that activities harmonize with natural group processes, as it is much easier to shape intergroup relationships in the class rather than reverse a hierarchy process. Such well-timed intervention could help all students benefit from the opportunities provided by this important transition; by mitigating anxiety and fear connected with entering a new, unfamiliar peer group; slowing down the process of exclusion and giving students time and tools for creating supportive environments in their group.

The intervention program is divided into three major sections: mutual acquaintance, integration/team building and empathetic perception of excluded individuals. Each part has a short introduction to explain techniques, methods, theories and aims. Students work together in groups of two or more. Methods of assimilation, as well as the individual pursuit of knowledge, didactic games, role plays and discussions have, among others, been implemented as part of the program. Detailed targets, both general and operational, have been devised for each scenario and every lesson has been divided into the following elements: introductory, central and final. A few lessons contain a 'food for thought' homework assignment which consists of personal questions about: respect for others, friendship, interpersonal relations, and good and bad memories from elementary school. This task was suggested by students as a way to reflect on difficult, personal, issues without sharing them with other students, which might be uncomfortable and risky for adolescents.

1 Salmivalli, C (2014). Participants Roles in Bullying: How can peer bystanders be utilized in interventions? *Theory Into Practice*, 54(4)

### **Part one – mutual acquaintance**

The aim of these lesson scenarios is to facilitate the getting-to-know-you process for students. Students can learn more about their new friends, spot similarities and the potential benefits of cooperation. It is important that teachers make sure that all students have a chance to talk to each other. Research<sup>2</sup> shows that team network and friendships among students can act as a protective shield against bullying and victimization. Some students are slower and shy when it comes to making new friends so they need help in the form of interactive activities.

### **Part two – integration / team building**

These lesson scenarios help to identify the advantages of a good, supportive peer group. Several activities concentrate on unwanted behaviors and their consequences for cooperation and students' wellbeing, emphasizing empowering aspects of supportive teamwork and allowing students to establish rules and procedures.

### **Part three – empathic perception of excluded individuals**

Our research<sup>3</sup> found that both bullies and passive bystanders often interpret bullying as 'just a joke', trivializing its consequences. Scenarios in this part aim to evoke an empathic attitude in students by showing them the link between exclusionary and aggressive attitudes and the feelings of a victimized individual.

### **Summary:**

- ↻ start in the first week of the new school year,
- ↻ try and complete all the activities in the suggested sequence,
- ↻ make sure all students have a chance to work together; change sitting arrangements as often as possible,
- ↻ let your students establish norms and rules of behavior; only then will they follow them,
- ↻ promise that a 'food for thought' homework assignment will not be discussed in class, unless students wish to do so,
- ↻ encourage cooperation rather than competition,
- ↻ clarify how students can safely and confidentially contact you, to reassure that they can count on you,
- ↻ emphasize that every student is responsible for the class climate/atmosphere, and that a supportive class provides a comfortable school life.

Key to the following symbols:



- Sheets of paper are needed



- Requires preparation

<sup>2</sup>Kendrick, K., Jutengren, G., & Stattin, H. (2012). The protective role of supportive friends against bullying perpetration and victimization. *Journal of Adolescence*, 35(4), 1069-1080.

<sup>3</sup>Wójcik, M., & Kozak, B. (2015). Bullying and exclusion from dominant peer group in Polish middle schools. *Polish Psychological Bulletin*, 46(1), 2-14.

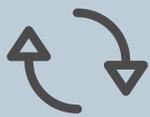
## Part one – mutual acquaintance

Our research<sup>4</sup> found that students see the process of joining a new peer group in middle school as difficult and stressful. Their greatest fear is being left out in class and not being accepted by the dominant peer group. This apprehensive attitude is not dependent on previous experience from elementary school (negative or positive). Our researchers found that many young people are hopeful of their new school, as collective renegotiations of peer relations provide them with the opportunity for more rewarding relationships. Students are willing to participate in class activities and ready to interact with unfamiliar peers. Activities based on Cross Categorization Theory<sup>5</sup> allow students to spot similarities and appreciate differences between each other as well as value the benefits arising from mutual undertakings.

<sup>4</sup>Wójcik, M., & Kozak, B. (2015). Bullying and exclusion from dominant peer group in Polish middle schools. *Polish Psychological Bulletin*, 46(1), 2-14

<sup>5</sup>Crisp, R. J., & Hewstone, M. (2000). Crossed categorization and intergroup bias: The moderating roles of intergroup and affective context. *Journal of Experimental Social Psychology*, 36(4), 357-383.





# SCENARIO 1



topic: **Meeting new friends.**



duration: 30-40 minutes



forms of work:



group



individual



didactic means: \_\_\_\_\_

## Aims:

### General

#### Student:

- ↔ meets new friends from his or her new class.

### Operational

#### Student:

- ↔ acquires information about the names and interests of classmates,
- ↔ gains additional information about his or her classmates (for example: types of music they like),
- ↔ is able to talk about the interests of classmates in front of other members of the class,
- ↔ feels a need to get to know the students from the new class better.

### Methods:

- ↔ methods of assimilating knowledge (discussion),
- ↔ methods of individual pursuit of knowledge (didactic game),
- ↔ practical methods.

## COURSE OF ACTIVITIES



### I Introductory link

1. The teacher tells the students how important it is to become familiar with the names and interests of classmates. Then, the teacher raises the following questions:

- ↔ *How do you feel when somebody forgets your name?* (possible answers: *I feel bad, I definitely prefer being referred to by my first name rather than by my surname.*)
- ↔ *What do teachers do when they're faced with a whole new class of students whose names they don't know?* (possible answer: *they ask students to put their names on pieces of paper and use them as nameplates.*)

The teacher points out that since we, ourselves, don't like being referred to by surname, then others must surely not like it either. The class atmosphere will improve if all students know each other by name and use them when referring to each other.



## II Central link

2. The teacher invites the students to sit in a circle. When the students are seated, the teacher asks them to introduce themselves. One by one, the students then repeat their classmates' names and introduce themselves to the others. The last students have the most difficult task of remembering and repeating the names of all their classmates.
3. In the next round, the students are asked to give their names and add one piece of information about themselves; e.g. Peter. I'm in the volleyball club. Other students try to repeat as much information as they can remember.
4. The teacher divides the students into pairs (if there is an odd number of students, the teacher may create one group of three), and asks the students to talk about their favorite music. Each student then tells the other groups about the music his or her pair listens to; for example: *Martin loves listening to rock music. He went to a concert the other day ... and said it was great. He sometimes listens to film music because his sister studies music.*

In later rounds of the activity, students swap groups and talk about:

- ↔ *the most interesting trip they've been on;*
- ↔ *lessons they dislike;*
- ↔ *favourite meals;*
- ↔ *an interesting film they've recently seen;*
- ↔ *a funny memory from primary school.*

In each round, the students are asked to report on what the other student had said.

In this exercise it's very important to create as many different pairs as possible (so that students speak about different students in all rounds).



## III Final link

5. The teacher asks questions to encourage students to reflect.
  - ↔ *Has today's class helped us to get to know each other better? (possible answer: definitely yes).*
  - ↔ *What influenced this? (possible answer: the fact that we know something more about our classmates, their interests, not just their names).*
6. Finally, the teacher thanks all students for participating in the activity.

# SCENARIO 2



TOPIC: topic: **Guess who...? Talking about our interests.**

duration: 15- 20 minutes

forms of work:   didactic means:  cards, box.

## General

### Student:

↕ gets to know new classmates.

## Operational

### Student:

- ↕ learns about both strengths and weaknesses, interests, talents, as well as passion of other classmates,
- ↕ is able to match a short description of interests to the name of a specific classmate,
- ↕ is able to notice that the class is made up of people with different interests,
- ↕ feels the need to get to know classmates better.

## Methods:

- ↕ methods of knowledge assimilation (discussion),
- ↕ methods of own pursuit of knowledge (didactic game),
- ↕ practical methods.

## COURSE OF ACTIVITIES



### I Introductory link

1. The teacher asks the students the following questions:

- ↕ *What does 'getting to know somebody' mean? (anticipated answer: it means that I know a lot of things about him or her, and I can see and observe him/her in different situations)*
- ↕ *How can we learn something new about somebody? (anticipated answer: by being with them, talking to them)*

The teacher highlights the role/importance of talking to people.



## II Central link

2. The teacher hands round sheets of paper and asks the students to complete the following sentences:

- ↕↔ *I like ...*
- ↕↔ *don't like ...*
- ↕↔ *I am really good at ...*
- ↕↔ *I have ... / I am ...*
- ↕↔ *I would like ... .*

Having completed the task, the students put the sheets into a box.

3. Next, each student draws a sheet out of the box. (If the sheet belongs to that particular student, he or she must replace it and take another one.) When the teacher asks, they read the information from the sheet of paper and try to guess who the author is. If they guess successfully whose sheet it is, they return it to the author. If the student guesses incorrectly, the sheet goes back into the box and the student tries to justify their choice, explaining why the information on the sheet might match the person they'd chosen.

4. The teacher raises the following question:

↕↔ *How could we have guessed whose card it was? (anticipated answer: **since we already know a bit about each other, we're familiar with some of each other's skills and interests**).*

5. Additional exercises (if there's time).

The teacher marks a line down the middle of the room. Then, he/she gives the students two options to choose from, indicating with his/her hand which side of the room represents which option, and asks them to walk to that part of the class. For example: those who prefer the sea to the mountains, those who prefer pancakes to pizza, apples to pears, black-white over red, etc. Students are asked to make quick decisions about which side they want to go to. At the end of the exercise, the teacher can ask students whether they remember which classmates joined them in the 'pancake' or in the 'mountain' group.



## III Final link

6. The teacher summarizes the activities by saying that class members have different interests, passions and preferences. However, there are also numerous similarities and that diversity is an advantage, not a problem. Common interests and passions can bring students in a given class closer together.

Homework: 'Food for thought': Do you respect the fact that others are different?

# SCENARIO 3

TOPIC: topic: **Group activities – getting to know each other better. Integration.**

duration: 20 minutes

forms of work:   didactic means: \_\_\_\_\_

## General

### Student:

 learns more about other classmates.

## Operational

### Student:

-  creates a short story together with classmates,
-  works in a group,
-  learns to be respectful of the comments and suggestions of others,
-  learns more about classmates.

## Methods:

 practical games (games and stimulating activities).

## COURSE OF ACTIVITIES



### I Introductory link

1. The teacher informs the students that the best way to get to know other classmates is to make decisions together.

He/she then suggests that the students play a game.



## II Central link

2. The teacher starts the game by saying the following: „*We're planning a school trip...*“, then each participant, in turn, adds his/her idea after repeating the whole phrase from the beginning (so the last student needs to repeat the entire story). Students can create their own stories in which they all get the chance to add their own part.

An example: *We're planning a school trip / which will take place in June / we will go to the mountains / organize a camp fire / and take part in sports competitions / in volleyball / basketball / we will go hiking / organize a disco etc.*

Other suggestions to start with:

*I want our school to ...*

*We have decided to organise a carnival party for all the classes in the school ...*

*We are organising a school festival.*



## III Final link

3. The teacher sums up the activity by explaining that the more the class completes the stories as a team, and everyone is involved, the better outcomes and the better the stories are.

4. The teacher thanks the class for the time they've spent together working on the activities.



# SCENARIO 4



TOPIC:	topic:	It doesn't matter where you are. What matters is who you're with.		
	duration:	20 minutes		
	forms of work:	group	individual	didactic means: cards with topics written on them

## Aims:

### General

#### Student:

integrates with the classmates.

### Operational

#### Student:

- learns about behaviors of his/her friends in various situations,
- works as part of a group,
- is able to appreciate the results of work done by his/her classmates,
- is able to present him/herself to the whole class.

### Methods:

- methods of knowledge assimilation (discussion),
- practical methods (role play),

## COURSE OF ACTIVITIES



### I Introductory link

1. The teacher asks the students the following questions:

- In what kind of situations are you with other people?* (anticipated answer: *at a shop, school or at the bus stop*).
- Do other people, including strangers, accompany us in our lives?* (anticipated response: *we often meet other people – when travelling or shopping*).

*Let's try to role-play a few situations like this.*



## II Central link

2. The teacher divides the class into four or five groups. Each group draws a piece of paper with a topic already written on it. This topic serves as inspiration for a short role-play. Students should role-play:

- ↕ a group of fans at a football match,
- ↕ people in an lift,
- ↕ people on a (crowded) bus,
- ↕ people at a cinema,
- ↕ people at the beach,
- ↕ people berry-picking in a forest,
- ↕ patients in line waiting to see the doctor,
- ↕ a break between lessons at school,
- ↕ people at a fast-food restaurant,
- ↕ people at a concert,
- ↕ students waiting in the corridor before a difficult test.

3. The groups present their role-plays while the remaining students try to guess the situation presented.



## II Final link

4. The teacher summarizes the role-play lesson, focusing on the fact that the most important thing was the students' ability to work together and cooperate in creating.

## Part two – integration and team building

Observational studies confirm that, in most bullying situations, peers are present and have a crucial role in maintaining, preventing or stopping bullying. Lessons and activities, based on Common Group Identity Theory<sup>6</sup>, emphasize the important role of social context, supportive class atmosphere and cooperative norms. Students can individually analyze actions, situations and behaviors that they would rather avoid in their new middle school class. They consider what they would like to take across from their previous class/school and how to achieve this. The closing lessons of this part consist of predicting unwanted situations, thinking about potential obstacles that may affect building a harmonious and integrated class team, as well as creating action and reaction 'procedures' which may encourage students to take a collective stand against bullying. At this stage, the home class teacher should emphasize his or her supportive role, encouraging students to take action if they witness anti-social behavior and determining the form of individual contact with the students, especially in situations where problems may arise.

<sup>6</sup>Gaertner, S. L., Dovidio, J. F., Anastasio, P. A., Bachman, B. A., & Rust, M. C. (1993). The common ingroup identity model: Recategorization and the reduction of intergroup bias. *European review of social psychology*, 4(1), 1-26.



# SCENARIO 5



**TOPIC:** topic: **What builds interpersonal bonds? Let's establish the class laws and rules of behavior.**

**duration:** 20 minutes

**forms of work:**   **didactic means:** blank sheets of paper

## Aims:

### General

#### Student:

↔ becomes familiar with the principles of working in a class that gets on well.

### Operational

#### Student:

↔ lists factors that influence the way students feel among their peers,  
↔ is able to see the need for building positive relations with classmates,  
↔ feels co-responsible for the class-atmosphere.

### Metody:

↔ method of knowledge assimilation (discussion, talk),  
↔ methods of individual pursuit of knowledge.

## COURSE OF ACTIVITIES



### I Introductory link

1. The teacher introduces the topic by telling students what interpersonal relationships are (relationships between people, both negative and positive). The teacher then highlights the fact that these relationships are responsible for creating a unique atmosphere within class.



## II Central link

2. The teacher divides the class into teams of four and distributes sheets of paper. It is important that students don't work in the same teams as in previous classes. Groups are asked to write the following on one side of the sheet of paper: *what makes you feel bad in class? What can destroy interpersonal relationships?* On the other side of the page they need to write: *what makes students feel good in class? What builds interpersonal bonds?*

3. Group representatives are then asked to present the results of the group's work to the rest of the class while the teacher writes the students' most important observations on the board in the form of a table.

We feel good in class if/when:	We do not feel good in class if/when:

4. The teacher encourages the whole class to take part in a discussion which aims to indicate the ways, behaviors and schemes that will help to build positive relations within class.



## III Final link

5. In conclusion, the teacher stresses the fact that a positive atmosphere in class rests mainly with the students. He/she emphasizes that the majority of students do not approve of bullying and aggression. It should be easier for them to act together and oppose bullying when they are together.

Homework: 'Food for thought': Does your behavior contribute to the positive atmosphere in class? Is there anything you would like to change in your behavior?



# SCENARIO 6

TOPIC: topic: **Building positive relationships in our class.**

duration: 30 minutes

forms of work:  group  individual  didactic means: \_\_\_\_\_

## Aims:

### General

#### Student:

 considers the consequences of interpersonal behaviors.

### Operacyjne

#### Uczeń/ uczennica:

 analyses behaviors,  
 analyses consequences.

### Metody:

 methods of knowledge assimilation (discussion),  
 methods of own pursuit of knowledge (didactic game).

## COURSE OF ACTIVITIES



### I Introductory link

1. The teacher asks the following question:

 *Who were you before you went to middle school? (anticipated response: **students**)*

 *So, you could say that you're all experienced in the field. I'd like us all to use these experiences in today's activities.*



## II Central link

2. In the first part of the exercise, students work individually. The teachers asks students to write down what they liked about their primary school class and what they would like to transfer to junior high-school (*e.g. we often got together / we played sports together*) on sheets of paper. Then, they need to consider what they did **NOT** like and what they would like to avoid in junior high-school and then write these points down.

3. In the next stage, students work together in groups of four or five (different groups than in the previous lesson). They analyze their reflections to choose three behaviors (actions) which they would like to bring to their current class and three which they would rather leave behind, and put them in a column. They then consider and write down the ways in which all the suggestions could be realized. (These should be examples of specific behaviors and actions).

An example:

We would like:

- *to have a positive atmosphere in class so we should avoid teasing one another. We should avoid saying "..."*
- *to help each other with studying – ask for help / not refuse help / let others catch up by copying our notes.*

We would not like:

- *groups and cliques that are competing and fighting, so we should – talk to each other as often as possible*
- *bullying: if anyone notices a problem like this then he/she should take action and say e.g. "stop teasing ...".*



## III Final link

4. Students are asked to create a list of all positive actions and put it in a visible place in the room.

Homework: "Food for thought": Which of your behaviors would you like to bring to junior high-school and which would you rather leave behind?

# SCENARIO 7

TOPIC: topic: **It's not always perfect... Let's talk about our problems.**

duration: 20 minutes

forms of work:  group  individual  didactic means: \_\_\_\_\_

## Aims:

### General

#### Student:

↕ knows how he/she should behave in difficult situations (e.g. when he/she witnesses bullying or victimization).

### Operational

#### Student:

↕ indicates difficult situations (problems) which may be related to the whole class,  
↕ indicates possible solutions to the problems,  
↕ feels co-responsible for the relations and atmosphere within class,  
↕ notices that the home-room teacher supports the class.

### Metody:

↕ methods of knowledge assimilation (discussion),  
↕ practical methods (group work, methods based on situations).

## COURSE OF ACTIVITIES

### I Introductory link

1. The teacher divides the class into pairs and asks the students to answer the following questions: *What can go wrong in class?* Students are then asked to write down potential problems on a sheet of paper. Next, they sit down in groups of four to compare responses and try to find solutions to all the problems on their respective lists.



## II Central link

2. A representative of each group puts forward the problems and the solutions to the whole class. Students, with the teacher's help, decide which of the suggested solutions might be applied in class. At this stage, the teacher should stress that all students are collectively responsible for a positive atmosphere within a class and that they can influence the way they feel about being together.

3. The teacher suggests that everybody tries to create a procedure or list of steps regarding how students could inform him/her about problems or difficulties that they notice in class. Then they decide together which procedure to choose.



## III Final link

4. Finally, the teacher assures the students that he/she supports them and will always be of assistance. He/she could also highlight the fact that problems are best solved together with the teacher or with the whole class.

Homework: 'Food for thought': What would you do if you witnessed a student bullying or frightening another student and, for example, trying to extort money from them?



## Part three – empathetic perception of excluded individuals

Many researchers agree that peer group characteristics, such as shared moral values and moral climate, may partially explain peer aggression. Moral disengagement strategies<sup>7</sup> are used by bullies and bystanders as protection from the negative feelings of shame and guilt that would otherwise follow the act of bullying, such as supporting the bully or not defending the victim. The activities in this section, based on cognitive and affective empathy techniques, try to combat those mechanisms especially minimizing one's agency role in the caused harm and disregarding or distorting the consequences of one's actions. These exercises enable students to reflect on the consequences of their own behaviors and to consider the feelings of the excluded individual. They also make students realize that the majority of them do not approve of bullying, which may facilitate taking action when the bullying occurs.

<sup>7</sup> Gini, G., Pozzoli, T., & Hymel, S. (2014). Moral disengagement among children and youth: A meta-analytic review of links to aggressive behavior. *Aggressive behavior*, 40(1), 56-68..



# SCENARIO 8



TOPIC:	topic:	<b>From dislike to discrimination</b>		
	duration:	25 minutes		
	forms of work:	group	individual	didactic means: copies of stories (a, b, c, d) and questions (one per group).

## Aims:

### General

#### Student:

- ↔ can empathize with students who have been excluded,
- ↔ becomes familiar with positive social-attitudes.

### Operational

#### Student:

- ↔ notices the issue of social exclusion,
- ↔ is able to indicate the benefits of adopting an empathic attitude toward other people,
- ↔ is able to indicate examples of discrimination and knows how to react to them in an appropriate way,
- ↔ is able to show empathy towards excluded people.

### Metody:

- ↔ methods of knowledge assimilation (discussion, talks),
- ↔ methods of individual pursuit of knowledge (text analysis, problem-based method, case studies).

## COURSE OF ACTIVITIES

### I Introductory link

1. The teacher writes the following words on the board: disgust, repulsion, contempt, disapproval, hostility, prejudice, antipathy, and then asks the students the following questions:

- ↔ *What do you associate these words with? What comes to mind when you see these words?* (anticipated response: *I associate them with disregard for somebody, with the fact that we don't like a particular person*).

The teacher says:

- ↔ *In today's class we'll consider people who are not liked by others, and then we'll think about why that could be.*



## II Central link

2. Participants work together in groups of four or five and each group receives a short description of different people. They illustrate the 'relations' between peers marked by discriminatory messages. Descriptions of four situations and student behaviors: a) students who looks different, b) student of different origin, c) student who is quiet and shy, d) student who is not involved in class affairs and activities. Students work in groups and are asked to finish the sentences connected with the aforementioned students by providing as many possible feelings, behaviors and causes as possible.

### Situation A

*„There is girl in our class, Pati, who looks a bit 'different' and wears weird clothes. She doesn't always bring her books or pen. Nobody wants to share a desk with her. Sometimes we laugh at her, especially the girls.”*

### Please finish the sentences:

Pati feels ..... at school.  
The behavior and attitude of other people towards Pati, that she doesn't like, are: .....  
Pati might be behaving like this because ....  
Pati might look like this because ....  
Pati will feel better with us if ....  
Pati could be included in our class activities and affairs by .... .

### Situation B

*“This year, there's a boy in our class from Georgia – Aleko. Our teacher said he had to leave his country because of a war. His skin is darker and his hair is very dark. He speaks a bit differently but we can understand him. He's a bit strange and isn't friends with us. If he misses school, he doesn't ask if he could copy our lesson notes and then he gets into trouble. If he stares at us in a weird way we do the same and sometimes we say bad things to him”.*

### Please finish the sentences:

Aleko feels ..... at our school  
The behavior and attitude of others toward Aleko, that he does not like are .....:.....  
Aleko might be behaving in this way because ....  
Aleko would feel better with us if ....  
Aleko could be introduced into the activities and affairs of the class by .... .

### Situation C

*„In October a new boy joined our class. From the start he sat alone and didn't speak to anyone. During breaks at school he's alone and doesn't have any friends. Apparently he lives close to the school but he never goes out. He doesn't even have a Facebook account!”*

### Please finish the sentences:

The boy feels .....at school  
The behavior and attitude of others toward the boy that he does not like are .....  
He might be behaving in this way because ....  
He would feel better with us if ....  
He could be introduced into class activities and affairs by ..... .

### Situation D

*“In our class there's a girl who doesn't seem to care about school or anything to do with school. It's as if she doesn't care about anything. She isn't involved in anything that happens in class, she doesn't participate in class celebrations or events. She often fails to do homework and is unprepared for classes. If we say anything about it, she gets angry and is horrible to us.”*

### Please finish the sentences:

The girl feels ..... at school  
The behaviors and attitudes of others toward the girl, that she does not like are .....  
She might be behaving like this because ....  
She would feel better with us if ....  
She might be introduced into class activities and affairs by .... .

3. Representatives of each group read out the situations in front of the whole class together with the completed sentences.



## III Final link

4. The teacher suggests a discussion about the need to consider the situation of other students and possible causes for their behavior.

Homework: 'Food for thought': How would you behave toward these students? What would you do to help them become part of the class?

# SCENARIO 9



TOPIC: topic: **What does it mean: "to be excluded"?**

duration: 20 minutes

forms of work:  group  individual  didactic means: sheets of paper

## Aims:

### General

#### Student:

 is aware of what exclusion means.

### Operational

#### Student:

-  creates a definition of the word exclusion,
-  is able to refer this notion with regard to the situation in school,
-  is able to indicate the causes and results of peer group exclusion,
-  indicates ways of providing help to excluded students.

### Metody:

-  methods of knowledge assimilation (discussion),
-  methods of individual pursuit of knowledge (creating definitions),
-  practical methods (situation-based methods).

## COURSE OF ACTIVITIES

### I Introductory link

1. The teacher writes the word **exclusion** in the center of the board.

2. Next, the teacher asks all students to write down one association that he/she has with this word on a sheet of paper and then stick it onto the board. On the basis of these associations, the teacher and students create a definition for the word 'exclusion' and then make it more specific by adding, for example, *exclusion of a student from class, or a peer group, can mean the same as ...?* Students are then asked to provide an answer for this question (suggested answers: *students ignore one of them, they don't invite him to birthday parties, lack of acceptance, alienation*).



## II Central link

3. The teacher divides the class into three teams. Each team is given a sheet of paper. The task consists of the following steps:

- ↻ group 1 describes the possible **causes of exclusion**,
- ↻ group 2 describes possible **consequences of the exclusion**,
- ↻ group 3 describes possible **actions that could help excluded students**.

4. All groups read out their answers. The teacher can supplement the answers and make them more precise.



## III Final link

5. Finally, the teacher prepares a summary of the students' work. He/she should focus on the reasons for exclusion by highlighting the results of an exclusion in relation to individuals and by accentuating actions that might be helpful to students who feel that they've been excluded.

Homework: 'Food for thought': Do you know anyone who has been excluded from class? If so, is there anything you can do about this? Can you start right away?



# SCENARIO 10



TOPIC:	topic:	<b>I can also influence feelings of other people! An empathic attitude.</b>		
	duration:	20 minutes		
	forms of work:	group	individual	didactic means: blank sheets of paper.

## Aims:

### General

#### Student:

↕↔ empathically perceives the feelings of other people.

### Operational

#### Student:

- ↕↔ indicates behaviors that can hurt others,
- ↕↔ defines the feelings and emotions of others,
- ↕↔ indicates the way help can be provided to people who have been hurt,
- ↕↔ indicates behaviors that may bring joy to others,
- ↕↔ notices that his/her attitude has an influence on the emotions and feelings of other people.

### Metody:

- ↕↔ methods of knowledge assimilation (talk),
- ↕↔ methods of individual pursuit of knowledge,
- ↕↔ practical methods (situation-based methods).

## COURSE OF ACTIVITIES

### I Introductory link

1. The teacher draws the following emoticons on the board:

- :)) – (happiness),
- :(( – (sadness),
- :D – (joy)
- >:( – (anger),

The teacher then asks the students to clarify what they think the meaning of these signs is. Students clarify the meanings and notice that the symbols refer to feelings.



## II Central link

2. The teacher asks the students to write down on sheets of paper behaviors that might make others feel sad and that take place at school and after school (on the Internet). The students then volunteer examples and the teacher writes them on the board e.g. calling names, ignoring.
3. The teacher asks the students how they think the victim of such actions may feel. If the students wish, they can share their answers in front of the whole class. The teacher writes the following phrase on the board: 'behavior-feelings' together with examples provided by students e.g. 'ignoring, sadness, name-calling, irritation'.
4. Students are asked to consider what witnesses to such situations should do.
5. Then they are asked to write on a sheet of paper behaviors that might make other students feel better. Next, students volunteer examples while the teacher writes them on the board. Students consider the feelings that might evoke positive behaviors.



## III Final link

6. The teacher stresses the fact that all forms of behavior towards others have specific consequences. It is very easy to make somebody feel sad, even if we're not aware of it. Positive forms of behavior, on the other hand, create a positive atmosphere in a class and build positive relationships between people.

Homework 'Food for thought': Have you ever been a victim of nasty behavior? If so, how did you feel at the time? Have you ever behaved in such a way towards someone else? How do you think that person felt as a result of such behavior?

# SCENARIO 11



topic: **Don't judge a book by its cover. Dangers resulting from stereotypes.**



duration: 30 minutes



forms of work:



group



individual



didactic means:

blank sheets of paper.

## Aims:

### General

#### Student:

↕ notices the dangers resulting from stereotypes.

### Operational

#### Student:

- ↕ is able to characterize the appearance, behavior and character of someone who is excluded because he/she is different,
- ↕ is able to see the value of being different,
- ↕ is able to see other people's good points,
- ↕ knows how a rejected person can feel.

### Metody:

- ↕ method of knowledge assimilation (discussion),
- ↕ methods of individual pursuit of knowledge (group work, creating a profile of the 'other' person),
- ↕ practical methods.

## COURSE OF ACTIVITIES



### I Introductory link

1. The teacher asks the following question

↕ *What does it mean to be different?* (suggested answers: *strange, unwanted, weird etc.*):

The teacher writes the word DIFFERENT in the center of the board and adds associations that students have with the word. The teacher explains that these words are often used by students to refer to individuals who have been excluded from class.



## II Central link

2. Students are asked to work together in groups of four. The teacher distributes sheets of paper (four per group). The teacher then informs them that they will work on the description of a person.
3. The teacher asks them to draw a figure of a person who may be called '*different/strange*'. On another sheet of paper, the students are asked to list what this person looks like that makes them different. On a third piece of paper, they list characteristics and examples of 'different' behavior. On the last sheet of paper, students list behaviors that other students might see as being 'different'.
4. The teacher begins the discussion by asking the students to prepare a presentation of those who are 'different'. The teacher then asks: *Can a 'different' person be interesting, original or have any fascinating interests? Can any student be in one way or another 'different'? What should we take into account when judging classmates?*
5. When the discussion has ended, the teacher focuses on the most important aspects of peer relations including the need to reflect upon how people judge others.



## III Final link

6. The conclusion consists of an exercise to develop imagination. The teacher asks students to imagine that one day and for some reason he/she is considered '*the different/strange one*' in class. The remaining students look at him/her in a strange way, they mutter something under their breath, and ignore him/her. Nobody wants to sit next to him/her. How would he/she feel in this situation? What would he/she want to say to the class?

Homework: 'Food for thought': Have you ever labelled anyone as being 'different'? If so, why? Are you absolutely sure you know this person well enough to judge them?





