

STOP BULLYING

take a stand and land a hand

Erasmus+ 2017-2019

Tell *your* Story

http://stopbullyingproject.ro



You are not alone!



MAGURA SECONDARY SCHOOL, BUZAU, ROMANIA

The current guide presents the intelectual output of the Erasmus+ project
"Stop bullying, take a stand and lend a hand"
in the field of strategic partnership between schools. It was developed as an outcome of a two-year cooperation between seven schools from Romania, France, Italy, Poland, Slovakia, Portugal.

Authors:
Cristian Iulia,
Falnicu Florin,
Popescu Vasile Dan,
Nicolae Valeriu Tony

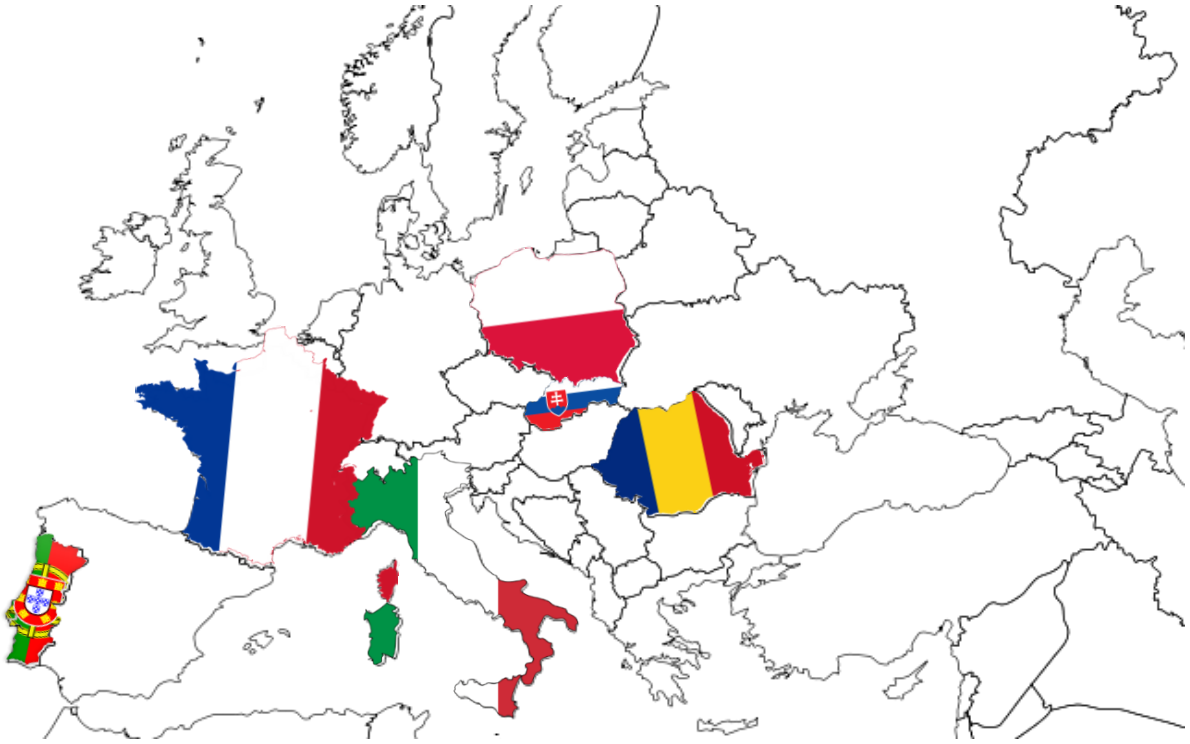
editgraph
Buzău, 2020

STOP BULLYING

take a stand and land a hand

Erasmus+ 2017-2019

PROJECT REFERENCE No: 2017-1-RO01-KA219-037085



The content and management of this ebook are under the responsibility of the partner schools cooperating in this project. This project is funded by the Erasmus+ Program of the European Union. However, European Commission and National Agencies cannot be held responsible for any use which may be made of the information contained therein.

Cristian Iulia
Popescu Vasile Dan

Falnicu Florin
Nicolae Valeriu Tony

STOP BULLYING

take a stand and lend a hand

editgraph
Buzău, 2020

Descrierea CIP a Bibliotecii Naţionale a României
Stop bullying : take a stand and lend a hand / Cristian Iulia, Falnicu Florin, Popescu Vasile Dan, Nicolae Valeriu Tony. - Buzău : Editgraph, 2020
ISBN 978-606-663-873-9

I. Cristian, Iulia
II. Falnicu, Florin
III. Popescu, Vasile Dan
IV. Nicolae, Valeriu Tony

37

Tipărit la Editgraph Buzău
www.editgraph.ro

PARTNER SCHOOLS

Magura Secondary School, Buzau, project coordinator, Romania.

College Gerard Philippe, Pessac, France.

Istituto Comprensivo Di Altopascio, Italy.

Szkola Podstawowa nr 2 Rzeszów, Poland.

Cirkevne gymnazium sv Mikulasa, Slovakia

Agrupamento de Escolas João da Silva Correia, Portugal.







WHY? OUR MOTIVATION. 7



WHAT IS BULLYING? 8



PROJECT DESCRIPTION 12



PROJEC ACTIVITIES 16



TELL YOUR STORY! 34

Why?

,,Of the approximately 1,300,000 children in gymnasium and high school, 400,000 are excluded from the group of colleagues, 325,000 are publicly humiliated, 390,000 are threatened with beatings or beatings, and 220,000 are repeatedly beaten by colleagues. This is the direct statistics of the cases of bullying, a complex phenomenon whose consequences also affect the victim, the aggressor and the silent witness", it is shown in the sociological study carried out at national level by the Save the Children Organization, in 2016.

"Fear paralyzes you, makes you select a hierarchy of priorities dictated by the need for self-defense, thus putting in brackets the real needs, those of social interaction, affirmation and social validation. And when we talk about bullying in schools, fear is the dominant feeling. The aggressor wants to inspire fear, and the latter emotionally blocks both the victim and the witness child, who will bring home the difficult feeling of being a silent accomplice. But the first choice to intervene and correct the situation belongs to the adult: parent, teacher, counselor, because from them the children will learn to assume and be responsible for what they do or do not do ".







WHAT IS BULLYING?

The bullying phenomenon is defined as aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious problems**.** Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

There are three types of bullying:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures.

Signs of bullying

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.
Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

If you know someone in serious distress or danger, don't ignore the problem. Get help right away.

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Why don't kids ask for help?

Statistics from the 2012 show that an adult was notified in less than half (40%) of bullying incidents. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
- Kids may fear backlash from the kid who bullied them.
- Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing this support.



Effects of Bullying

Bullying can affect everyone—those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. It is important to talk to kids to determine whether bullying—or something else—is a concern.

Kids Who are Bullied?

Kids who are bullied can experience negative physical, school, and mental health issues. Kids who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

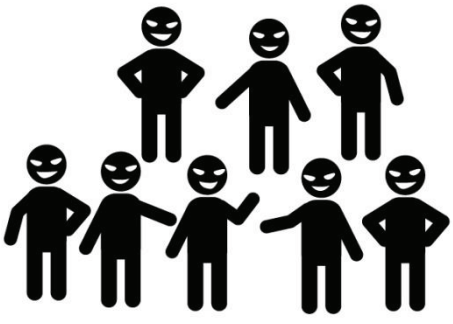
Kids Who Bully Others

Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Engage in early sexual activity
- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses, or children as adults

Bystanders

- Kids who witness bullying are more likely to:
- Have increased use of tobacco, alcohol, or other drugs
- Have increased mental health problems, including depression and anxiety
- Miss or skip school





How can we prevent bullying?

Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. There are many different groups that can intervene to address bullying (and cyberbullying) in schools: parents, teachers, and school leadership.

The most commonly used strategies by teachers to prevent it are to communicate, mediate and seek help.Trai ning school staff and students to prevent and address bullying can help sustain bullying prevention efforts over time. There are no federal mandates for bullying curricula or staff training. In addition to addressing bullying before it occurs, a great prevention strategy is to educate the students on bullying.

Examples of activities to teach about bullying include:

- Internet or library research, such as looking up types of bullying, how to prevent it, and how kids should respond
- Presentations, such as a speech or role-play on stopping bullying
- Discussions about topics like reporting bullying
- Creative writing, such as a poem speaking out against bullying or a story or skit teaching bystanders how to help
- Artistic works, such as a collage about respect or the effects of bullying
- Classroom meetings to talk about peer relations
- Multicomponent programs which have multiple practices to address the various internal and external factors of bullying and which involve all students and parents in each class are effective to prevent bullying. It is required that such programs are implemented at all schools in each country.

Studies have shown that bullying programs set up in schools with the help and engagements of staff and faculty have been shown to reduce peer victimization and bullying. Incidences of bullying are noticeably reduced when the students themselves disapprove of bullying.

Measures such as increasing awareness, instituting zero tolerance for fighting, or placing troubled students in the same group or classroom are actually ineffective in reducing bullying; methods that *are* effective include increasing empathy for victims; adopting a program that includes teachers, students, and parents; and having students lead anti-bullying efforts.

Success is most associated with beginning interventions at an early age, constantly evaluating programs for effectiveness, and having some students simply take online classes to avoid bullies at school.

https://www.stopbullying.gov/what-is-bullying/index.html

PROJECT DESCRIPTION



"***STOP BULLYING: TAKE A STAND AND LEND A HAND"*** has been the title and motto of our partnership for the last two years, an opportunity for each of us to find solutions and ways of implementation of them in our organizations so that our schools become a better and safer place for our communities.

The kind of partnership we are referring to is sponsored by a part of the Erasmus+ programmes called Key Action 2 - Cooperation for Innovation and the Exchange of Good Practices, more specifically KA219 - Strategic Partnerships for Schools Only. The main objective of such partnerships is to exchange good practices, in our case, in the area of school behavior as related to performances and attendance.

The six partners, namely Romania as main coordinator and the following participant countries: Italy, Portugal, Slovakia, France and Poland have chosen two priorities, after thoughtful consideration, "Social inclusion" and "Promoting the acquisition of skills and competences". They fully reflected our common desire to offer ways of making education of good quality for all students, including migrants, refugees and disadvantaged pupils, as well as the majority of pupils within our organizations.



Roughly speaking, in the wake of our internal analyses concerning the bullying rates among students, the average was situated between thirty and forty per cent, so it was the most powerful reason to conceive and put into practice such an international project. Defining the objectives was the next step in our collaboration timeline and the three of them were:

- diminishing the values representative for the bullying phenomenon by at least half of the present level;
- enriching the human relations as far as collaborative learning is concerned;
- cultivating in our students genuine respect and adherence to the European values of dignity, equality and human rights.

They addressed both students and teachers, the heterogeneous mass of students and also our hard working communities. Throughout the project development, these categories and other collaborators made it possible that we have reached our aims at the end of this European road of sharing tasks and feelings. Now each partner has a different view of the meaning of cultural diversity and how to tackle it properly. Also, a new feature brought to each school is the capacity to take advantage of the experience resulting in theoretical and practical products to be used in the future.

The tasks and responsibilities of each country were well established from the phase of writing the application form, after defining the four stages of the project. Thus, we came to the following outlook of the project activities:

- The first period ”Let’s know ourselves and one another” - responsible organization: Romania
- The second phase ”Speak out your feelings”- Slovakia and Poland
- The third stage, ”Together is better” - France and Portugal
- The last part, ”Classroom management” - Italy and Romania

All of the steps had in common our most focused on topics i.e. access for disadvantaged, inclusion – equity, creativity and culture. These topics were very helpful in getting the desired results such as:

- creating tools for fighting bullying;
- nurturing integration among students;
- building strong characters;
- developing the skills specific to team work and collaborative learning;
- developing social skills linked to motivation, leadership, self and peer assessment or support and understanding of one another;

Looking back, we perceived these changes in our students during mobilities, while they were working on tasks, during breaks and even during classes. The exchange of opinions, experiences and knowledge proved very effective for all our students and teachers. It is worth mentioning that we involved a large choice of students, this being the essence of our project.

Refugees, migrants, students with fewer opportunities due to social or physical reasons were involved according to their will and preferences so that everybody felt like belonging to the same big family, useful and important in their groups.



As stated before, our project was divided into four stages, each containing a number of activities as follows:

- The first period ”Let’s know ourselves and one another” comprised six activities related to knowing the partners and to identifying bullying sources from September 2017 till January 2018;
- The 2-nd phase ”Speak out your feelings” was dedicated to recognizing and expressing emotions and there were seven activities from January till August 2018;
- The 3-rd stage, ”Together is better”, had as target solving of group problems, while the activities had as aims: interpreting behavior patterns, explaining such patterns in group or pair activities, designing of a ”friendship guide” and solving tasks in teams, to identify and practice cooperation behavior. They were ten and were distributed within September 2018 – April 2019;
- In the last part, ”Classroom management”, we formulated the conclusions and they were relevant for the classroom behavioral management. The activities dealt with ways of intervention in cases of bullying and with creating a positive learning context. They were seven and covered the period April 2019-August 2019.

Regarding the project meetings, we had three transnational reunions in Romania, Portugal and Italy, where tasks were discussed, timetables adjusted and products, reports and activities were designed. The learning teaching training activities in which students were the main actors took place in: Romania, Poland, France, Portugal, Slovakia and Italy. There they shared their dreams, cultural backgrounds, knowledge and sympathies, living unique educational experiences. It is also worth mentioning that all students had equal chances to access the project mobilities and we involved eighty four students in travelling to foreign countries.



The impact on students was visible through seizing their openness to cultural diversity, knowledge about other cultures, geographical and historical notions acquired, the rise in fluency while speaking English, the superior understanding and empathy towards their colleagues a.s.o. There certainly was a positive impact on teachers and organizations, making itself felt in the improved teaching methods and materials, respectively in the built capacity of dealing with European projects and, generally speaking, in the more effective communication at the international level.

The visibility of our common endeavors for reaching the aims has been constantly ensured by creating Erasmus corners in schools, an eTwinning site, a project site, a section in the school sites, newspaper articles and TV interviews. These means and others e.g. teacher meetings will ensure in the future a proper exchange of knowledge and products so that a larger community can benefit from the project results. The project durability is also translated into using the gathered materials during regular classes wherever they are fit, for instance in civic education, counseling or English classes. Optional courses can also be enriched by our project tangible and intangible results.



All in all, going through this partnership has been a very pleasant and benefic experience for students, teachers and communities alike. All partners had something important to give and something important to learn, and the collaboration across borders is the most effective way to bring students to such level of understanding and tolerance, never reached before. The fact that they lived in different conditions for a week and did what their hosts did offered them a brand new perspective on diversity, respect, European citizenship, impossible to get from simply reading books or taking part in a regular lesson in a mono-cultural environment. This is the most powerful expression of the project sustainability, the students' assets for a life, the new broader, more generous cultural perspective and perhaps the possibility of collaboration at the individual level in the future.





PROJECT ACTIVITIES

All teachers, students and parents, as a principle, enjoy a positive study atmosphere in schools, the feeling of normality on playgrounds or at home. Unfortunately, such state of things can alter so easily towards aggression and bullying and we must be prepared with the right answers and actions.

Our goal has been to create a background characterized as peaceful, relaxing and creative for our students so that they can feel safe, jolly and confident in themselves, able to strengthen their personalities, to train and learn to be the trustworthy Europe's citizens of tomorrow.

The basic approach of the project "STOP BULLYING: TAKE A STAND AND LEND A HAND" has been to offer the educational community reliable tools to fight and annihilate all forms of aggression among children and to model the young personalities in the way to make them proud of themselves when they are adults, and not look back ashamed and disoriented.

The project activities were grouped under four stages, following the logical sequence of knowing one another, delving into the project matter at the emotional level, solving the social problems and the classroom behavioral management.



The first period "Let's know ourselves and one another" contained the activities related to knowing the partners and to identifying bullying sources.

A1 Making presentations about us.

A1.1 Student exchange of greeting cards

Our student team put their imagination and enthusiasm at work and did their best to convey heartily messages into attractive designs and colours to be received by their new friends from the European partnership.





A2. Making Erasmus corners

The students from all six countries started to gather material and display it in the most pleasant and interesting way for the communities to find out and stay informed about their new enterprise. Thus, national items, messages against bullying, suggestive friendship symbols and many other creations on the project topic came into being on our schools' walls and in special designed spaces. These corners were the first expression of the campaign to be done against the focused phenomenon.






Ils se battent contre le harcèlement en Europe

DUCATION Quatorze élèves de troisième du collège Gérard-Philipe participent à un projet rasmus avec cinq autres pays européens. Des échanges dont ils tirent des bénéfices immense

A2.1 The logo contest

Sometimes a little competition does not hurt anyone. Each team worked hard to produce the best logo but there is only one winner after voting, Romania. It means only the fact that all competitors deserve all praises. Anyway, the score was tight.

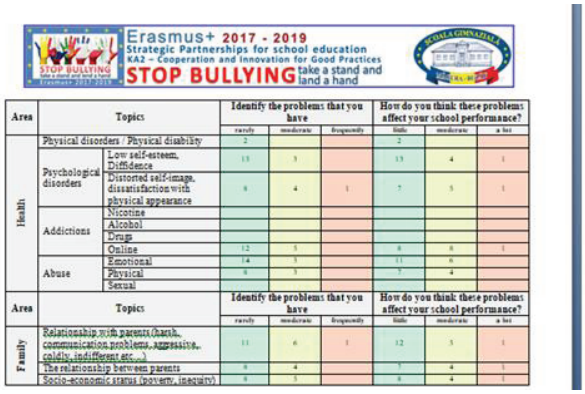








A3. Applying questionnaires to students, parents and teachers about the main causes of bullying and making charts:
A3.1. Health (physical, psychological disorders; addiction, forms of abuse)
A3.2. Family (parent relation, divorce, mono parental, parents working abroad)
A3.3. Friends (conflicts, communication and behavior problems, lack of friends, inappropriate friend group)
A3.3. School (teacher relation, rigid rules, classroom diversity)
These activities required the close collaboration among teachers, students, parents and specialists in child psychology and education. The questionnaires were distributed, filled in and interpreted by teachers and the above mentioned specialists. They served as generators of initial "values" for our project development and as comparison factors to measure the progress. For instance, here are some questions about students' behavior in classes and their relation with the educational background.


Erasmus+ 2017 - 2019
Strategic Partnerships for school education
KA2 – Cooperation and Innovation for Good Practices
STOP BULLYING take a stand and lend a hand

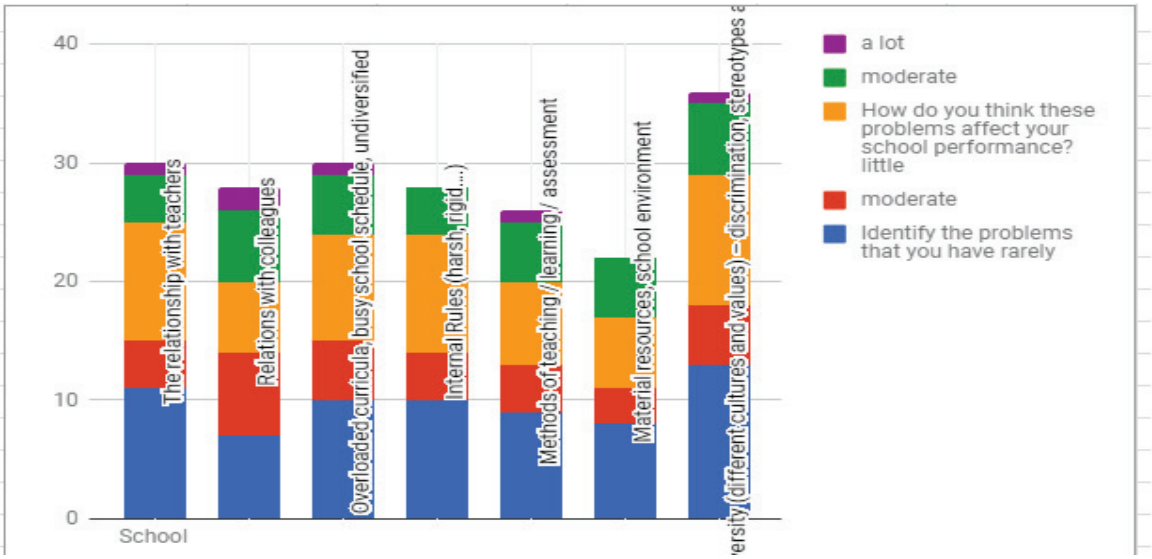
Area	Topics		Identify the problems that you have			How do you think these problems affect your school performance?		
			rarely	moderate	frequently	little	moderate	a lot
Health	Physical disorders / Physical disability		2			2		
	Psychological disorders	Low self-esteem, Diffidence	13	5		13	4	1
		Distorted self-image, dissatisfaction with physical appearance	9	4	1	7	5	1
	Addictions	Nicotine						
		Alcohol						
		Drugs						
		Online	12	5		8	8	1
	Abuse	Emotional	14	3		11	6	
		Physical	6	3		7	4	
		Sexual						
Area	Topics		Identify the problems that you have			How do you think these problems affect your school performance?		
			rarely	moderate	frequently	little	moderate	a lot
Family	Relationship with parents (harsh, communication problems, aggressive, coldly, indifferent etc...)		11	6	1	12	5	1
	The relationship between parents		8	4		7	4	1
	Socio-economic status (poverty, inequity)		8	3		8	4	1

Area	Topics	Identify the problems that you have			How do you think these problems affect your school performance?		
		rarely	moderate	frequently	little	moderate	a lot
	Single parent family (divorce, death), without parents	2	2		1	3	
	Parents working abroad	4	3		4	3	
Friends	Conflicts, Communication and behaviour problems (aggressive, passive aggressive communication and behaviour)	14	5		13	4	1
	Identification with a group of friends - the inappropriate, misfit or toxic circle of friends/entourage (bad influence, manipulation)	14	5		11	7	1
	Lack of friends	10	3		8	4	1
Area	Topics	Identify the problems that you have			How do you think these problems affect your school performance?		
		rarely	moderate	frequently	little	moderate	a lot
School	The relationship with teachers	11	4		10	4	1
	Relations with colleagues	7	7		6	6	2
	Overloaded curricula, busy school schedule, undiversified	10	5		9	5	1
	Internal Rules (harsh, rigid....)	10	4		10	4	
	Methods of teaching / learning / assessment	9	4		7	3	1
	Material resources, school environment	8	3		6	3	
	Classroom diversity (different cultures and values) – discrimination, stereotypes and prejudices	13	5		11	6	1

PERSONAL DATA: GENDER M ☐ F ☐ AGE ___

A3.4. School

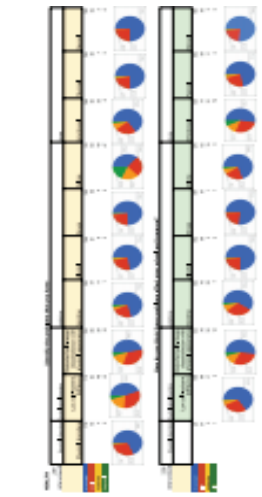
(teacher relation, rigid rules, classroom diversity)

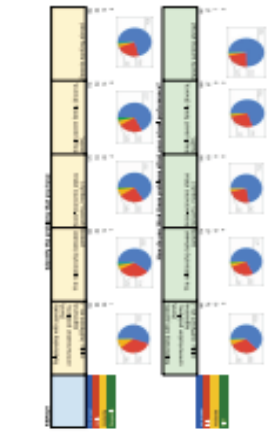


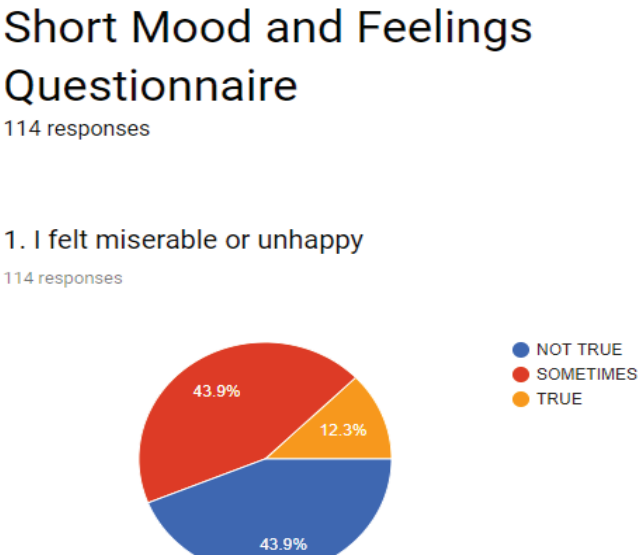
The 2-nd phase ”Speak out your feelings” was focused on recognizing and expressing emotions and the activities were centered on:
• Developing the ability of recognition and expression of emotions
• Dealing with emotions
• Follow-up, presentation of real situations and finding solutions

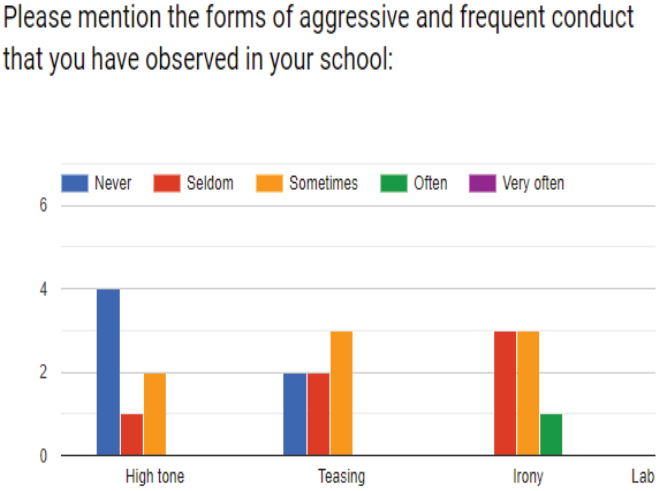
A4. Designing and applying common worksheets and questionnaires on stereotypes and prejudices.

Again, teachers and students gave expression to their experiences in the field of human relations, also appealing to research which was done both in teams and individually so that the collected date should be diverse, wealthy in information and representative of our group. Here are some instances of our partners' work.

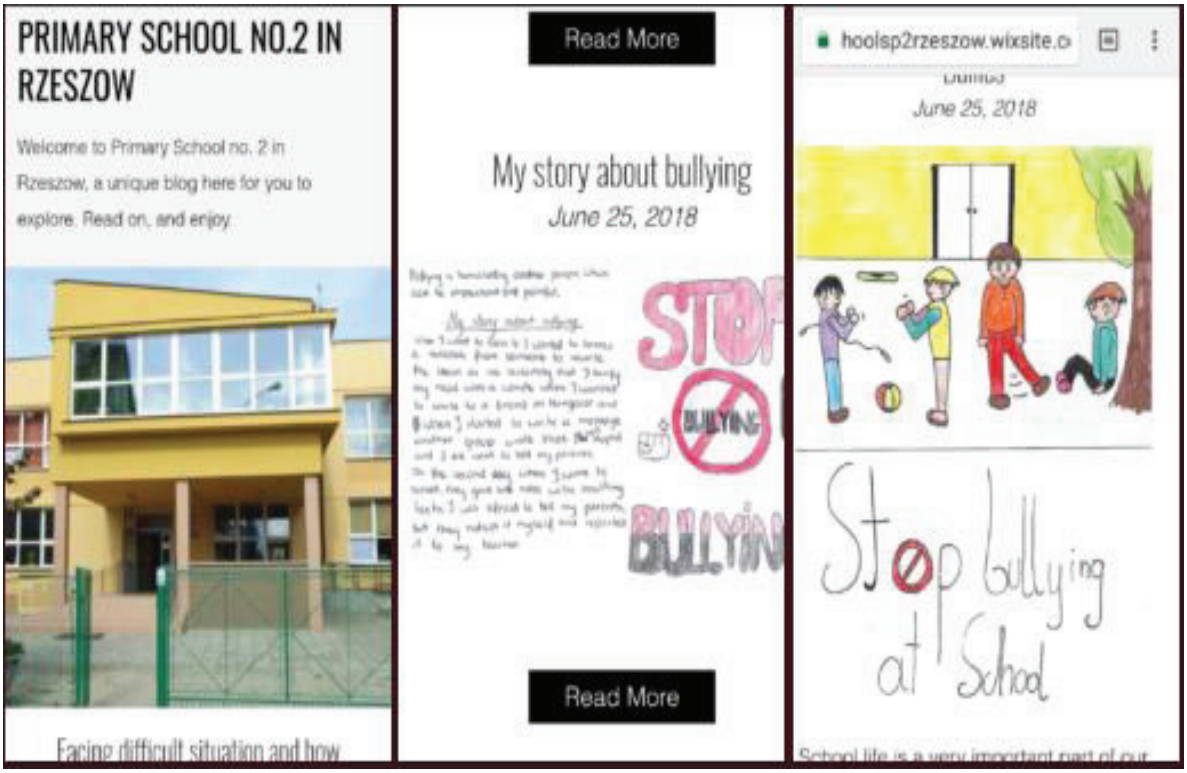


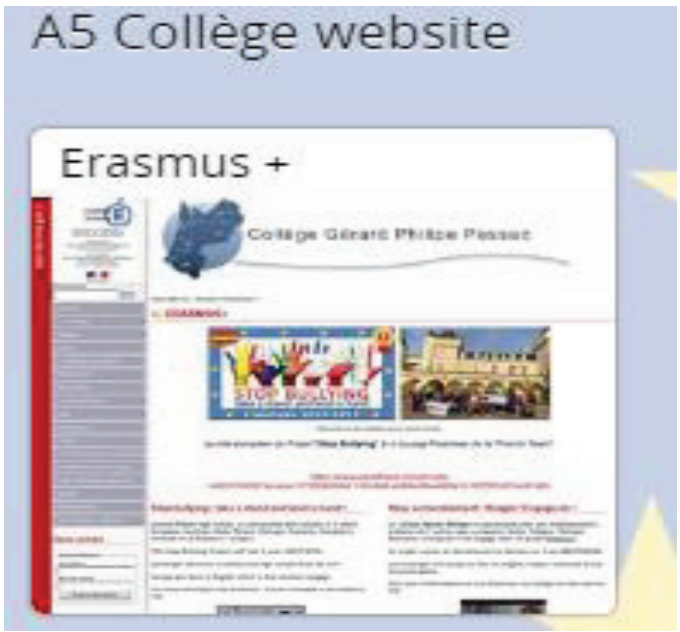






A5. Creating a blog where students confront on matters such as:
1. the risks of alcohol, drugs and tobacco addiction;
2. facing difficult situations;
3. expressing one's feelings;
4. being an active and respectful citizen;
5. The use of social networks: opportunities and risks.







A6. Students collected in a booklet their own experiences and stories concerning the difficulties of being part of a group.
They simply expressed their feelings, joys, hopes and whatever they experienced in few passages, inviting their more or less reluctant colleagues to join the team and have the desire to travel and know new people and cultures. Or, they organized special events such as Tolerance Day (Portugal) in which students promoted the project ideas and aims.

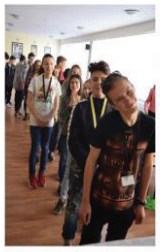


ADAM:



I was asked about the participation in Erasmus + project just few week before the students should come. But despite all fears and age differences, it was a great week during which I have made an amiable friend – Francisco.

Although we are from different countries with different cultures, we have had an amazing week full of fun, experiences, discussions and I'm sure that it has helped both of us to understand each other better and I hope that we will stay friends in the future.



A7. Students wrote short plays representing their fears, feelings and how to deal with difficult situations.
In doing this task they became genuine playwrights, once again showing their power of imagination, pleasure and commitment.

Destroyed hopes

Characters:

Josh: a student who is the victim of bullying
Katie: Josh's colleague
Characters 1, 2, 3, 4: Josh's classmates
Josh's mother and father
The principal

Scene 1

Josh: Who is there?

Character 1: Why me?Why did you kill me?

Josh: It was more fun than killing someone in a video game.

Katie: Why me, Josh?

Josh: Why not? The world is overpopulated. I wanted to do my part.

Katie: But you liked me.

Josh: Long time ago.

Katie: Why did you kill me?

Josh: I felt like it, ok?

Character 2: Why me? I don't even know you.

Josh: Wrong place, wrong time.

Character 3: Why me?

Josh: Everyone has to die sometime, right?



A8. Students performed their play and made a video from it

Playing on stage in front of the whole community of colleagues, friends, teachers, parents, relatives a.s.o. can be a little bewildering but our students did it with professionalism. They enjoyed the moment, having worked hard for it and also having fun out of it.





A9. Students produced art works, paintings and photos concerning bullying issues

They enjoyed the activity because it was for them an opportunity to give vent to their imagination and use their artistic skills for a noble cause.





A10. Students wrote/chose songs, which helped them to express their emotions

The artists were again very important teamers and they felt proud and very useful in their groups of friends. Integration was working properly, as always when we talk about teamwork and a common goal, to make our classes a better place.





The 3-rd stage, "Together is better", had as target solving of group problems, while the activities had as aims: interpreting behavior patterns, explaining such patterns in group or pair activities, designing of a "friendship guide" and solving tasks in teams, to identify and practice cooperation behavior. In detail, the activities can be described as follows:

A11. Create an Anti-Bullying pledge and organize a contest to elect the pledge to go together with the logo of the project

Our teams did their best, as always, to raise awareness on the project topic while producing luring designs and formulating clear messages against the unwanted phenomenon of bullying. They used both classical ways of writing, drawing and painting and the digital choices to come up with impressive and effective products. Judging from the results, it is obvious that they understood the importance of their tasks and of themselves as messengers of peace and harmony in their school media.





A12. Have a lecture on "building self-acceptance through positive self-talk" .ie. inviting a psychologist, a teacher from the Special Education group and a police officer from "Safety School".

It was time for classes for our students, but a different kind of classes. Specialists in psychology and police officers specialized in internet safety and juvenile delinquency gave useful pieces of advices while presenting case studies to interested audiences, and this was a really useful action for our kids who learned vital things about safety, proper behavior, reaction and trust.









A13. Be a detective

With this activity we were helping students to understand different behavior patterns related to bullying and discuss/find out ways of reporting, fighting, and preventing the problem from developing.

Students perceived this activity as a chance to meet in rather large groups and discuss matters openly. They shared first hand experiences or related heard stories about bad behavior and tried to figure out solutions to the problems. The activity whether in the open or not, took the aspect of a seminary in which the teachers kept a really low profile, just guiding the discussion on the right tracks.





A14. Labeling feelings: students will be asked questions on how they would feel in the three bullying situations:
If they saw someone being bullied, were being bullied themselves or bullied someone
This time the children approached the task in the form of interviews, drawings embodying feelings or free talks having a healing role. Fortunately, the number of involved students was more than satisfactory, proving that they really cared about the topic and the project goals.





A15. Different and similar: there were discussions on ways teens are different from one another.
Sometimes it is a good idea to be repetitive, to insist on something so that the subject of analysis becomes well polished. It is our case and the students found resources and materials to discuss matters again, discovering new facets of the same issue and also better solutions to make their lives happier.




A15.1. Help others feel better/feel integrated: discussion+role-playing.
It is well-known the fact that students like to act, to pretend to be someone else, to show off, if necessary, so this variant of the activity was well enjoyed and performed with talent and enthusiasm, not to mention imagination and happy endings.







A16. Acts of kindness: students were supposed to think about how an act of kindness is opposite of bullying.
The project teams had to find ways to convey abstract things into concrete images, artistic gestures or educative stories. We are proud of their work and also pleasantly surprised by their potential.





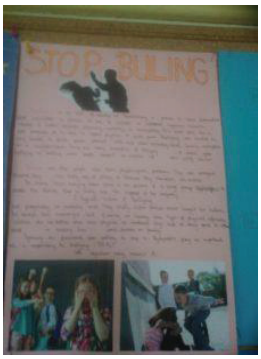
A17. Adventure and movement: respect and tolerance through sports.
Another pleasant activity followed, it is generally known that young students love moving in the open, competing and working for their teams to be the winners.







A18. Students organized exhibitions with the different works accomplished.
It was the time to recap, look back and draw conclusions once more, these being embodied in an artistic way.







A19. Students performed in the play and it were filmed. Being actors proved to be an easy task for them, even if they worked in international teams and did not have much time for rehearsals.



A20. Organization of a Fair-well party with the school community and families where the role-plays were presented and all other products were exhibited. It was intended for communities, so they fully appreciated the work of their school children.







In the last part, ”Classroom management” , we formulated the conclusions and they were relevant for the classroom behavioral management. The activities dealt with ways of intervention in cases of bullying and with creating a positive learning context.

A21. Thematic games such as ”The good behaviour”.

Following a good deal of research, students showed us a large chice of games and pair or group activities of the type team-building. The main idea is that each member is important, his or her performance being determinant for the team performance.







A22. Let’s change the break – organizing alternative ways of spending the break.

Games is key word when we talk about teaching students things. If we give them freedom of choice and an interesting topic, then we have a real show from which anyone can learn valuable things. This activity proved it successfully.

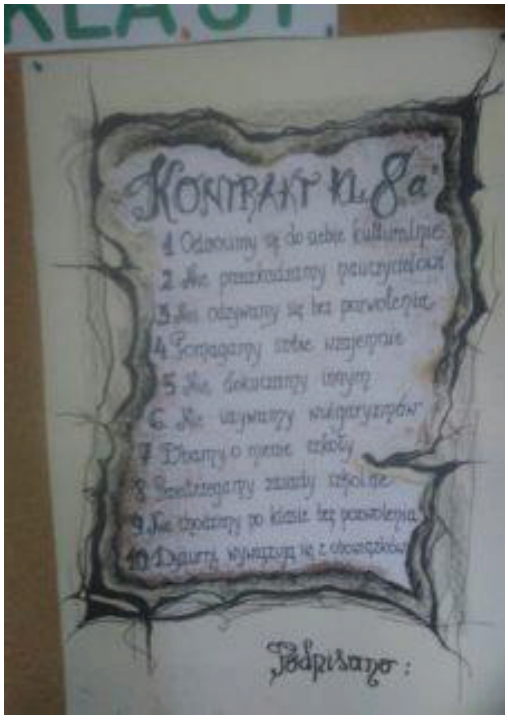






A23. Making of a ”behavioural contract”

Students wrote a sort of proclamation in which they put all commonsense rules and made it public so thattheir colleagues can read it and, most of all, respect it. The points specified there had been previously discussed and selected in the order of importance and power of impact.

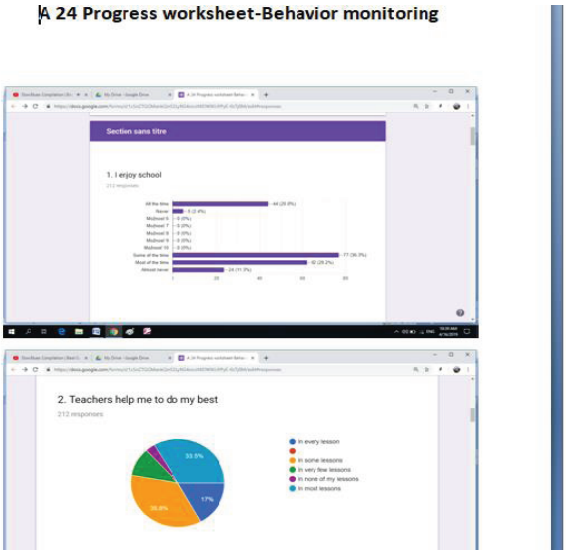


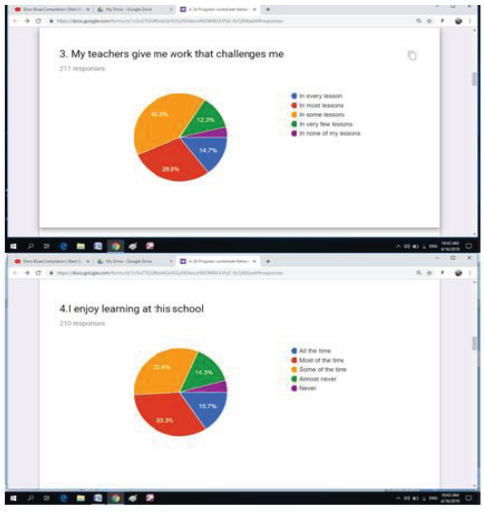




A24. Behavior monitoring- making progress worksheets.

From drawing, writing and making campaigns against bullying, our students went on by doing surveys and charts to see whether their endeavors reached the target group in the way they wanted.





A25. Making up scenes of bullying using own experience and finding solutions.

The students went back to writing short sketches on the topic, using their experience, of course a lot of imagination and debated the ways out of troubles.







A26. Analyzing of some case studies and structuring of recommendations for bullying prevention in classes.

Research and free discussions were done on this topic so that students can express their views in a well documented manner. They formulated their conclusions also based on discussions with their colleagues and in agreement at the team level. Inthis task individual work and teamwork were equally important.

A25/26 Analyzing of some case studies for bullying prevention in classes

Case study 2 : Never leave violence unpunished and kept silent

by Candice and Juliette.

My name is Nicolas, and today , I will speak about my story. It happened in 9th grade. At the time, I lived in Nancy, in the east of France.
I've got red hair , a nice colour, but not everyone liked it. This was the case with Manon, a 1.80 m tall girl , weighing 70kg, who made sure everyone knew about her strength.

In the playground, they all called me « roukemoute », which is insulting for « red head ». In the beginning, this made me smile : at least, they noticed me ! But when they started yelling this bad name at me, with threatening gestures, it became awful. Then my friends left me alone. Manon was enjoying herself seeing my sadness. I was so sad and lost for a long time, until one day my Phys. Ed teacher Mr Andreani saw something was wrong. I was called at the head's office , with Manon, to explain things. Manon had to explain her reasons for doing this to me. After a long talk, she sighed , made some excuses to me, and told me : « You are dramatizing thing, it was all for fun ». I didn't know if her apologies were sincere : I was happy with it for the moment, but I was expecting more attacks from her later.

Teacher's analysis (after group discussion)

This situation is more difficult because the bully girl sounds more cunning than in the first case : she pretends to apologize, but the victim has doubts. The bully girl hasn't made any gesture (apart from compulsory routine apology with adults watching) to show her regrets and determination to change her approach.

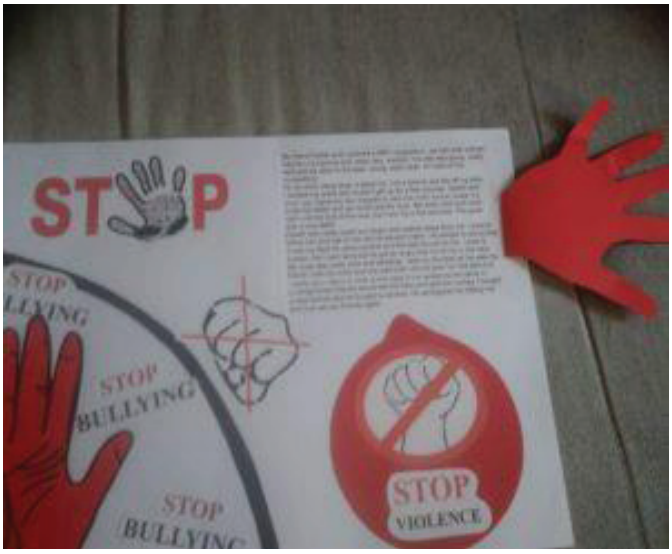
The right moves have been made by the victim, and by the teacher. The adults' responsibility here is to remain watchful of any other attack, whether verbal or physical. The message to the victim is to never hesitate to report again to the adults in the know, and show determination to make things stop. One attack should meet one response, every time. Bullies hate it to see that no transgression





A27. Making an exhaustive guide called ”I am not ashamed of my deeds”
The ultimate expression of our teamwork is the present guide which contains instances from the students’ experiences, feelings, conclusions and many other interesting things.









TELL YOUR STORY!

FRANCE, PESSAC, APRIL 1st 2018

My story began with my first mobility with Erasmus+ projects, projects unrolled in our school. Since then, I, Bogdan David, I became one of the characters of these projects, a character in countinous evolution. These projects have created the framework for self confidence and self-esteem development and last but not least I overpassed the borders of shyness.

The mobility of the project : „*Stop bullying:take a stand and lend a hand*" has opened the way towards some long-lasting friendships and it was the begging of a story that changed my way of seeing the relationships between colleagues and the diversity between people. In one morning of spring, I woke up, like im a dream, in a country, whichi wanted to visit, due to its culture and its gorgeous landscapes that i have been told about. Git in Pessac, to the family where I was staying, I felt that we would never get understand eachother. In a panic that i could not allow to be readable on my face, I was trying to find a solution and fortunately I remembered my French teacber's words, telling us that at some point in the future we will need this language. That moment finally arrived, and I had to deal with it. I figured out that I had to encourage myself and to remember some words.

I was envisioning that my mind was a computer, and windows continously appeared, windows in which I was looking for words to express myself, and what was coming out of my mouth were some words of a robot that was just about to breakdown. Aftersome minutes the miracle happened and I managed to say some words and to avoid the comic situation thatbinwas in. After the atmosphere strained up, I figured out that i could speak in English and that I could get some help with my French from my good old friend, the phone. During that week we learned from eachother words and shared favourite games.

The first task being passed, I made new friends during the activities, no matter if we have visited places like: Bordeaux wine cellar, the sand dune :Dune de Pillat, or sightsaw the Atlantic Ocean's waves that were furiously striking the shore. The foam of the Ocean like some fighting rams and we cooked some French cookies.

In conclusion, this experience was great from my point of view, because of the friendships that were made and which remained same as powerfull a nd managed to pass the time test and shortened the distance.

ROMANIA





ITALY

Ionut: Welcome to my house! I'm very happy you are here.
Filippo: Hi, guys! How are you? It is all right? I expect a great evening, not just to me, but to all of us. To celebrate this occasion, I have brought a bottle of wine, a nice Chianti.
Ionut: Are you crazy? We must not drink wine, you know everybody is underaged.
Inga: The party will be better with wine. If adults can drink, why can't we?
Julia: But if we are drunk, we may do wrong things. If my mother knows that I have drunk wine, she won't let me go out for one year.
Symon: Our parents won't know because they are not here. Let's have fun. Let's hit the dance floor.
Joanna: I want to be responsible. I have a friend who drunks too much wine irresponsibly and he had to be hospitalized for one month.
Viola: Please, stop it! If we drink a little, it will not hurt us. The important thing is not to drink on an empty stomach.
Laura: But how do you know you won't get drunk. When you get drunk, who is going to take you home. None of us has a car.
Francesca: C' man, it would be a shame not to open the bottle. If you drink wine, you will live more. It's a medical research discovery.
Dias: I don't want to drink all this pesticides. They are very toxic. I want to enjoy the party. I want to wake up tomorrow without remembering it at all and with a big headache.
Oli: It's our responsibility whether to drink or not. So, if I want to drink, I'll drink. Besides, a party with no alcohol is no party.
Anna: Drinking wine can create addiction and damages, deliver and stomach.
Filippo: if we can't drink here, we will go drinking to another place.




ERASMUS+

A WAY TO PERSONAL DEVELOPMENT

Poland, Maria Marcu.

I am in the 7-th form and I am from the school Magura, Romania. I like making new friends, if they are from abroad, it is more interesting. I will write about the nice experience I have in Poland when I was there in the project visit. I was selected because I really wanted to go and see other places and people. I also like to make activities in the project and I am jolly and optimistic.
A real host, a perfect friend, a new family! I lost you in my too long talk! Let's start from the beginning. In March, I left for Poland as a member of the project team. Lucky me!

When I got there, I was waited by my host in front of their school. She introduced herself and then I told her my name and the ice broke. Her dad took my luggage and then we goed to her house which become my house for the following week.

The days in which I stayed there I went to their school, take part in regular lessons, and a lot of activities which was interesting and which had to do with the nature protection and our behavior when we are at home and in public. We also had a lot of fun and we had the opportunity to know one another better. It was exciting!

We not stayed only in school to have lessons and feel like in our country. We had trips, very interesting and we learnt many things about Polish animals and plants. The landscapes were fantastic, green in the dominant colour, plain everywhere with birds and small animals. And lakes, wonderful and peaceful.

My hosts was wonderful. They made me feel like home, very welcoming and ready to offer me a lot of cute things to make me feel comfortable. They were like my second family. We keep link today, too. We communicate about our school life and colleagues.

After this adventure, Poland is my preferred country.





Poland, Miguel Sousa

Most people might think this project is all about going to other countries to spend vacations and skip classes costless and efortlessly, but that's not true. Even though, all you need to be part of this project is a will to work hard, a good behavior and manners and , of course, speak English fluently, this is not all about fun and travels (being this text the proof of this).

In my opinion, this project is the best English class you can have. It lasts for a whole week and you really have to speak English, otherwise, no one will understand you. This also makes you grow up psychologicaly; not only because you don't have your parents around to do everything for you, but also because you need to be responsible while travelling to another country. The fact that you're staying at other people's homes, means that you have a much closer contact with this country's culture. At the end of the day, even though the activities you do about bullying (which is the main subject of this project) and the museums you visit are interesting,

I think that the most important part of this is the time you spend with those amazing people. In the first place, because it is the best and more natural way to learn about their cultures; secondly a place, because these friendships make you more comfortable in a place you don't know at all; In the third place, with a more scientific point of view, because socializing is good for your mental health. You have a photo of the Erasmus team socializing at a cafe alongside with a photo of the same team making a work about stoping bullying, at school.

France. Sarah

One year ago I decided to join the Erasmus+ project. That time I did't knew what to expect.

And then it came. It was normal week for everyone. But not for me (us). Siutcase, smile and four friends, and we are in the bus going to the AirPort. We were scared but also very excited. The flight was comfortable and view was amazing. When we arrived to Bordeaux I was so nervous. No one could know how our new family would react on us and If they would like us. Actually... they did. From that moment when they came for us on AirPort till friday everything was so fast and I didn't even realised that I'm in France. I didn't wanted to hear about going home. New friends, new English skills, trying new food, discovering facts about newz country, trips, games- that is what Erasmus+ project gave me. If I would have the opportunity once more I would join again.

France,Vanesa

I'm very glad to meet and visit a very beautiful country - France. I got into a very nice and decent family where I felt at home. Every day, we had a program that involved visiting various beautiful places, historical sights. We have even visited the largest dune in Europe at the Atlantic Ocean, which was an unforgettable experience for me. In addition, we also met other people who became our friends and with whom we spoke English, so they improved our English. When I left, I had tears in my eyes. I hope we will meet again.

In my opinion, everyone who wants to travel the world, improve English, learn about culture and customs, and make friends, should participate in this Erasmus project.

France, Jana

The Erasmus + project has given me a lot of memories.I'm very happy that I am on this project.I had never been meeting french people until this time.It's thanks to this project that I met new friends.Me and my friends were had so much fun .I had a lot of fun with students in this activity.Other students were very friendly..I'm glad because I take part of this project.I spent the most beautiful week in my life.The last day all students had emotional moments and everyone had cried.week together but we seemed like we met long time ago.I feel so lucky. I hope we will meet again.



France, Ondrej

When I have first time heard about Erasmus + project, it hasn't seemed very interesting for me and I hadn't expected big things from it. But then when I have realized that I could travel to one of the participating countries I decided to join. As I have said I hadn't big expectations from it, also I was really surprised and pleased how much has the project changed me and helped me in different things. I have surely improved my English speaking skills and also got to know many new people, new cultures and made a lot of friends. I

In conclusion ,I have to say that I have really enjoyed the time spent during the project and if there was another opportunity to repeat this experience I wouldn't hesitate and I would go.

France, Klaudia

I spent one week in France thanks Erasmus + and that week was the best in my life. This one week gave me new look at the english language. Thanks of that I now know that english is really very important in our life. I have visited new country, have known new culture and make new friends during this week. At school in France, we were making videos about bullying and how we can stop it because: "together is better"! Everyone wept at the end of the week , because no one knew if we meet again .I hope yes.I think everyone should try to join to Erasmus + project because it is the best project that i know. It is an opportunity to try something new- to make new friends, improve English skills and do something that can help someone....just like our videos about stop bullying.

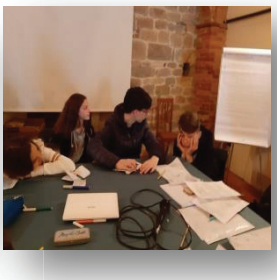
Gonçalo M.

One of the major feelings in the mobilities is the missing of the family , even knowing it depends of the «host» but its always present , about me , I almost felt myself at home , because I was so welcome.

We did an activity that consisted in two sides , one defending a person that my character accused of smoking outside a hospital and another side defending the conviction of the person who smoked ,and the verdict was that its not forbidden to smoke in that particular area but he should show more respect to the disabled people in that area.

Overall I felt happy for the opportunity of socialize with people from many countries and for visiting places that before I only had seen in the history books.







Italy, Gonçalo Oliveira.

I have participated in the mobility to Italy which took place from 11th to 18th May 2019. This experience contributed for my personal growth and social skills improvement, as well as for my overall knowledge and culture.
The mobility's activities were well-intentioned and proceeded well. Personally, the roleplays about the dangers of alcohol and tobacco and the pilgrim's games were the most important activities. In addition, the cities visited, such as Pisa, Florence, Calci, Lucca, among others were very interesting to know. Furthermore, I think the medieval dinner was very well arranged and culturally enriching.

However, I must explain that the activities, in general, could have been better explored, stimulating our contact with other students and encouraging us to take an assertive position towards bullying itself; rather than just lecturing us, the students (who were already supposed to play a fair and assertive role at school). That became a bit drab.

Summarizing, I am sure this mobility led to every student's self-improvement, created bonds between students and teachers and was very amusing, even though we could have dug a little deeper.







Gonçalo Sousa

It was incredible. Probably one of the best things that happened in my life.
I loved when my partner came to Portugal, because I made a great friendship with him and with other Erasmus+ students. Today I can just imagine the throwback, I actually want to travel back in the time and be in this week again.
My mobility was strange in the beginning, but my 'new parents' were amazing with me, I'm so thankful!
The activities were organized the great way too.
About the Anti-bullying activities, I think they were/are crucial and were very well developed.
I hope you call me someday to participate in another mobility.





Hello, my name is **Leonor Reis** and I'm in the Erasmus + Anti Bullying Project.
In this project, beside the work made in our school, we had some mobilities. The one in which I participated was the mobility to Rzeszów, Poland.
I travelled to Poland with two of my friends that are also in the project, Laura and Miguel and two great teachers, Teresa Lopes and Gisela Lopes.
Once we we're there we developed activities such as watching a short Bullying film and discussing how would we feel if we where in the bullied girl's place; how we can avoid situations like that for us and for the people around us.

We also visited a lot of places in Rzeszów and Krakow. My favourite place was Pietro Caffe in Rzeszów, that we visited in our free time with our new and "old" friends from Poland, Romania and France.
Definitely recommend the hot chocolate..





It was a dream come true. After all the work we had in Portugal, including the mobility students from Slovakia, France and Poland had to our city, it was absolutely incredible and gratifying having our own trip. The second we landed in the airport of Rzeszów was just indescribable.
I'm very grateful for the opportunity I had, the friends I made and for everything I learned in the past two years with this project.



Poland, Laura Ribiero

On march 17 me, two colleagues and two teachers went to Poland (Rzeszów) under the project ESRASMUS+ "*Stop Bullying: take a stand and lend a hand".*
In the beginning of the week, we started by meeting the other students from other countries, we also had some time to hang out and get to know each other. We were also visited the school, saw some traditional dances and plays about traditional stories of Rezeszów.
In that week, we were almost everything you can be in other country, we were tourists, students and part of a family.
We visited a lot of places like castles, churches, some things around Rzeszów, Krakow and some other small towns.
We were students, we heard a lecture about bullying, we saw a video, we did group works… we were always having fun learning.
In this project, we were hosted by the families of the students in the ERASMUS+, we learned and understood a lot better the Polish culture because of that, and it was also a way of getting to know people a lot better.
In my opinion, this project made me learn about culture, not only Polish culture but also French and Romanian. We made friends for a life time, and that is one of the best things I took from the project. It was an amazing and important experience that I would love to repeat.





Italy,Laura

The opportunity to be a part of the project Erasmus+ was absolutely unique. It was a special chance to explore and experience a foreign culture not just as a tourist but also as someone wholly involved in it. In addition to possibility of practicing and polishing my skills in English, as well as Spanish language, it was a perfect way to encounter people with interests and passions similar to my own. Besides, a look at glorious and magnificent monuments is not a commonplace. No matter the small problems, I am utterly grateful for the week full of exceptional experiences and great people.

Italy, Monika

Getting to know people from various countries and cultures, improving our capability to work as a team, building up new relationships, brushing up on ones language skills, discussing the problem of smoking and its impact on human lives... These are but a few things we got to experience thanks to Erasmus+ during our stay in Italy in city Altopascio. Our time spent there will forever be one of the nicest memories of our student life.

Portugal, Adam

„As many languages you know, as many times you are a human being.“ Starting with this quote I wanted to show that every country, every language and everyone is different, but there is one thing they have in common - speciality. In my opinion, it's very important to travel, to get to know countries, their traditions, language and people living there. I'm really glad that I could visit such a beautiful a SPECIAL country like Portugal and surprisingly it wasn't so different from our country - so I felt like at home. But another important part of feeling like at home was Francisco's family and families of other students. They showed us how is life in Portugal like and created a great atmosphere in which I felt really comfortably. We experienced an excellent program (Porto, Aveiro, industrial parks, etc.) and had a great time together. We tried Portuguese cuisine and it also reaaaly delicious. To sum up, I'm completely sure that I won't forget on this trip and I'm looking forward to seeing my friends again.

Portugal, Michaela

It was an amazing week with such an amazing people. In host family I felt like I was at home. They were very nice and kind to me and I wish I could spend with them more than just one week. In school we were doing some activities that helped us to made new friendships and spend time with old friends as well. I'm glad I could be there. It gave me a lot.

Portugal, Jozef

My name is Jozef and I'm 17 years old. My experience with Erasmus+ was residence in Portugal in the city S.J. de Madeira. During my stay in Portugal I lived in a host-family which members were mom Sylvia dad Miguel and their two sons Gonçalo and André and also crazy dog Pudipie. Portugal was another I imagine. I can say that nature, citiez or all of enviroment in Portugal is similarly than in Slovakia. People are friendly and is really cool to get to know about its culture, food and art. Very interesting for me was that people in Portugal have long night life f.e. late dinners, sport matchs, trainings, night walks. I think that so experience is very good, can bring many of adventures, improve english skills, get to know new people and country.



Portugal, Olivia

Okay.. so i should speak out my feelings right? I dont even know if this will be possible but I'll try. Im soooo happy that I could do something like this. To get to know new people, their country and a bit of their language. Speaking of language, i was forced to speak in English 24/7 .. that means my english and Communication got even better. I got to meet people I didnt see in a long time and think About our memories we made in Slovakia and make even more memories. One memory that really out for me is how quick I felt like im at home. Carolinas familly was so nice and welcoming that they made me feel at home in a day. The friends I made threw Erasmus+ are just unbelievable. Its hard to say goodbye to someone that you may not ever see again. But who knows maybe one day we'll meet while eating ovos moles in the park lol. Being in this program was one of the greatest thing that happened to me so far. And i hope to do something similar in the future maybe for a even longer time.

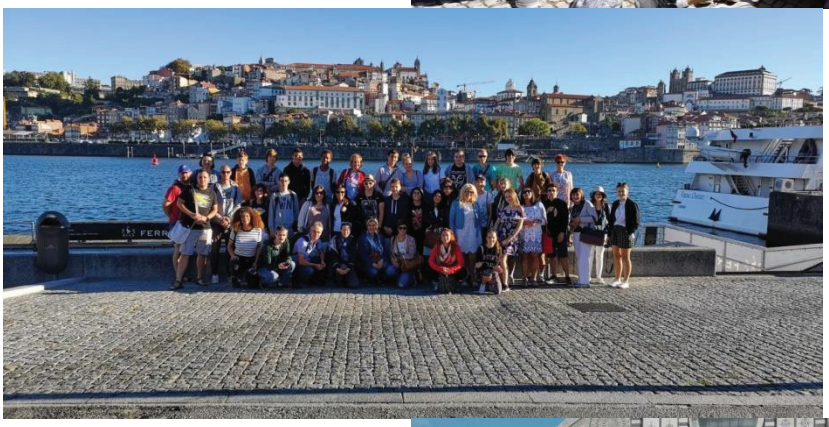
Portugal, Nikola

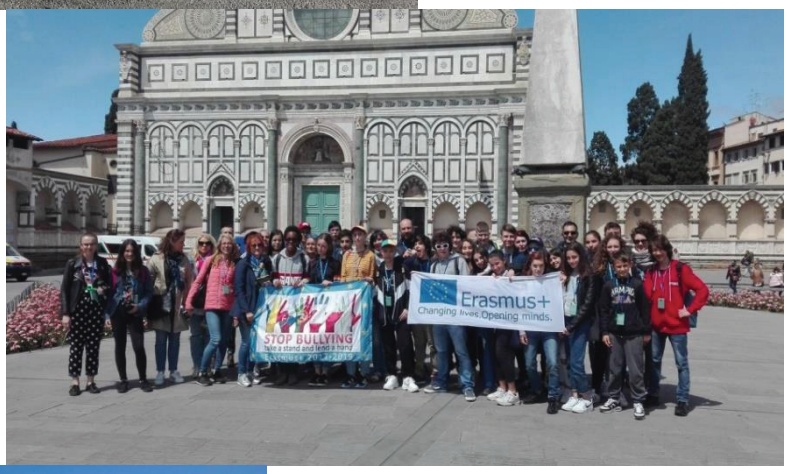
Being a part of project was more than ordinary experience. It was a life changing experience. During mobility in Portugal I've had the most amazing week. Throughout this week I had a chance to know completely different culture, people and the way how they live. I was surprised, because I wasn't' expect that all of these people are so kind and friendly. It felt like home. I'm really thankful that I could be a part of project Erasmus+ and I could meet new people, who I never forget.



STOP BULLYING, take a stand and lend a hand










With the support of the
Erasmus+ Programme
of the European Union

STAND TOGETHER & STOP BULLYING



WE CAN END BULLYING



9 786066 638739
editgraph
ISBN 978-606-663-873-9