



Co-funded by
the European Union



Fundacja
edumocni



The program of workshops for grade 4-8 students

Erasmus+ project „I am OK, you are OK”

Project goal: raising awareness of bullying and cyberbullying prevention processes among primary school employees. and educators outside of school

Website: <https://weareok.pl/>

Materials were developed by:

Fundacja Edumocni, Polska <https://edumocni.pl/>

Justyna Kołodziej – Kozub

<https://www.facebook.com/profile.php?id=100059272547940>

Bluebook srl, Włochy <https://www.bluebook.it/>

Monica Pomero, Letizia Zucchelli

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Attribution 4.0 International (CC BY 4.0)

Content:

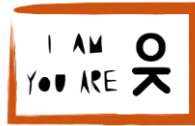
The program of workshops for grade 4-8 students as part of "I am OK, You are OK" project	4
WORKSHOP AGENDA	7
SELFAWARENESS / GETTING TO KNOW ONESELF	9
TEMPERAMENT	9
Temperament - exercise.....	9
Temperament - mini lectures.....	10
STRENGTHS.....	10
Strenghts - brainstorming.....	10
Strenghts - Individual work.....	11
Strenghts - Moderated discussion.....	11
Strenghts – Puzzles.....	11
SELF-EVALUATION	12
Self-evaluation - Group exercise	12
TYPES OF SELF-ASSESSMENT	13
Types of self-assessment – Mini lecture	13
Types of self-assessment - Exercise in pairs.....	14
Negative beliefs about yourself - Individual work.....	15
NON-VIOLENT COMMUNICATIONS (NVC).....	16
NVC - Mini-lecture	16
NVC - Group work.....	18
EMOTIONS.....	19
The function of emotions - Mini lecture	20
EMPATHY	21
Empathy - Mini lecture	21
BULLYING.....	22
Bullying - Mini lecture-introduction	22
Bullying – Brainstorming	22
FORMS AND KINDS OF VIOLENCE	23
ASSERTIVENESS	24
Assertiveness - Brainstorming.....	24
Assertiveness - Pairwork	25
How to refuse? The other element of assertiveness – Exercise	26
(the teacher asks a question and asks in the class forum who has an idea for a refusal)	26

How to help yourself when experiencing bullying? - Mini-lecture	26
How to react to violence? Group work, role play	27
EXERCISE No. 1 "WE REACT IN VIOLENCE SITUATIONS"	27
EXERCISE No 2. "WE PRACTICE HELPING A PERSON WHO BECAME VICTIM OF VIOLENCE"	28
Fogging technique	29
EXERCISE no.3 "CAUSES OF AGGRESSIVE BEHAVIOR" - work in mini-groups	29
CYBERVIOLENCE	30
Cyberviolence – exercise with film	30
Forms of Cyber bullying – Exercise	31
What to do in case of cyberbullying? - Moderated discussion	31
The role of witnesses of violence - Mini lecture, moderated discussion	32
EFFECTS OF BULLYING	33
Exercise with a sheet of paper	33
THE CLASS CONTRACT OF RULES AGAINST VIOLENCE	35
Teamwork – Exercises	36

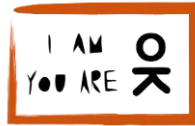
The program of workshops for grade 4-8 students as part of "I am OK, You are OK" project

Duration: 6h

The main AIM of the workshops	<p>To familiarize the participants of the workshop with the phenomenon of bullying and its consequences for all members of the class. Supporting young people in building self-esteem, strengthening verbal and non-verbal communication skills, developing empathy as a skill that effectively eliminates the use of bullying towards others, setting limits. The workshop will allow you to build a positive image of yourself through self-knowledge, identification of strengths and acceptance of the difference and uniqueness of each person. Program participants will strengthen their assertive attitude, learn to communicate their needs in NVC (Non-Violent Communication) language, to feel authentic and safe in relationships with others, to make informed choices, to find and react in situations of experiencing violence and witnessing violence against others. They will broaden their competences regarding the development of positive self-esteem and building relationships with others based on respect and acceptance of the diversity of each individual.</p>
--------------------------------------	---



Detailed objectives	<p>Acquisition of following skills:</p> <ul style="list-style-type: none">- recognizing and managing your own emotions- constructive communication with elements of assertiveness, empathic reactions in relations with others- formulating messages consistent with the Nonviolent Agreement (NVC)- building relationships based on respect, kindness and tolerance (acceptance of difference)- expanding awareness in the area of one's own potential- communicating and defending one's own needs and boundaries <p>In addition, participants will broaden their awareness of the destructive phenomenon of bullying and cyber bullying, taking into account its long-term consequences, which will allow students to learn about the causes, symptoms and effects of such violence against others - learn about the huge role of witnesses of the phenomenon and the possibility of reacting to violent behavior in preventing this destructive phenomenon</p>
----------------------------	---



	<p>- they will become more sensitive to the perspective of people experiencing violence</p> <p>The workshop will involve activities involving students in the process of jointly constructing a "class contract", which will include a list of acceptable / unacceptable behavior in the class environment and selection of 2 empathy ambassadors</p>
Methods	<p>Scenes that activate participants, role-playing, brainstorming, case analysis, mini-lecture, moderated discussions, mini-group work, individual work, coaching questions, imaginative techniques, psychoeducation, projection of films from internet</p>
Materials	<p>Paper, felt-tip pens, flipchart, pens, Powerpoint presentation, laptop,</p>
Results of the workshops	<p>Class contract</p> <p>Strengthening competences in the field of nonviolent peer communication,</p> <p>The ability to be assertive in relations with others</p>

	<p>Acquisition of competences in the field of recognizing one's own emotions and managing one's own emotions</p> <p>Ability to classify types and types of peer violence</p> <p>Strengthening empathy as a skill that effectively reduces bullying</p>
--	--

WORKSHOP AGENDA

1. Introduction of the trainer. Greeting the class

- education
- work experience
- interests

2. What are we going to work on during the workshop?

The lecturer briefly tells about the objectives of the workshop

The I am OK, You are OK project aims to raise awareness of teachers and parents regarding the destructive phenomenon of bullying - violence that we experience at school from peers, its symptoms, ways of reacting to it, its effects in adulthood and now. The research shows that at school, students encounter various forms of violence (physical and mental), crossing their boundaries, e.g. malicious commenting, critical evaluation, pushing, name-calling, exclusion from the group, ridicule. The ability to recognize and respond to violent behavior is an essential skill to protect our mental health. If we learn the types of such violence and how to react, we will be able to react effectively in defense of ourselves and others, but also not to use violent behavior if we unknowingly do it. Being a victim

of violence or a witness is a highly stressful situation that significantly reduces our well-being.

During the workshop, we define peer violence (also known as bullying), we will learn about the forms and types of violence, we will answer the question of who most often experiences peer violence and why.

But we will start with who we are, because everyone is unique and different, and most often these differences between us become a pretext for using violence against others, and yet our otherness and uniqueness is natural and interesting, and should not be a reason for discrimination and exclusion. So today, by completing this first part of the workshop, you will understand yourself better.

The instructor asks students to fill in an anonymous pre-questionnaire examining their level of knowledge in the area of peer violence (also known as bullying).

3. Rules in the group

The trainer distributes stickers and asks the participants to write their names on them and stick them in a visible place on their clothes.

- The trainer distributes 2 sticky labels to each person and asks the participants to write down on one of them what we are allowed and what we aren't allowed to do during the workshop, in order to ensure an open, safe and friendly atmosphere for each other. Examples of rules that may appear in the contract: do not interrupt each other, when one person speaks, others listen, we speak on our own behalf, we do not judge and criticize other people / we talk about behavior, not about a person, mute cell phones, we are active and committed.

The trainer collects the cards, reads them aloud, asks if everyone agrees to the rules presented. Sticks in a visible place or asks one of the participants to do it.

SELFAWARENESS / GETTING TO KNOW ONESELF

Introduction

Getting to know yourself, understanding, accepting and liking yourself is a necessary condition for the good functioning of each of us, our relationships with people and the feeling of satisfaction with life, and the basis for working on ourselves.

TEMPERAMENT

Temperament - exercise

1. What is your temperament?

Exercise: The teacher asks the students which of the following animals they would like to change into for 24h: a turtle, a lion, a chameleon or an eagle?

The people who chose the same animal form a group. They write down all the positive character traits that they associate with that animal. Then they list the faults of the remaining 3 animals.

Then all groups discuss the animals they have chosen in the forum.

The trainer asks at the end: WHAT DOES THIS EXERCISE PROVE?

It would be good to come up with conclusions that we are all different, that an advantage for one is a disadvantage for someone else, that it is impossible to say who is the best because everyone has advantages and disadvantages. If everyone were the same it would be boring. Everyone has different abilities and that is valuable.

Temperament - mini lectures

As the previous exercise proved, we are very different from each other. Some of us are capable of long-term work, others get tired quickly, become impatient and discouraged. Some are composed, others explode easily, want to dominate or retaliate quickly. There are high-energy people, and there are also low-energy people. There are those who connect easily with others, and others who prefer each other's company. Hippocrates in the 5th century BC noticed that people are characterized by different types of personality and his descriptions are still the basis for the classification of different types of temperament.

Therefore, we distinguish: sanguine choleric melancholic and phlegmatic

individual work (psychotest for temperament) Students take the test and calculate the results according to the instruction.

During the Powerpoint presentation, the lecturer presents the results and description of individual temperaments.

STRENGTHS

Strenghts - brainstorming

The teacher asks the students what they associate the phrase "strengths"

The trainer displays the shortlisted strengths in a Powerpoint presentation and asks:

Who of you can / has / is...?

Strenghts - Individual work

The trainer gives the students an A4 sheet of paper and asks them to draw their hand on it, then on each finger they write on the 1 strong side that they have identified. Then everyone passes their paper hand to the person sitting on the bench next to it. Each person adds strenghts that he observed in his colleague.

Strenghts - Moderated discussion

Conversation about the strenghts of the students. You **should** be comfortable talking to them about their feelings after completing the task. Sample questions:

- Did you know about all your strenghts, or did you discover them only now?
- Are they consistent with what you thought about yourself so far?
- How can each of you develop your strenghts?
- Would it be nice if we all had the same strenghts? Why?

Strenghts – Puzzles

"Who's more important" 2x Puzzle box (30 pieces) The facilitator divides the class into 2 groups and takes 1 puzzle from each box, then invites the students to arrange them in 7 minutes, observing the ability to cooperate and communicate in groups.

After arranging the picture, he asks:

- Did you manage to put together the whole picture?
- Is the picture complete without this puzzle?

-Which piece in your opinion is the most important, does it matter whether it is smaller or larger, what shape is it?

Or maybe they are all equally important? What does this prove?

Commentary: The purpose of the above activity is to make students aware that all the pieces of the puzzle are equally important, although some are larger, others are smaller. If one of them were missing, it would not be possible to solve the class puzzles. It is the same in life. It is important to emphasize the fact that all people are equally important in life no matter what they have. Everyone contributes something to society with their person, talent, strengths, interest, commitment, attitude towards others.

SELF-EVALUATION

Self-evaluation - Group exercise

"Who is this?" Students sit in a group. Each child gets a piece of paper with 3 points in the column. Each child writes down on the sheet, next to the numbers short answers to the teacher's questions:

- Enter the feature of your appearance that you like the most.
- Enter your personality / character trait that you are most satisfied with.
- What is your strength / talent?

The children put the cards aside in the middle, mix them and draw them. Each child reads out the information one by one:

- There is a person
in our class who, for example, has thick hair, is punctual, can sing well.
That person is ... (the child in question signals that it is him)

The trainer asks the group for a definition of self-esteem? (moderated discussion)

What is self-assessment? (slides for PowerPoint Presentation)

Then a **mini lecture** is added.

Self-esteem determines how we perceive ourselves. It can be very high, healthy (adequate) or low. The attitude towards oneself is the starting point for human activity. Today we're going to talk about what each of you can do to better understand your way of thinking and expressing yourself. Healthy self-esteem affects our well-being and emotional relationship to ourselves, our behavior and actions, as well as shapes our relationships with other people.

TYPES OF SELF-ASSESSMENT

Types of self-assessment – Mini lecture

Adequate (healthy) self-assessment - takes into account both strengths and weaknesses. It is based on real situations, facts and achievements - that is, what the person has actually achieved (the person has proof - fact - objective truth). A person knows what he coped well with, what he copes with worse. Knowing about your successes, strengths and weaknesses builds mature and healthy self-esteem and self-satisfaction. However, it is a satisfaction whose cause is specific. It does not obscure imperfections because the person knows they are not one dimensional. He knows that he can have both successes and failures. It's natural. However, there is no problem with that. Takes constructive criticism to best work on developing your personality.

HIGH Self-esteem, too high self-esteem brings with it serious problems. It is based on the unrealistic assumption that you are better than other people, you have more rights than other people. The environment and external circumstances are blamed for their failures. When someone

considers himself better than others, it results in a lack of mutual respect, a lack of empathy and a tendency to be aggressive

LOW Self-esteem - lack of self-confidence, comparing yourself with others, constant dissatisfaction with yourself, self-criticism - these are the first visible symptoms of low self-esteem. Such people do not take action, withdraw and avoid various challenges and activities, so the lack of achievement strengthens their negative opinion of themselves. They focus only on their weaknesses, flaws, imperfections. Such people, believing in their ineptitude, do not join the activities that allow them to achieve success. They cannot set limits to other people who cross them easily. They feel they have fewer rights than other people.

Types of self-assessment - Exercise in pairs

We strengthen building a positive self-image (adequate self-esteem)

The trainer distributes cards with unfinished sentences and asks the students to complete them

- what I like most about myself
- I am great at
- I accept my weakness, which is,because.....
- Nobody can.....like you (applies to the neighbor)
- What I like about you is..... (applies to the neighbor)

The trainer explains that low self-esteem consists of negative limiting beliefs in which we believe and which determine our emotions, emotions determine our behavior, and behavior determines our results.

So now we need to look at our beliefs.

Negative beliefs about yourself - Individual work

Challenging limiting/negative beliefs about yourself

The trainer asks the group what is the difference between belief and fact?
(moderated discussion)

Answers written on the board

The Trainer distributes sheets of paper with the following text:

I am a person who...

I can't....

The task of the students is to complete the sentences so that there are 3 example sentences under each of them, and then the task of the students is to work with a negative belief about themselves and to confirm this belief based on evidence/facts.

Example: Belief: I am not liked by anyone, evidence for my belief - Gather all the evidence (evidence with evidence you prove to us that your beliefs are right, true and sound). Save what you have and scan them.*

Evidence: I think nobody likes me because nobody talks to me during breaks. The trainer explains that evidence is something objective, and everyone who is asked sees the same thing. So this proof is not enough. Also, the use of the word "nobody" is too general and then the trainer may say: I like you, so your theory that "nobody" likes you has just been overthrown.

The exercise is to make the young person aware that what is in their head is not reflected in reality, and through negative thoughts negative emotions arise that affect their behavior (e.g. withdrawal, not making an attempt).

Working with conviction involves:

- Writing down an unhealthy (blocking) belief:
- Challenging an unhealthy belief
- Drawing conclusions
- Replacing a negative thought with a healthy, more real thought

This is how the exercise looks like: 1. Unhealthy belief: nobody likes me 2. Challenge: using the word "nobody" is too general a word and then the trainer may say: I like you, so your theory that "nobody" it has just been overthrown 3. Actually, maybe this thought is not healthy 4. Yes...there are people who may not like me, and I don't like everyone either. Everyone has the right to feel what they want. And I will focus on those who like me and whom I like and build a relationship with them.

NON-VIOLENT COMMUNICATIONS (NVC)

NVC - Mini-lecture

The main assumption of NVC is to use language that does not hurt, and thus promotes a better understanding of yourself and the other person. The creator of this agreement, M. Rosenberg, called it the language of the giraffe, while the evaluative, hurtful way of speaking called it the language of the jackal.

- NVC is a life attitude that allows creating situations in which each participant gains something, it is a way of communication that consists in respecting the feelings and needs of both one's own and other people and striving to respect and satisfy them in a non-aggressive way (without physical violence, but also psychological, without exerting pressure, emotional blackmail, forcing certain behaviors by means of threats and punishments NVC is the way of empathy, the way to a life based on good relations with other people.

Rosenberg described the language of the giraffe as the language of empathy and respect, used from the perspective of "I". The Jackal, on the other hand, uses language that cuts us off from contact - he uses evaluation, judgment and blame, he speaks from the perspective of "YOU". Why a giraffe? The giraffe is a mammal that has the largest heart in relation to its body weight. Thanks to his long neck, he looks at the world from a wide perspective - he has a very wide perspective of the situation.

In the world of NVC, the giraffe uses the "language of the heart" - feelings and needs. Speaks in the singular, talks about himself, uses the message I. During a conversation, she wants to hear the other person and wants to be heard herself. He wants to reach his own and other people's needs, both satisfied and unsatisfied. He wants to be in touch with his feelings and with the feelings of others - even when it's difficult. The giraffe is above all honest and talks about what is going on in her heart. Says "no" when he means "no" (assertive attitude) Treats everyone with respect and empathy. When a conflict arises, he looks for a solution that will satisfy all parties.

What about this jackal? The Jackal uses the language of assessments, judgments, often blames, speaks from the perspective of "YOU". The jackal will be happy to tell you what's wrong with you, assess your personality, your problems and completely unasked for it - he will give a lot of good, unwanted advice. The jackal simply knows best and is always right! It is easy to recognize him - he uses labels during the conversation - he says how you are (e.g. lazy, irresponsible ...) and he likes to use stereotypes (e.g. boys are childish, girls are too emotional ...). The jackal wants to dominate and to be right.

NVC - Group work

The trainer displays a PowerPoint presentation on which there are various giraffe and jackal messages and the task of willing students is to recognize them.

On the next slides there are examples of TY messages - jackal language and the teacher asks the students to try to modify them to sound like giraffe language (NVC)

The trainer summarizes the exercise

It is important to be aware that in our communication there is a choice of the language of this communication with others

The four (4) step model:

1. Expressing your feelings and emotions.

I feel / I am (the feeling).....

2. Description of the facts to which we refer to - observations without evaluation.

When I See (Fact description).....

3. Expressing your needs – what unsatisfied need made us feel this way.

Because I need

4. Communicating your expectations - that is, expecting/requesting for a specific behavior in the future. I look forward to the future

.....

EMOTIONS

Emotions - recognition and management

The teacher asks the students to go to the board and write down the emotions they know.

Below is a sample list of basic emotions, taking into account their variants related to intensity:

- Joy - happiness, amusement, enthusiasm, contentment, ecstasy, gaiety, excitement, satisfaction, fulfillment, carefree, bliss, pride, hope;
- Fear - apprehension, terror, anxiety, intimidation, horror;
- Anger - rage, anger, frustration, hatred, rage, indignation, annoyance, impatience, resentment, contempt, dissatisfaction, indignation;
- Sadness - depression, powerlessness, helplessness, disappointment, compassion, longing, regret, annoyance, discouragement, despair, doubt, disappointment;
- Disgust - disgust, disgust, contempt, aversion;
- Surprise - delight, astonishment, disappointment, astonishment, bewilderment, stupefaction, shock.

The trainer then asks the students which of them are the 6 basic human emotions?

Then she divides the class into 6 small groups and asks them to describe all the micro-gestures (non-verbal communication) accompanying each emotion

Micro-gestures typical of basic emotions:

- micro-gestures of anger: eyebrows together, lowered down, narrowed gaze, pursed lips;

- micro-gestures of fear: contracted, raised eyebrows, raised upper eyelids, tense lower eyelids, slightly stretched lips;
- micro-gestures of disgust: wrinkled nose, raised upper lip;
- micro-gestures of surprise: raised eyebrows, widened eyes, open mouth;
- micro-gestures of joy: wrinkles around the eyes ("crow's feet"), raised cheeks, movement of the muscles surrounding the eye;
- micro-gestures of sadness: lowered upper eyelids, loss of sharpness in the eyes, sometimes tears, slightly lowered corners of the mouth.

The teacher presents on the slides the image of people experiencing different emotions - she asks the students to interpret and name each of them

The function of emotions - Mini lecture

Emotions tell us whether our needs are met. For example:

- Fear informs us that we are in danger. Thanks to it, we can avoid threatening factors. Not responding to this signal can contribute to staying in a situation of prolonged tension, which leads to chronic stress. On the other hand, avoiding situations where fear can potentially arise hinders development and isolates us from the environment. It can also contribute to the development of anxiety disorders.
- Anger indicates that our limits have been crossed or we cannot get what we want. Uncontrolled anger leads to aggression, and overly controlled anger leads to emotional suppression and resentment.
- Sadness informs us of loss or longing for someone or something. Consciously experienced helps in preparing to accept the new reality.

Blocking sadness can increase bitterness and avoid situations that remind you of its source.

- Joy is knowing that our need has been met. Increases spontaneous actions and exuberance. However, it can cause a decrease in vigilance, criticism, excessive willingness to take risks and a lack of insightful logical thinking. Disgust is designed to distance us from the potential poison.
- Surprise is a signal that something has happened that we did not plan.

EMPATHY

The leader writes the term EMPATHY on the board and asks what it means and why do we need EMPATHY in life? (moderated discussion)

Empathy - Mini lecture

Empathy - the ability to emotionally empathize with the feelings of others. The ability to see other people's needs, the ability to take someone else's perspective, point of view, way of thinking or feeling; it helps us to communicate better with other people.

Lack of empathy in a social context is a negative phenomenon because it leads to indifference, difficulties in conflict resolution and violence.

Empathy is also mentioned in the context of emotional intelligence.

The components of emotional intelligence are social competences such as assertiveness, cooperation, persuasion and empathy. When we think about empathy, we want to emphasize that empathy is a choice in approaching another person. It is not a command, because empathy comes from the heart and the desire to build a healthy relationship with another person. The opposite of empathy is self-centeredness.

The egocentric puts himself at the center of the world, he has no capacity to accept views other than his own. He cannot understand other people's feelings, he looks at the world only from his own point of view, he believes

that everyone should act according to his will. This makes it difficult for him to build healthy relationships with others. It is easy for him to hurt others and to use violence.

BULLYING

Bullying - Mini lecture-introduction

Research indicates that the problem of peer violence is a common phenomenon in schools. During the exercises and workshops, we will create our own definition of peer violence, we will learn about the forms and types of violence, we will answer the question of who most often experiences peer violence and why. We will be able to react effectively in defense of ourselves and others, but also not to use violent behavior if we unconsciously do it.

Bullying – Brainstorming

The trainer starts brainstorming with the group to create a definition of peer violence and, at the same time, writes down on the board everything that young people say during the discussion

- What do you mean by peer violence?
- What behaviors indicate crossing the boundaries of the other person?
- What is the name of the person who uses violence and who experiences violence?
- How can you briefly build a definition of violence?

The facilitator reads what definition the group has created and then completes it with the definition below. Peer violence is defined as:
"all non-accidental acts violating the personal freedom of individuals or contributing to the physical and psychological harm of a person, going

beyond the social rules of mutual relations." An increasingly common type of aggression is bullying. Peer violence occurs when another person experiences distress or harm as a result of the actions of their peers.

Perpetrators of peer violence can use direct physical violence: kicking, hitting, tearing or spitting, taking or destroying the victim's belongings, etc. They can also use psychological violence: either in the verbal form (by calling, blackmailing, insulting, cheating, ridiculing), or using the relational form (by keeping silent, isolating, lowering the status in the group, excluding peer group activities, etc.). The development of new communication technologies, with all its benefits, has unfortunately also created new opportunities for violence. We call this phenomenon cyberbullying. Cyberbullying is violence with the use of new information and communication technologies – most often the Internet and/or a mobile phone. It can take many forms, the most common of which are: harassment, threats, blackmail, impersonating someone online, publishing or sending ridiculing, compromising photos or videos.

The trainer displays 3 elements of Bullying and its types on the presentation slides.

FORMS AND KINDS OF VIOLENCE

The trainer distributes 2 A4 sheets to the participants and asks them to write down the forms and types of peer violence on each sheet, giving the following instructions:

"I will now give each of you 2 cards. I am asking you to write down on them forms of violence in the form of behavior, e.g. beating, calling names ... etc. On one of the cards, write down the behavior that you witnessed, participated in or used against another person or group. On the second, write what forms and types of violence you know. You have 7 minutes to complete the task. After 7 minutes, the facilitator

asks the participants to read the types and forms of violence and writes them down in a table on a previously prepared flipchart.

Again, he asks the participants to read the behaviors they wrote down and, together with the group, he classifies the behaviors in the appropriate forms and types of violence. He can ask one of the participants to write content on the card.

ASSERTIVENESS

Assertiveness - Brainstorming

What is assertiveness (what skills are hidden under it?)

- having your own opinion - including the ability to express objections to, for example, the views of other people, their behavior towards us and others
- the ability to say no without hurting others
- the ability to respond to criticism and express criticism,
- the ability to express one's emotions and feelings - both positive and negative.

Assertiveness means defending one's rights and boundaries while respecting the rights of the other person.

This attitude is very important in interpersonal relationships. Assertive behavior is usually contrasted with submissive behavior and aggressive behavior. Both in the case of submissive and aggressive behavior, we are not dealing with being ourselves.

How to set boundaries for other people?

Assertiveness - Pairwork

The trainer distributes a piece of paper to the participants, reads the content of the story and asks the group to sit down and imagine themselves in the following situation and react assertively, then write an assertive message for each question.

Story: "A friend asks you to explain her latest math homework an hour before class. In fact, you already had plans - you wanted to write a story in Polish at that time or go to basketball practice, but you decided to help her. You agreed the day before to meet in the school cafeteria. When you arrive in the morning, your friend is not there yet. You wait, remembering that your lessons will start in about 40 minutes. The friend shows up after 25 minutes. Think about how you would react in such a situation? What would you say do? How would you feel?

What do you think when she finally comes?

.....

How do you feel as you're waiting for her?.....

What do you feel when she comes late ?

.....

How do you react when he walks into a coffee shop and comes up to you?.....

Do you tell Her anything ?

.....

If so, what?

.....

How can she react to your words?

.....

Would your relationship change?

.....

After discussing the task with the group, the leader asks the participants the following question:

- What are the benefits of being an assertive person?
- To sum up, the exercise draws attention to the benefits of being an assertive person (firm, decisive) in communication with other people:

Respect for oneself and other people

- An assertive person is perceived as self-confident, decisive, one who knows what he wants
- Staying true to himself
- Skillful expression of one's opinion, opinions, views
- Ability to accept criticism and praise, Is treated seriously

How to refuse? The other element of assertiveness – Exercise

(the teacher asks a question and asks in the class forum who has an idea for a refusal)

A friend asks you to play truant with him - say no assertively

A friend is trying to convince you to help her in a cosmetic shop theft - refuse assertively

Colleagues urge you to smoke a cigarette, you don't want to – refuse

How to help yourself when experiencing bullying? - Mini-lecture

The trainer makes an INTRODUCTION: Situations of violence or bullying can happen to anyone. Many people don't know what to do then.

Therefore, today we will want to come up with and learn how to deal with difficult situations together.

How to react to violence? Group work, role play

OBJECTIVES: - acquiring the ability to analyze a conflict situation (identifying needs, feelings and behaviors) - learning how to express feelings and needs in such situations - practicing how to react in a situation of violence

EXERCISE No. 1 "WE REACT IN VIOLENCE SITUATIONS"

We play 3 scenes in a row. After each of them, the main actor shares his feelings and says whether it was a difficult or easy experience for him. The rest of the class watched intently.

SCENE 1. Jack is very thirsty. During a short break, he runs to the school shop and places himself among the first, confident that he will have time to drink. As he reaches the window, Adam, a boy from another class, pushes him out of the line saying: "Get out, I was standing here"

SCENE 2. On the pitch, during the break, two strong, tall boys come up to you and say: "Give me 10 zlotys"

SCENE 3. Your good friend says something offensive to the other girl in front of you and also makes fun of your clothes.

Then we divide the class into groups of 4 and each gets to indicate from the sheet of emotions - emotions of the victim of violence, then the teacher asks?

- What does the victim of violence feel, what does he think about himself, how does it affect his self-esteem? what does this encourage her to do in the future?

How assertively a victim of violence can react in different scenes.

In groups, students generate opportunities for assertive responses in the 3 situations above.

EXERCISE No 2. "WE PRACTICE HELPING A PERSON WHO BECAME VICTIM OF VIOLENCE"

Work in the same groups. After reading the above scenes, students are to answer 3 questions:

1. Why did these people use violence against this person?
2. How could you help the injured person if you witnessed this situation?
3. What do you encourage the perpetrators to do if you do not react?

Finally, the trainer assures the students that we have the right to expect people to react when someone hurts us, even if the abuser is a peer. Emphasize that any supportive response is important. It's not a complaint, it's caring for each other, and it's a moral duty for everyone. Emphasize that reacting to violence is most often accompanied by fear for one's own safety, also emotional, and fear of being excluded from the group. Therefore, in such situations, it is worth using various forms of response, using the institutional mechanism both at school and outside, to help a person who experiences violence while taking care of their own safety.

An important role in the persistence of peer violence is played by passive observers - witnesses who do not react. As a result, they become co-responsible for harming others. The lack of reaction from the environment is an incentive to continue violent behavior and causes a sense of impunity, consent for those who hurt.

Fogging technique

The trainer presents the fogging technique, one of the reactions in a situation of bullying.

The idea of fogging is based on the victim's unexpected reaction (partial acknowledgment), which is neither a withdrawal nor a verbal attack.

The word fogging (from fog) describes a technique of assertive behavior, which does not have a precise equivalent in Polish. It can be used against verbal aggression by the victim who in some way confirms what the perpetrator says.

The use of fogging must be preceded by exercises with a teacher or other supporting person. This technique may not be useful in the presence of communication difficulties and intellectual disabilities. Below is an example scene illustrating the use of fogging:

Pupil 1: "You have a huge nose." Pupil 2: "Indeed, it is not small." Pupil 1: "It looks like a bird beak." Pupil 2: "It does stick out a bit." Student 1: "You're the ugliest in the class." Pupil 2: "That's your opinion." Pupil 1: "You have cheap shoes." Pupil 2: "That's right, at least I didn't overpay for them."

The video presents the fogging technique

<https://www.youtube.com/watch?v=7oKjW1OIjuw&list=RDLV7oKjW1OIjuw&index=1>

(from 4:56)

After the film, the host asks: What do you think about such reaction?

EXERCISE no.3 "CAUSES OF AGGRESSIVE BEHAVIOR" - work in mini-groups

The class is randomly divided into groups of 4-5 (e.g. by counting). Students are asked to reflect on the question, "Why do some students bully others?" and save them on a card. We then write down all the ideas on the board. Ideas that are expected to appear: violence in the home, aggression of parents, need for dominance and power, feeling unhappy inside etc.

CYBERVIOLENCE

Cyberviolence – exercise with film

<https://www.youtube.com/watch?v=NHa1nc2wYTg>

- The trainer divides the students into 4 groups. Each of them is assigned one of the listed situations. Each group receives the same list of questions on a piece of paper from the teacher. The task of the students in each group is to work out the answers to these questions: 1. Can this be done? 2. How did Dominika feel in this situation? 2. What should Dominika do in this situation? 4. What may be the consequences of this situation for its perpetrator and victim. 5. Have you heard of similar cases? 3.3 Discussion in class (20 min)
- The trainer lists successive situations that students worked on in groups. Ask the other groups to present their answers to the questions. Involves the rest of the class in the discussion. He guides the discussion in such a way as to draw attention to the specific elements of cyberbullying and the risks associated with the story presented in the film. Dominika was filmed against her will.

Host's comment: - No one can be recorded or photographed if they do not agree to it, especially in intimate, personal situations. - Just knowing that someone has a ridiculous video can be very hard to bear and hurtful.

- If we are a victim of such an event, we should demand the video or photo to be deleted immediately.
- The author of the film or photo is responsible for its inappropriate use. The video was sent using a mobile phone. - Knowing that compromising material is distributed in this way is often a very difficult experience for the victim!
- By sending the film further, we take responsibility for its further fate and the damage it causes.
- Responsibility for the victim's harm is borne by everyone who sends a video on the Web

Forms of Cyber bullying – Exercise

The trainer asks students to think about what activities using the Internet or telephone can harm others. She asks students not to limit themselves to the story presented in the film "Stop Cyber bullying".

The answers are then written on the board. It is important that the answers include: recording unwanted photos or videos with a mobile phone - publishing embarrassing photos and videos on the Internet - sending embarrassing materials using a telephone (SMS, MMS) - hacking a social media profile, blog or e-mail account, - challenged , scaring, insulting on the Web - impersonating another person on the Web.

What to do in case of cyberbullying? - Moderated discussion

The trainer asks students how to behave in a situation of experiencing online violence from their peers. Give examples and ask students how they would behave in a given situation and write them on the board. It is important that there are, among others: - Do not respond to provocations on the Web. - Preserve evidence of violence (saving text messages, e-mails, instant messaging) - Inform parents - Inform teachers.

The trainer draws the students' attention to the statement from the movie "It was supposed to be a joke ... we didn't know that we would hurt her so much ... " Then he asks the students if such actions can be considered a joke.

She explains the difference between a joke and violence.

She explains that "innocent" intentions are not an excuse and do not exempt from responsibility for violence.

- The trainer refers again to the perpetrator's statement "Now we have a problem..." He asks students what consequences threaten the perpetrators of cyberbullying - lowering the grade for behavior - suspension of student rights - expulsion from school - criminal liability (in situations of breaking the law, e.g.: punishable threats publishing illegal content)
- The host points out the last fragment of the perpetrator's statement "I would like to undo it somehow." He asks students if it is possible to reverse the situation presented in the video. On this occasion, the features of cyber bullying that often affect the irreversibility of its effects should be highlighted once again, such as: - fast and high popularity of materials published on the Web - inability to remove this type of material from the Internet - experiencing serious suffering by the victim.

The role of witnesses of violence - Mini lecture, moderated discussion

The trainer recalls the statement of the witness from the film (Michał) and asks how one should behave knowing about such a situation as presented in the film or about similar cases. He listens to students' answers.

Responding to the violence we witness is difficult, it takes courage and a sense of security. Research on the diffuse responsibility effect, or the

so-called bystander effect, shows that the main factor that determines whether a witness reacts in a crisis situation is whether he or she accepts personal responsibility for their actions.

The trainer quotes A. Einstein and asks the students what they think about it?

The world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it.
(Albert Einstein)

EFFECTS OF BULLYING

Exercise with a sheet of paper

The trainer distributes an A4 sheet of paper per student and asks them to look at how beautiful, smooth and perfect their sheet is. She asks them to imagine that it is the heart of a classmate. Students are now instructed to now say hurtful, unpleasant things to the card they have been given. Crumple it into a tight ball, throw it on the ground and step on it. Then take it in your hands, open it, try to smooth it out so it is as smooth as before. While doing this, apologize to her, tell her that it was a joke, that you didn't mean to hurt her so much, that it was just for fun, to make her relax.

Then the leader asks: Was it enough to make the page smooth again, like at the beginning or are any signs of damage?

The trainer comments on what this exercise proves. This is what happens to the psyche of people who have experienced bullying from others, you can apologize to them, but the wounds and harm, lowered self-esteem stay with them until adulthood. There is a high probability that they will never feel fully accepted and valued again. Do you want to contribute

to this with your word and behavior and lack of reaction when you see someone hurting another person?

The trainer then presents slides with the effects of violence observed in the victims of violence, i.e.: severe feelings of humiliation, fear, despair and sadness, a sense of loneliness, low self-esteem, powerlessness or helplessness. Victims are ashamed of what happened to them and feel guilty for not being able to fight off the attacks. At the same time, they can be accompanied by great anger, grief and hatred towards the perpetrators, but also towards the witnesses who did not react and did not help. Experiencing such emotions has a negative impact on concentration and, as a result, on academic performance. Victims usually think negatively about themselves, e.g.: "I am useless", "I am different", "something is wrong with me". They often perceive the environment as hostile and indifferent, thinking: "everyone is against me", "nobody cares". Such ideas about themselves and their surroundings are perpetuated and influence the behavior of victims and their relations with the environment throughout their lives. The long-term effects of experiencing violence include: reduced self-esteem, somatic disorders, permanent psychological trauma, low self-esteem and social problems such as difficulties in establishing contacts, a tendency to isolation and frequent suicidal thoughts. Violence is a threat to the physical and mental health of the victims, but it also has a devastating effect on the perpetrators. In the process of school violence, its perpetrators gain temporary psychological and social benefits. Through their behavior, they relieve tension, thanks to which they experience relief.

Gaining and maintaining a leading position in the group allows them to feel content and satisfied. However, assuming the role of a perpetrator of violence makes it difficult to build deep relationships with colleagues and acquire psychological and social skills needed for proper and satisfactory functioning in society. The aggressor harms others and causes

the victims to want to retaliate. The perpetrator often justifies his behavior by thinking: "everyone does it", "I'm not doing anything wrong." He or she thinks about the victim: "it's her own fault", "she deserved it", and about the witnesses: "if they don't react, it's probably all right", "they won't do anything to me because they are afraid". Aggressive behaviors are assessed as serious, risky health behaviors that often coexist with other problem behaviors (using alcohol or drugs), and in many cases lead to criminal activities. Witnesses of violence may feel powerless and intimidated, anxious and confused. However, when only years later they find out about the dramatic consequences of peer violence for the victim, they feel guilty, dissatisfied and blame themselves for not reacting to violence. Witnesses learn to be silent, look away, learn to be helpless. In the future, it is harder for them to react in difficult situations, so they develop a passive attitude towards life's difficulties. The long-term effect of witnessing violence may be reduced sense of responsibility, inability to cooperate and difficulties in resolving conflicts

THE CLASS CONTRACT OF RULES AGAINST VIOLENCE

OBJECTIVES: to increase the student's sense of security in the classroom and at school - to strengthen bonds between students in the classroom

Materials needed: an A5 sheet, markers.

"WE ARE CREATING A CLASS CODE OF RULES AGAINST VIOLENCE".

We divide the class into 4-5-person teams, in which their own rules for treating each other are to be created. We help students create a list of acceptable and unacceptable behaviors. Then we write down all the suggestions on the board and choose together by voting those that the majority of the class accepted. We write down the voted rules on a large sheet of paper. We hang it in a visible place All students in turn sign the established rules. From that point on, the class agrees to comply. From time to time, students together with the teacher should return

to their contract and check whether it is respected (empathy ambassadors). If any of the norms has been exceeded, the perpetrator should bear the consequences. When creating a Class CONTRACT, it should be remembered that, apart from other ideas, there should be such suggestions: - we do not bully other students, we react when someone is bullied - we inform adults, etc.

Teamwork – Exercises

Selection of 2 ambassadors of empathy in the classroom (so that students feel part of the solution, not the problem)

We want to make students feel that they have the power to help each other and that the quality of their relationships in the classroom depends on them and to increase their sense of security.

The teacher asks: who in your class had strengths in the area of empathy, comforting others, sensitivity? that we set in previous classes? It would be advisable if it was 1 boy and 1 girl.

At the request of the teacher, vote by raising their hands up who, in their opinion, could play the role of an ambassador of empathy this school year, to whom it will be possible to report in the first place a situation observed in the classroom when someone crosses the border, uses bullying towards another persons. The ambassador himself will also observe and supervise the observance of the provisions of the class contract regarding acceptable and unacceptable behavior and, if necessary, intervene by talking to the person who breaks the contract and with the victim of violence, and ask for the support of an adult. The student who gathers the most support becomes an ambassador for given school year.

At the end of the workshop, the trainer thanks the students for their participation and commitment during the workshop and asks the students what they remembered from the workshop, what stuck with them and



Co-funded by
the European Union



Fundacja
edumocni



what will they do differently now. She also asks participants to complete the final survey, which will illustrate the increase in the level of knowledge and awareness in the area of bullying at school.