Reading for Life

2019-1-RO01-KA229-063065_1

READING FOR LIFE

Lesson plans

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Our project

Main objective of the project: Exchange of Good Practices

Project Title: READING for LIFE

Project Start Date (dd-mm-yyyy): 01-09-2019

Project Total Duration: 24 months

Project End Date (dd-mm-yyyy): 31-08-2021

To embrace diversity, pupils need to get in touch with different cultures. Erasmus + and eTwinning projects are a great way to give them access to a variety of different cultures and traditions. We would like to promote reading for pleasure among our pupils and in the meanwhile to teach values and promote social, intellectual, moral and emotional growth. The objectives of the project are linked with the needs of our schools and the priorities that we have selected: promotion of social inclusion, preventing early school leaving and supporting disadvantaged pupils, supporting teachers' development.

Schools involved

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Coordinator: Daniela Guimarães, Maths teacher, eTwinning ambassador

CHAPTER 1: TOLERANCE

DEFINITION OF TOLERANCE

BY PUPILS

Tolerance, Larisa RO:

Tolerance is very important in our 8urricu.We need to accept 8urriculu and everyone else.Tolarence is the love that we show for I by accepting the way they act and they dress.

My definition of tolerance, Cynthia RO:

My definition of tolerance is that you need to accept people how they are. For me is important to be tolerant because people are hurting other ones by discrimination, because they are different that doesn't mean they are not human. And it makes me sad to think that hundreds of people are not accepted because they are black or they are different. They are not different they are just beautiful in their own way.

Rusu Georgiana Maria, RO:

I think tolerance is very important in our lives because we are the future. We are the ones who, for the next generations will be examples. And a good example knows how to handle certain situations , an example knows how to accept and become accepted. We are all the same. Regardlessof the material condition, color or nationality. Everyone should love and respect their neighbor.

Doroteea, RO:

Tolerance is very important for people.We need to accept the others people.Not all people accept the people around they and that's 8urri.Tolerance is the love,the respect,the understanding,the 8urriculu that we show for the humans.

Sava Darius, RO:

Tolerance is very important in everyday life. For example: A child from another country comes to us in Romania through the Erasmus project and has not yet found accommodation because it is different from us all and in order to accommodate it you should have a very high level of tolerance.

Georgiana, RO:

Tolerance is important. By tolerance we show love to others,respect,out kindness and many other things.

Pop Daria, RO:

For mine tolerace is a very important thing because 9urricu tolerance you learn to be better. Tolerance consistent în the fact that there were no differences between children of a other religios or color. We are all The same. We are equal and we have equal rights. It's a very important thing. Tolerance is important. Learn to be tolerant! ♡

Amabela Celestial, SP:

To me, tolerance is an important part to our society, we maybe different but we have to accept ourselves and others for their individual flaws and beauties. We must learn to be tolerant and respectful towards others. Cause in the end of the day, we're all humans.

Daroczi Eliza, RO:

Tolerance is very important in our world now days and we all have to learn how to live in peace 9urricul! We need to learn how to treat every people on this planet the same way, it shouldn't mater if someone is not the same color or not the same religion as you and even if they are part of the LGBT+ I you should treat them in the same way as you would expect others to treat you, because at the end of the day everyone is special in there owne way,everyone is unique so be tolerant and live a happy life whit exepting people the way they are!

Hugo Couto, SP:

For me, tolerance is respect, everybody needs to be tolerant with others. But this world is imperfect and there are people who discriminate others, they discriminate others because they aren't like they want. This is sad but it is the reality and there are injustices in this world. We can do something about it. And everybody needs to appreciate other people's lives.

Paola González – SP:

For me tolerance is the power of respecting others, even thought we don't think equally. Tolerance is something we

all should/must have, if we don't think the same as others we have to respect that and express ourselves in a good way, or basically just shut up if we can not control ourselves. The main point here is respect, all the time, in every situation, in every moment... Treat the other as you would like them to treat you, people say. Then if you want to me respect, you have to be tolerant with others no matter what differences you have. Tolerance is the key of everything.

Tolerance, Jecelyn SP:

Tolerance is so important in this world, we need to accept people as we accept our selves. Tolerence is not discriminate on anything. Tolerece is the love, acceptation, respect of the persons who are around us. We can't discriminate because of their skin color or because they have a problem that it mark they life or by their sexual orientation. They have feeling too and your discriminate hurts to them. I hope this society learns to tolerate

Tolerance, Emma NO:

Tolerance is very important. For me it's about accepting someone, and be willing to learn and respect others. We all have something special and uniqueness in ourselves, and that is the beauty of being human. You don't need to understand everything about a person or their beliefs, but you need to respect them and be willing to learn, and also accept that you are different. That's what I think Tolerance is about.

Tolerance, Sarah NO:

Tolerance for me is to have respect for each other. To tolerate how people are, their religion and what they like. We need to be tolerant to everybody

Giulia Catanas, RO:

By my opinion, 10urriculu is a form of respect towards another person. In the society in which we live it's 10urriculu to tolerate people, because we will be expelled from our group of friends if we don't do it . We are all special in our own way and we have to be nice with people who aren't like us, in all points of view. Tollerance means love.

Tolerance, Ragnhild NO:

Tolerance is something that is very important, but tolerance for me is to accept others for who they are and that everyone deserves equality.

Tolerance, Krish Dharmani IES Consell De Cent:

Tolerence is something that you have since you have born , is something that when it exeeds its limits,that 11urriculu ends and comes the anger. The best ways are to inhale 11urric and 11urric 11urric and the another way is to thinking about something you like or 11urricul thinks.
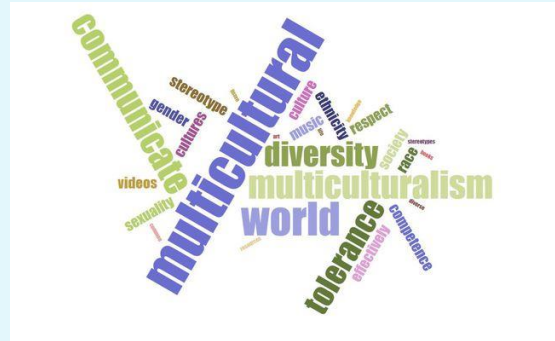
Tolerance, Mia SL:

Characteristics of a tolerant person are – among others – to show tolerance in education, towards ethnic, racial, religious differences

Tolerance, Barbara SL:

I have used the word cloud.

Xena González, SP:

For me, tolerance is respecting others although were do not always agree. It is s important because all of us we're differet and we have different thoughts, for that we have to respect each other.

Tolerance,Mahrukh 2C, S.P:

Tolerance is people who respect each other, to respect another culture, language, religion, nation and all other differences.Tolerance is the quality of allowing other people to say and do as they like, even if you do not agree or approve of it.

What is Tolerance?,YASIN SP:

Attitude of the person who respects the opinions, ideas or attitudes of other people even if they do not match their own.

Tolerance, Othelie NO:

Tolerance is important to make the I work. To me, tolerance is all about respecting each other. Being friendly comes from inside of you, and it comes naturaly. We would like to not hurt anyones feelings. We are learned from a very young age that we are going to treat other people with respect. Everyone is different and I what makes the world so colorful and great.

Tolerance, Rakel NO:

Tolerance is something everybody has. People tolerate different things differently. Some tolerate more, and some less. But it's important to respect peoples limits and their belifes, feelings, preferences, sexualities, 12urricul and much more. You get the same energy you put out there. So the more you tolerate others, the more likely they are to tolerate you more. Maybe someones 12urricul annoy you, but it's their 12urricul, not yours. You tolerate what you tolerate, and they tolerate what they tolerate. That's the beauty of people. Everybody are unique ♡

manja.slo:

tolerance means you can help and not be angry if you don't and try again.

zarja slo

For me, tolerance means that you have to respect something or be tolerant for people ... This is very important in life.

Gladdy Mendoza. SP

Tolerance is very important to our world and for me, is about respecting other people without hurting them by who they are, accept all the ways of thinking and acting even though you're different from them. In our world, no one is perfect but maybe we could help other people to realize everyone is important cuz, in the end, we're all the same. Humans, living in the SAME WORLD.

Kercsuly Erika.RO

Tolerance is a big word in this world.If you use this word it means that you try anything to respect people and learn about them as much as you can.We are all different but for this you do not have to criticize them at first sight.The word tolerance means to accept people the way they are cuz everybody is beautiful in their owne way.

Sumeja SLO

Tolerance is important for people.We need to accept ourselves and other people.

Andra, RO

tolerance is respecting other people and the love for another one.

Ala SLO

Tolerance is important, because we need to accept ourselves and other people. We are all equal. We need to learn to accept and respect other peoples opinions and ideas.

Žiga slo

tolerance is very 13urriculu in world

Angelina Martins, 7.ºA, PT

We had a spectacular class on tolerance. First, our religion teacher gave an introduction on the subject. Then a group of older English students, with their teacher performed a U2 song, Ordinary Love. After a debate we made an online questionnaire with the title: "Tolerance_in_one_word. And here is the result: "Comprehensive" – easily won.
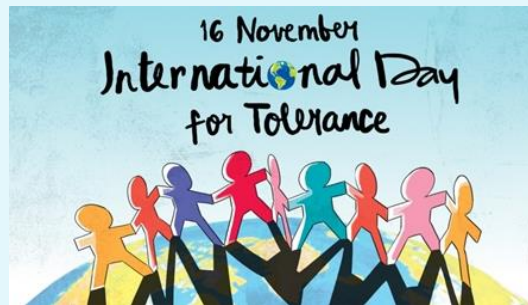
TOLERANCE LESSON PLAN

Liceul Tehnologic Octavian Goga Jibou

Teachers: Melinda Nagy

Age group: 12-14

Number of students: 50

Aims of the activity:

1.) Integration of the interrelation skills, in order to develop personally and professionally

2.) Applying the principles of positive interpersonal communication;

3.) Demonstrating skills regarding tolerant behavior.

Values and attitudes:

-Respect and self-confidence

-Recognition of the uniqueness of each person;

-Receptivity to the emotions of other

-Valorization of interpersonal relationships

At the end of the activity, all participants will be able to:

-define the term "tolerance";

-to identify the causes that cause intolerant behavior;

-to exemplify situations of tolerance / intolerance in the gear of interpersonal relationships, in the family, class, society;

-demonstrate appropriate behavior to tolerance / intolerance situations

Materials used:

-whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Evaluation:

• Observation of participants during the debate

• Feedback offered through discussions with participants

• Interpretation of the online questionnaire applied at the end of the activity

Description of the activities:

Activity 1: Think of words that you can associate with tolerance.

*Word cloud created with WordArt

Activity 2: Are the following statements True/False

Being tolerant means:

a) ... to be patient, indulgent with others, good to the others;

b)… to treat with kindness a person, a situation;

c) ... not to be understanding and not to endure the inconveniences caused by others calmly;

d)… to be a person who can forgive, can understand;

e)… to be respectful, to be affectionate towards a person;

f)… to accept people as they are and to understand their problems, that is, to be patient;

g)… to be right and to understand;

h) ... be calm, understanding, kind, patient, respecting yourself only

Activity 3: Identify which of the following situations do you consider to be tolerance or intolerance.

a) Pope John Paul II tried to unite people of different religions. He took a great step towards creating harmony between peoples.

b) During mathematics two students were playing, making noise. The teacher blamed me, calling my parents at school, treating me with indifference and mistrust.

c) I was travelling with my grandmother on a fast train. At one point an old woman came in. She sighed, saying, "They care only about themselves. When will the young people learn to be kind? "Hearing this, some boys started laughing, smiling at the old woman who lived her life and had nothing to do on the roads, that they paid the ticket and -They are going to give her place. But one girl gave her the place, and the boys said with contempt: "Too much respect leads to nothing good."

d) Parents are always understanding with us. They go to grandparents every Saturday, and most of the time I don't go. And grandparents and parents are not happy about it. However, they have patience with me and do not tell me off, but they explain to me that it is not good what I do.

e) Getting on the minibus, I found that I had only 70pence in my pocket. But the driver allowed me to travel. I thought I was lucky.

f) One day, after lessons, I got in the minibus. It wasn't long before an old woman came in who wanted to sit down. I didn't give her the place because my legs hurt after the football game. I know I didn't do it right. I am ashamed.

g) On the football field of the school, students from the 5th, 6th and 9th and 10th grades were playing. The big ones chased the little ones, took the ball, insulted them, and they could not reproach them. Being helpless, the little ones gave up, leaving very sad.

Activity 4: Present a situation of tolerance and intolerance in your environment. Work in groups of 4 students.

*Activity 5: Xorg is a little different ... Imagine he is your new colleague. What would be your reaction?

Activity 6: Try to replace the the word unacceptable with a positive one.
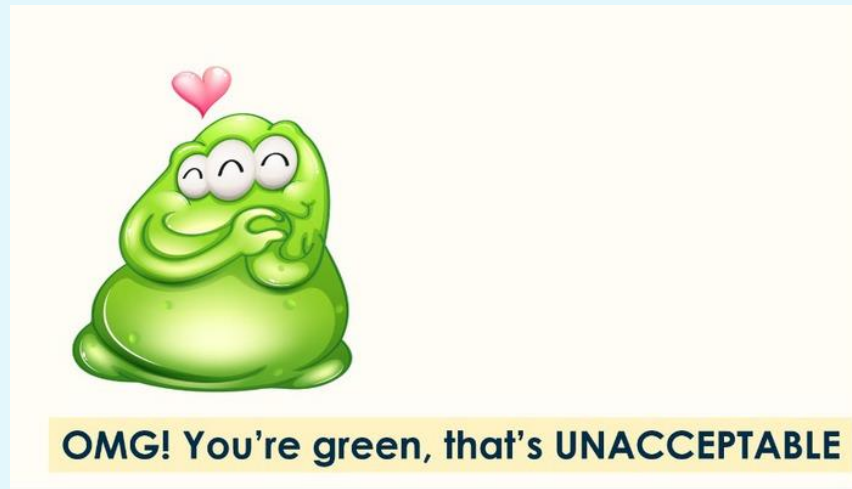
Activity 7: Online questionnaire about tolerance.

https://forms.gle/LBQacCnjfni2STrd6

Activity 8: Definition of tolerance on Twinspace.

*Activities 5 & 6 are taken from Selma Toolkit: https://hackinghate.eu/toolkit/

TOLERANCE LESSON PLAN

Institut Consell de Cent, Barcelona.

Teachers: Eva Garcia and Gemma Guim

Age group: 12-15

Aims of the activity:

1.) Understand and define tolerance

2.) Recognise targets of this discrimination

3.) Practise ways to be more tolerant

4.) Review a song's message and report whether it's still relevant today

5.) Apply what we have learnt and analyse the results of a questionnaire

Values and attitudes:

Peace, love, respect, responsibility, tolerance, honesty, humility, cooperation, freedom.

Materials used:

Whiteboard, video projector, laptop, worksheets with the lyrics of the songs, Google Forms questionnaire, internet.

Evaluation:

• Observation of participants during the lesson

• Feedback offered through discussions with participants

• Interpretation of the Google Forms questionnaire at the end of the activity

Description of the activities:

Activity 1: Introduction. Watch these videos:

https://www.youtube.com/watch?v=oHf-jMBU4As (11-13 years old)

https://www.youtube.com/watch?v=1dqh_ey_Ydc (13-14 years old)

https://www.youtube.com/watch?v=D9Ihs241zeg (14-15 years old)
And answer these questions:

What do you think about the video?

What do you think is tolerance?

Who are the targets of this discrimination?

How can we be more tolerant?

Activity 2: In pairs or groups of three students describe pairs of words such as "men/women", "old people/young people", "poor people/rich people"...

Students share what they have written with other groups. After that, the whole group shares what they have written with the rest of the class and they wonder whether they like it or not. The teacher gives some time to make some amendments.

If they need some help the teacher can trigger discussion: "Is it fair to say that all men are…?"

The teacher can also write sentences on the whiteboard:

"Girls are not as good at sport at boys"

"Women are better cooks than men"

Teacher guides discussion.

Activity 3: Music.

In pairs or small groups students answer: If you wanted something to change, how could you do it? How could music help? What role can music play?

Students listen to the following songs:

6. Same Love – Macklemore & Ryan Lewis (acceptance and understanding of the LGBTQ community)

2. Where Is The Love? – The Black Eyed Peas (love people of all races and religions)

3. One Love – Bob Marley (world peace and unity)

4. Brown Girl – Aaradhna (prejudice and racism)

Teacher provides lyrics of the songs. After listening to them the teacher asks: Do these songs inspire you? Why?

What similarities and differences are there in these songs?

What messages do they contain?

Activity 4: Students teach others what they have learnt. They write more questions on a

Google Forms questionnaire to assess the level of tolerance of the classroom/school.
 The teacher screens this questionnaire as a model and they analyse the results.

https://www.tolerance.org/sites/default/files/2017-08/teaching-tolerance-are-you-empathetic.pdf

TOLERANCE LESSON PLAN

Hilstad Skole Norway

Teacher: Siri Nepaas

Age group: — 12-15

Aims:
- Define the term «tolerance».
- Illustrate and exemplify tolerant and intolerant behaviour.
- Recognise stereotyping and prejudices.

Materials needed: — Whiteboard, projector, iPads or computers

Tolerance lesson plan
Hilstad skole Norway
Teacher: Siri Nepaas

Activity 1: — BOOK CREATOR — Find synonyms and related words to «tolerance». Collect all the words in our Synonym book in the app: Book Creator.

Activity 2: — Write about tolerance on our eTwinning TwinSpace

Activity 3 — Write an acrostic poem to the word tolerance.
Write your word down vertically.
Brainstorm words or phrases that describes your idea.
Place your brainstormed words or phrases on the lines.

Activity 4 — Prejudices
- Discuss: Do we have any prejudices?
- How can we fight prejudices and discrimination?
Answer:
  1. individually
  2. in pairs
  3. in plenary
- Dramatize some of the situations we have discussed.

TOLERANCE LESSON PLAN

School: Osnovna šola Litija

Subjects: Art, Language

Grade: 6

Age: 11

Objectives:

Students will talk about the meaning of the word tolerance, draw a truly unique person, one part at a time, create a totally unique person, with a head drawn by one student, a torso drawn by another student, and lower body drawn by another, define the most positive qualities of this person, write about why this person is one of your new best friends.

Keywords: Tolerance, friend, writing, friendship, self-esteem, appreciation, differences

Materials needed:

5 cm square of white drawing paper, one sheet per student

8 cm square of white drawing paper, one sheet per student

10 cm square of white drawing paper, one sheet per student

art supplies (might include crayons, markers, or paints)

writing paper and pen/pencil

Lesson Plan

In this lesson, students search for the most positive aspects of some very unusual »people«.

The activity reinforces the idea that one can not always judge the quality of a person by his or her appearance; sometimes people can be appreciated for their differences.

To begin the lesson, write the word tolerance on the whiteboard. Ask students what the word means to them. Ask: What is it that makes you unique among your classmates?

Next, draw a simple outline of a person on the board or chart. Draw two lines

across the person´s body. One line should divide the person´s head (including the neck) and

torso (shoulders to waist); the other should divide the torso and leg area (from the waist-

down).

Lead students to understand that people can have blue eyes or brown eyes, small ears or big ears, curly hair or straight hair, dark skin, light skin, or a shade in between, freckles, glasses, or a hat, and so on.

Discuss some of the ways in which people´s bodies might be different. Lead students to

understand that people can be skinny or heavy, muscular or frail, square- or round-shouldered, and so on. Talk about the kinds of clothing people might wear – a T-shirt, a sweater, a feathered boa...

Finally, focus on the lower body (from the waist down). Point out that people can have skinny or stubby legs and their feet point in, out, or straight ahead. People wear pants, dresses, high-top sneakers, high-heeled shoes, construction boots, ballerina slippers, and so on.

When you are satisfied that students have the three parts of the body sorted out, provide each student with a piece of white drawing paper (5 cm square). Have students write their names on one side of the paper and draw on the other side of the paper the head of a person. Tell students that this should not be somebody they know; this unique person should come from their imaginations. Remind them to think first about the features the persons head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

It is very important that students fill up the entire square with the image of the person´s head. Also, remind them their head could use a neck to sit on!

When students finish drawing a unique head, provide them with a sheet of paper that Measures 10 cm square. After students write their names on one side of the paper, they should turn the paper over and draw the torso (shoulders to waist) of the person. Before they draw, remind students to imagine the features of the persons torso. How is the body shaped? What clothing is the person wearing? Once again, students should fill the entire space and draw as much detail as possible. Think unique!

When students finish drawing a torso, hand them a third sheet of paper; this time a 8 cm square. Have students write their names on one side of the paper, and draw the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. Once again, tell them to think unique!

As students finish their final square, have them check to be sure their names are on all three parts; then collect them. You might have students put the heads in one box or folder, the torsos in another, and the legs in a third.

Putting It Together

Distribute to each student a head, a torso, and a set of legs. Students should not get a body

part that they drew. Have students tape together the three body parts to create a

totally unique »friend«. The new friends will be pretty unusual-looking people, to say the

least! But...

Here is the crux of the lesson...

Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents, special qualities...

After students have had a good laugh about how the three body parts came together to

create an unusual-looking person, ask each student to think up a name for his or her new

»friend«; and to give some thought to some of the characteristics the new friend might have.

Ask: What special qualities does this unique person have? What special talents does the

person possess? What do you have in common with your new friend? How are you different?

After students have decided what qualities their new friends have, tell them you would like

them to write about their new friends.

When students have finished their stories, invite them to share them with their classmates.

You might use this read-aloud session as an opportunity to reinforce the lesson you hope

they will take from this activity: What a person looks like on the outside has nothing to do with what that person is like on the inside!

The essays and illustrations might make a fun bulletin board display too!

TOLERANCE LESSON PLAN

AGRUPAMENTO DE ESCOLAS DE IDÃES, PORTUGAL

Learning Objectives

Aims of the activity:

1.) Integration of the interrelation skills, in order to develop personally and professionally

2.) Applying the principles of positive interpersonal communication;

3.) Demonstrating skills regarding tolerant behavior.

Values and attitudes:

-Respect and self-confidence

-Recognition of the uniqueness of each person;

-Receptivity to the emotions of other

-Valorization of interpersonal relationships

Success Criteria

• Observation of participants during the debate

• Feedback offered through discussions with participants

• Interpretation of the online questionnaire applied at the end of the activity

At the end of the activity, all participants will be able to:

-define the term "tolerance";

-to identify the causes that cause intolerant behavior;

-to exemplify situations of tolerance / intolerance in the gear of interpersonal relationships, in the family, class, society;

-demonstrate appropriate behavior to tolerance / intolerance situations

Materials

-whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Activity 1: Being tolerant means/doesn't mean

Activity 2: Present a situation of tolerance and intolerance in your environment. Work in groups of 4 students.

Activity 3: Video Nélson Mandela – Ordinary Love U2 – Presentation from Students from 12.º A & B e Teacher Carla Dias

https://www.youtube.com/watch?v=XC3ahd6Di3M

Activity 4: Google form to vote the most impressive word

https://docs.google.com/forms/d/e/1FAIpQLSe_VpQ_1KqrrZXy1WBpd_-SqM0tfdD1e1LuczoSQdcXqH6qDQ/viewform?usp=sf_link

Assessment tools:

-teacher observation

-class discussion,

-works in progress with comments,

-think-pair-share,

-brainstorming,

-Dissemination

-goolge form

CHAPTER 2: DISCRIMINATION

2.1. DISCRIMINATION Lesson Plan

Teacher: Melinda Nagy

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Age group: 12-14

Aims of the activity:

-Understand that some groups of people can be treated unfairly because of their characteristics.

-Understand what is meant by discrimination.

-Be able to identify negative and discriminatory behaviour

Values and attitudes:

-positive attitude towards equal treatment

Materials used:

-whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Evaluation:

-Observation of participants during the debate

-Feedback offered through discussions with participants

-Interpretation of the online questionnaire applied at the end of the activity

Description of activity:

Activity 1: Students work in group to define discrimination. They present their definitions and discuss them.

Activity 2: Forms of discrimination. With the aid of the slides, students discuss different forms of discrimination.

Activity 3: Teacher presents students various cases of discrimination and discuss them together based on the prepared questions.

Activity 4: Gender discrimination. Discussions about whether there are jobs only for women or only for men. Watching the video.

https://www.youtube.com/watch?v=z8jOQwrmDFE&feature=emb_logo

Activity 5: Poster creation for an anti-discrimination campaign (of their choice).

<p style="text-align: center; color: red;">**2.2. Discrimination Lesson Plan**</p>

<p style="text-align: right; color: red;">**Agrupamento de Escolas de Idães, Portugal**</p>

<p style="text-align: right; color: red;">**Teacher: Luís Pereira**</p>

Learning Objectives

Aims of the activity:

1.) Integration of the inter relational skills, in order to develop personally and professionally;

2.) Applying the principles of positive interpersonal communication;

3.) Demonstrating skills to cope with discrimination.

Values and attitudes:

-Respect and self-confidence;

-Recognition of the uniqueness of each person;

-Receptivity to the others' emotions;

-Valorization of interpersonal relationships.

Success Criteria

• Observation of participants during the debate;

• Feedback offered through discussions by participants;

• Analysing the data from the online questionnaire applied at the end of the activity.

At the end of the activity, all participants will be able to:

- define the term "discrimination";

- identify the causes of discriminant behavior;

- exemplify situations of discrimination in interpersonal relationships, in the family, class, society;

-demonstrate appropriate behavior towards discrimination.

Materials

-whiteboard, video projector, laptop, worksheets in ppt, online questionnaire, internet

Activity 1: Presentation of the word "discrimination" and its definition by students from 7thA. The students from 12th grade are the target audience.

Activity 2: Presentation of the theme by a NGO association member.

Activity 3: Creation of a Google form to vote the most impressive word. The students form the 12th grade will help the 7th grade students to create this questionnaire.

The questionnaire will address students from other classes and grades.

Assessment tool:

teacher observation

public discussion,

works in progress with comments,

brainstorming,

Dissemination

goolge form.

On Monday, 25th November, students from the 7th and 12th grades attended a conference on Discrimantion by Anna Barbosa representing NGO Empowerment Through Integration.

The 12th grade students involved had discussed and prepared a presentation for the 7th grade students before the conference.

On the 25th, they interacted with the speaker for some moments. She made them use critical thinking towards pre-conveyed ideas on discrimination and later they used Mentimeter app to express their view on the topic in one word.

https://www.etivision.org/

ETI promotes the achievement of a genuinely inclusive society through the recognition and elimination of stigma against disability, acknowledging and rejecting bias, and elevating respect for individual value.

ETI advances its mission through groundbreaking initiatives that challenge stereotypes about people with disabilities, elevate marginalized voices and viewpoints, and promote a robust and authentic respect for individual value through the organizations.

Our programs shift the collective narrative around disability and marginalization from one of denigration and helplessness to one of empowerment, inclusion, and diversity. Our holistic, grassroots approach focuses on youth, parents, and communities in social, work, family, community, educational, and policy spaces.

2.3. Discrimination Lesson Plan

School: Hilstad skole, Norway

Teacher: Siri Nepaas

Age group: 13-15

Aims:

• Explain the term: discrimination

• Identify negative and discriminatory behaviour

• Discover two different examples of discrimination; discrimination on the ground of race and discrimination against women

• Reflect on the situation today both in our own country and in USA, where the movie is from

Materials:

Whiteboard, projector/apple TV, iPad/ PC, the movie: Hidden figures

Activity 1:

Explain the word «discrimination». Find synonyms and related words.

Explain the phrase: « Don`t judge a book by its cover».

Activity 2:

Watch the movie «Hidden figures».

Activity 3:

Discuss different questions from the movie:

The questions are from the website: www.techbridgegirls.org

1. What parts of the movie do you remember most, and why?

2. The movie took place during a time in the United States when black and white people were segregated, and black people were treated unfairly.

a. How were Katherine, Mary, Dorothy, and their co-workers challenged by discrimination? How did they succeed anyway?

b. How did the white people in the movie react to segregation?

c. What practices in our current day remind you of the segregation in the movie? Have you been treated unfairly because of your race and/or gender? Have you seen someone else treated unfairly because of their race and/or gender? What did you do or say? Would you act differently in the future?

3. How has the experience of women and people of color working in science, technology, engineering, and math (STEM) changed since the 1960s? What kinds of jobs do you think were usually available to women then? Was it the same for white women and women of color?

4. Mary Jackson showed great perseverance as she tried to get the opportunity to earn her engineering degree. In court, she argued "someone has to be the first." Have you ever felt you were first to do something? Why is being first at something both exciting and scary? Why do you think Mary fought so hard to get her engineering degree?

5. Dorothy Vaughan stood up for herself and for other women several times in the movie. When did you notice Dorothy being an example of what it means to be part of a sisterhood of women?

6. When did you notice other people standing up for Dorothy, Katherine, and Mary? Why was it important for them to have male allies (supporters) and white allies?

7. What was the role of friends and family members in supporting Katherine, Dorothy, and Mary? How did they support each other? Why is having a support system important?

8. What would you do if you were told you could not pursue a career or job because of how you look or who you are?

9. What can you, as a student do to help others, especially young people, break barriers as Katherine, Mary, and Dorothy did?

2.4. Discrimination lesson plan

School: Institut Consell de Cent, Barcelona.

Teachers: Eva Garcia and Gemma Guim

Age group: 12-15

Aims of the activity:

1.) Understand and define discrimination

2.) Be able to identify negative and discriminatory behaviour in everyday life

3.) Identify channels against discrimination at school or in the city

4.) Encourage others to take action against discrimination

Materials used:

Whiteboard, video projector, laptop, internet, posters.

Evaluation:

• Observation of participants during the lesson

• Feedback offered through discussions with participants

• Poster assessment at the end of the activity

Description of the activities:

Activity 1: The teacher provides preferential treatment to a particular group of students. For example, students with straight hair (or tall/short students, boys/girls, who is wearing red…) must stand at the back and the others can be seated or the teacher distributes candy to some of them and ignores the others.

Teacher asks: How does it feel to be treated in this way? Was this fair? Why do people discriminate?

Students read the cartoon in Portuguese and translate it into English. They discuss about it and think of somebody they know (classmate, friend or relative) who may have suffered from the

prejudices portrayed by the cartoon. Students list as many acts of discrimination as they can. They try to understand and define discrimination.

Activity 2: Students fill in this questionnaire:

Have you ever been discriminated against?

- Yes

- No

- I'm not sure

Where?

- At home

- At school

- At public places

- Other

The person(s) that made you feel discriminated against was/were

- (one of) your peers

- (a) member(s) of your family

- your friend(s)

- other:

Have you committed any discrimination against anyone?

- Yes

- No

- I'm not sure

Against whom?

- A member of my family or relative

- A peer

- A friend

- Other:

How were you discriminated against?

Why do you think some people need to discriminate people?

- Their lives are difficult

- They need to feel dominant over you

- ....

- Suggestions for a discrimination-free future:

Analysis of results

Activity 3: How is bullying, racism, gender discrimination or any other forms of discrimination dealt with at school? Could they be improved in any way? What can we do to stand up against discrimination?

Pledge and commitment on the part of discriminators not to discriminate any more. They must write a list of new patterns of behaviour to follow to avoid discriminating others. Tips and support to those that have claimed to be discriminated frequently. Suggestion of the different channels the school and social services have made available for them.

Establishment of a support or "pride boost" group within the school, formed by volunteers. Students create a poster that illustrates the ideas the class came up with for standing up against discrimination and the channels they can use at school or outside school ("Oficina per la No Discriminació", SOS Racisme... in Barcelona) to fight against it. We hang them around school.

<p style="text-align:center;color:red;">**2.5. Discrimination lesson plan**</p>

<p style="text-align:right;color:red;">Osnovna šola Litija, Slovenia</p>

Objectives

Activities will help students:

• identify acts of discrimination

• explore ways to stand up against discrimination

• encourage others to take action against discrimination

Essential Questions

• What does it mean to be discriminated against?

• Why do people discriminate?

• What can we do to stand up against discrimination?

Materials

• Don't Discriminate handout

• poster board or construction paper

• markers

OVERVIEW

People sometimes look the other way when they see an act of discrimination because they do not know how to stop it. By providing students with real-world examples, we can help them identify peaceful ways to respond.

PROCEDURE

1. Pretend your teacher made the decision that everyone who is wearing blue today will not be allowed to go to recess. Discuss your answers to the following questions with a partner:

    o In this situation, how would you feel if you were wearing blue?

- Do you think it's reasonable for your teacher to decide who can go to recess based on what they're wearing? What if your teacher decided that only students who were wearing green shirts could go to recess?

- How would you feel if you were wearing a green shirt and were allowed to go to recess when your best friend, who is wearing blue today, is not allowed to play?

2. As a class, discuss the following:

- Who is being treated unfairly in this situation? These people are being discriminated against.

- If you were the one being discriminated against, what would you do?

- What would you do if you saw a classmate being discriminated against?

3. Now read <u>Don't Discriminate</u> to learn about real-life examples of discrimination and how people stood up against it. Answer the questions provided.

4. Use the board or chart paper to create a "graffiti wall" of reactions to what you just read. As you think about the examples of discrimination you read about, go up to the "wall" and write down your thoughts, feelings or questions. More than one person may write on the wall at a time.

5. As a class, look at the "graffiti wall" and discuss <u>Don't Discriminate</u>. What are some reasons the people you read about were being discriminated against? Why else might people be discriminated against? *(Note: Record student ideas, such as race, religion, appearance/attire, ethnicity, sexual orientation, disabilities, etc. on the board or chart paper.)* How did these examples of discrimination make you feel?

6. List all the ways the people you read about safely stood up against discrimination. What are some other ways you could safely stand up against discrimination? *(Note: Emphasize peaceful strategies like the ones included in Don't Discriminate, such as telling an adult, contacting a civil liberties group or organizing a boycott or protest. Record student ideas on the board or chart paper.)*

7. With a partner or small group, create a poster that illustrates one of the ideas your class came up with for standing up against discrimination. Hang your posters around school to encourage schoolmates to take action against discrimination.

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
WWW.TOLERANCE.ORG

EARLY & MIDDLE GRADES ACTIVITY

K 1 2 **3 4 5 6 7 8** 9 10 11 12

Don't Discriminate

Directions: Read each of the following scenarios. Then answer the questions that follow.

Michelle Oaks is thankful she beat cancer. But her medicine left her almost deaf and short for her age. Classmates at her New Hampshire high school bullied her for these things and even said she faked her illness. She responded to the mean teasing by talking about her experience. She hopes doing so will help her classmates understand childhood cancer.

a. Who is being discriminated against in this situation? Why?

_____

_____

b. Who stood up against this discrimination and how did he/she/they do it?

_____

_____

Abby Brammer was happy that a restaurant in her New York town was going to hire her to work after school. But the manager changed his mind when he met her in person and saw that she was African American. Friends held signs outside the restaurant in protest. Many from the town refused to eat there. After Abby sued the restaurant, the owner agreed to be fair when hiring workers.

a. Who is being discriminated against in this situation? Why?

_____

b. Who stood up against this discrimination and how did he/she/they do it?

_____

_____

When Rochelle Hamilton began high school in Northern California, students and adults bullied her for being a lesbian. They said mean things to her. They also would not let her in the girls' locker room. Rochelle's mother met with school officials for months, but nothing changed. Rochelle and her mother then turned to a group that helps protect people's rights. When the group pointed out that the school was breaking the law, the school finally agreed to make things better.

a. Who is being discriminated against in this situation? Why?

_____

b. Who stood up against this discrimination and how did he/she/they do it?

_____

_____

CHAPTER 3

Refugees/Migrants Lesson Plans

3.1. Lesson plan: Migrants and refugees

School: Hilstad, Norway / Teachers: Siri Nepaas, Ingrid Stokke

Age group: 12-15

Aims of the activity:

- Understand the words: refugees, migrants, immigrants, emigrants, migration

- Understand different reasons for why people choose to migrate

- Understand how the situation is for refugees

- Find out how refugees and immigrants are included in the Norwegian society

Materials used:

-whiteboard, projector, iPads, internet (amnesty.org), book: Kosmos 10

Define the words:

What is a refugee?

What is an immigrant?

What does it mean to migrate?

Brainstorm 1: What do we know about refugees and migration? Associations to the word "refugees". How is the present situation in Syria?

Brainstorm 2: What do we need to learn?

Activities:

1.   Watch short video clips: "Fleeing Syria" and discuss different questions:

-      How was their situation? What was the hardest part for the refugees? What could have made their situation easier? What can we do for refugees from Syria?

2.   Group work:

Create and send an invitation to the local school for refugees. Create an interview. Interview a refugee and an immigrant. Compare their stories

Or Send an e-mail to the mayor in Broennoey: Ask the mayor what we do in our municipality to welcome and include refugees.

3.2. Lesson plan: Migrants and refugees

School: Agrupamento de Escolas de Idães, Portugal

Teacher: Luís Pereira

Learning Objectives

Aims of the activity:

Build background about human migration and types of migration.

Explain to students that human migration is the movement of people from one place in the world to another.

-internal migration: moving within a state, country, or continent

-external migration: moving to a different state, country, or continent

-emigration: leaving one country to move to another

-immigration: moving into a new country

-return migration: moving back to where you came from

-seasonal migration: moving with each season or in response to labor or climate conditions

Success Criteria

Participants direct observation during the class;

Feedback offered through discussions by participants;

publish the interview in the school, and local newspapers

Analysing the data from the online questionnaire applied at the end of the activity.

At the end of the activity, all participants will be able to:

Provide specific examples of each to demonstrate understanding of the differences between the three concepts.

•   An emigrant is a person who goes to one country to live in another one.

•   An immigrant is a person who goes to a country to build a new life.

•   A refugee is a person who moves to a new country because of different problems in their home country.

Materials

-whiteboard, video projector, laptop, worksheets, online questionnaire, internet

Activity 1:. Presentation of "human migration" and its definition by students from 12th grade.

-internal migration; external migration; emigration; immigration; return migration;seasonal migration.

-Refugees.

The students from 7thA are the target audience.

Activity 2: Interview to a Refugee by 7thA students.

Activity 3: Writing an article based on previous interview for the school and the local newspapers and to the school web page.

Activity 4: Using mentimeter.com to evaluate the 42urriculum4242 goals

Assessment tool

-teacher observation

-public discussion,

-works in progress with comments,

-brainstorming,

-Dissemination goolge form.

-production of an article / interview

<p style="text-align:center;color:red;">**3.3. Lesson about Differences between emigrants**</p>

<p style="text-align:right;color:red;">Osnovna šola litija, Slovenia</p>

1. Explain to students that human migration is the movement of people from one place in the world to another. Ask: What are some different types of human movements? Then tell students that people move for many reasons, and that types of human migration include:

- internal migration: moving within a state, country, or continent

- external migration: moving to a different state, country, or continent

- emigration: leaving one country to move to another

- immigration: moving into a new country

- return migration: moving back to where you came from

- seasonal migration: moving with each season or in response to labor or climate conditions

2. Discuss people who migrate.

Tell students that people who migrate fall into several categories:

- An emigrant is a person who is leaving one country to live in another.

- An immigrant is a person who is entering a country from another to make a new home.

- A refugee is a person who has moved to a new country because of a problem in their former home.

Have students provide specific examples of each to demonstrate understanding of the differences between the three terms.

3. Brainstorm reasons for migrating.

Ask: Why do people move? What forces do you think drive human migration? Then explain to students that people move for many reasons and that those reasons are called push factors and pull factors. Tell students that push factors include leaving a place because of a problem, such as a food shortage, war, or flood. Tell students that pull factors include moving to a place because of something good, such as a nicer climate, more job opportunities, or a better food supply. Ask: What effect does a region's economy, climate, politics, and culture have on migration to and from the area? Have students brainstorm additional reasons for migrating, such as displacement by a natural disaster, lack of natural resources, the state of an economy, and more.

Informal Assessment

Check students' comprehension. Make sure they understand the difference between emigrants, immigrants, and refugees.

<div align="center">

3.4. REFUGEE Lesson Plan

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<div align="right">

Liceul Tehnologic Octavian Goga Jibou, Romania

Teacher: Melinda Nagy

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Age group: 12-14

Aims of the activity:

To promote cross-cultural understanding and tolerance

To encourage planning, collaboration and teamwork

To raise awareness of World Refugee Day

To give pupils an opportunity to be creative

To develop presentation skills

Project materials: coloured pens, pencils or crayons, paper, a large sheet of card, scissors, glue, laptop, internet, videoprojector

Activity 1: definition of the word refugee – group work, them whole group discussions

Activity 2: watching videos on Netflix "Refugee" and on YouTube:

https://www.youtube.com/watch?v=XrHHJIQ5fy8&feature=emb_logo

https://www.youtube.com/watch?v=__btyYMCzIw&feature=emb_logo

Activity 3: Discussions based on the video:

Why do refugees leave their country?

What do they leave behind?

What's the difference between travelling to another country for a holiday and being a refugee?

Activity 4: POSTER CREATION – TASK:

Refugee project task

A group of refugee children are coming to live in your town. They are the same age as you. They can't speak your language but some of them can speak English. They don't know much about life in your town and they don't know anybody. This is an opportunity for the refugees and also for you and your friends to find out about a new culture. You are going to plan some activities to welcome the children to your town, to help them make new friends and to share useful information. Follow the steps to complete your project.

Activity 5: Poster presentations and feedback from the class.

<p style="text-align:center">**3.5. REFUGEE Lesson Plan**</p>

<p style="text-align:right">**School: Institut Consell de Cent (Barcelona, Spain)**</p>

<p style="text-align:right">**Teachers: Eva Garcia, Gemma Guim**</p>

Age group: 13-14

Learning Objectives:

- Build empathy and understanding

- Look at other perspectives

- Explore the lives of refugees

Materials used: Video projector, paper/laptops, internet.

Activities

Activity 1: - What does the word empathy mean to you?

Activity 2: Roleplay Your friend doesn't understand the homework, they think it is too difficult for them. The teacher has explained but, they still don't understand. The teacher won't explain it again in a different way. Someone is calling your friend names. Other people are laughing.

Activity 3: Think about empathy, kindness, and understanding. Write five kind things we can do to build empathy and write a positive thing that can come from understanding people.

Activity 4: Who is a refugee? Check the meaning of asylum seeker, refugee, migrant, persecution

Activity 5: Do you agree or disagree? – It is easier to understand people if I know their history – It is easier to understand people if I know the things they like and dislike – It is easier to understand people if we have things in common – I can't understand people if we have lived really different lives – Reading stories makes me think about my own life and feelings – I find it easy to understand the characters in books and films – I think I could be friends with my favourite characters

Activity 6: Write a letter to a refugee your age who is in Barcelona without their family. Imagine how they must feel. What words and advice would you give? Think about how you deal with things when you are sad or lonely

CHAPTER 4: BULLYING

EXAMPLES OF BULLYING & CYBERBULLYING of PUPILS

Daria Ro 🤍

Often children are discriminated against by other older children.. Children who are hit, fingered, cursed feel very bad and cry a lot. For example, a poor child or with cheaper clothes can be mocked by other children who have a better financial situation. Those kids don't have a perfect life like many of us. But we need to know that we are all children and we have the same rights.

Daroczi Eliza 🫤 RO

Bullying is a very bad thing, but I feel like it's almost normal in our lifes these days, but it shouldn't be, just 46urricu you don't like someone or you are jelouse of them 46urricu they are different or do things differently that doesen't meen that you can bully them,just so you look cooler around your friends. I've been through bullying so I can say that in that moment I felt like I was nothing, I didn't like the way I loked and it really changed my mental health for a time. Some people go trought this every day and it really affects them. It is not okey to be bullyied. We have to change this by accepting people the way they are.

Amabela Tamaño, SP

Bullying is a terrible thing to do, I've been through it. It can affect the victim mentally, physically and mentally. Which can all lead to low self-esteem. Many kids around the ages of 12 above are suffering or have suffered from bullying. It's quite sad in all honesty. Cyberbullying is another form of bullying but way worse, it includes sending, posting, or sharing negative,

harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment and humiliation, that can lead to emotional and mental harm. All I can say is, to the people ho are suffering it, stay strong, talk to someone you can trust and never let anyone bring you down. You are loved and never forget that.

Cynthia Bogdan RO

Bullying is a bad thing, this often happens in schools where children laugh on othen children make fun of them or 47urricul physically hurt them. This is our 47urricu, and it's sad to think about how many of us are experience this thing. And cyberbullying is another form of bullying that goes off on the internet. For example someone uploads a picture and in the comments other people (who aren't perfect either) say how ugly she/he is. And that can hurt someone mentally. We could stop this by eccept people how they are.

Doroteea Porumb.RO⊙

Bullying is a very bad form of discrimination. Kids do bullying because they feel uncertain on them.People have to understand that bullying isn't right in society. Bullying makes people feel helpless and sad.

Vlad Pop Ro

Often children are hit or judged by the clothes they wear. We don't have to do this because I'm kids like us, too. For example, if a child is poorer or comes from a poor family it doesn't mean we have to make fun of him because he's a kid as us and has the same rights as us.

Gabriel Temes RO

Bullying is a very nasty form, of which children are baffled it does not happen to miss one day it happens in several days.

Francisco Lobão Pinto Portugal

Sometimes teens be a victim of bullying,they are judge because your house ,your clothes and your life.

Cristina Bolovan RO

Bullying is a very ugly form of mocking some people every day. Nobody would want to be put in this situation. Bullying can ice up from things that mean almost nothing. This is my opinion about bullying.

Kercsuly Erika RO

Bullying is very often in our world these days and almost every children is bullied in some form. For example calling someone ugly or fat even do you don't know them. We should change this by excepting people the way they are.

Denis Simonca RO

Bullying is one of the biggest problem in society because people is bad. For example a poor guy or someone who don't has epensive clothes are moked by bullies. But often bullies are moking people for no reason or because they are boring.

Pop Carla RoTD

Bullying is a very ugly thing to beat and discriminate against a child. I think no one would want to be in the child's place, even the assailant. It is not nice to discriminate against a child even if it is different from us because it is a child just like us. For example, a child who learns less can be discriminated against and hit. There's a lot of cases where kids killed themselves because of bullying. We could be good to each other.

Afonso Ferreira Pt🖋

Making jokes about the weight of a person.

Pintican Alisia Ro😊

Bullying is a very bad thing,because you do not have to defeat a person anyway and it will be the situation whether you learn well or not,no one should go throught this situation.

Larisa Ro

Bullying is a very bad thing that make 49urricul feel insecure and that they are not good enough and they should change theirself so others accept them.Well that is wrong I everyone is perfect the way they are and you should never bully someone for the way he acts or for what he does I it's their life and if you have something against them just ignore them and don't bully them I that will solve nothing.

Rikke Helen NO

The people we call bullies, they may mock you or make fun of you. I call them people who are jealous of you. They will do anything to feel like they are better than you. If you post a picture of yourself and someone comments that you are ugly, they are cyberbullying you. I let these people fool you, because they are just jealous of you and how you look. You can also get judged in real life by people saying ut clothes are ugly og hit you. Stand up for yourself and let them know that what they are doing is wrong.

Naomi Bojan, RO

I think its very bad for children to get bullied because it makes them fell bad for who they are.

Ragnhild NO

Bullying is a very bad thing because it makes people feel bad for who they are. Some types of bullying can for example be making fun of people or excluding.

Alex Lucaci RO

Bullying is a very ugly form of mocking some people every day. Nobody would want to be put

in this situation.

Elin Flatmo NO

Bullying and cyberbullying is the worst form of what some people call «fun». Many people have gotten many things that have made their life more difficultfor example trust issues, there has also been many people that have gotten 50urric from extreme bullying too. Things like this can be caused by many types of bullying such as, excluding, gossiping, physicaly harm others and harming others 50urricul by using their fear.

Othelie NO

Bullying is comes in different forms. Online you can get cyberbullied by people commenting on your instagrampictures for example. You can get excluded by people both online and in real life. Some is mean and says bad things to you.

Emma,No

Bullying is a horrible way of speech and acting. Bullying can happen in many forms. It can be with words, or it can be physical. Some exampules of verbal bullying is calling someone names, or judging them based on who they are and where they live. Physical bullying can be when you hit someone, or kick them, or exclude someone from an activity. Cyber-bullying is when you write mean things on peoples internet profiles, or send them mean messages.

Einar No

Bullying is when someone mock or make fun off another person. This happends for multiple days.

Rakel NO

Often people get bullied because of their looks, their economy or their nationality. But it's not only that. I of people get bullied because of who they hang out with, and things their family and other relatives has done. People always find a reason to bully. Quite frankly, it's immature.

Ulrik NO

bullying is a way to target someone and try to hurt them

Rosey NO🛡

Bullying is a terrible way of discrimination. People who bully are most likely in pain or insecure and have to put the pressure on somebody else to make themselves feel better. Victims of bullying get made fun of everyday/often by what they wear, skin color, weight, height, place of birth etc. literally anything. Bullying/cyber bullying is inappropriate and childish, why can't we all just be friends?

Mathias NONO

Bullying is when one person/several people continually hurt a person both mentally and physically. This can occur for many reasons. Most of the times it is because someone is different. It may happen since they have other clothes, other skin color, other interests and more. Bullying is something that can effect a person for life, and is 52urriculu no one should experience.

Jonas NO

Bullying is if one fool says many bad things to someone and it may hurt them.

CasperNO NO

Bullying is a everyday problem in todays schools. I way of dragging people down so that they don't feel good about themselves. The bully's will always try to find a way to comment something mean about you.

Nikola. NO

If one harasses another person repeatedly until the person gets enough, then it's called bullying. Also abusing, attacking (pushing, kicking, hitting), spreading rumors, threatening, gossiping, leaving someone out and name calling (probably more) is bullying if doing it repeatedly.

Shahmir Gul,SPES

Bullying is very bad and disrespectful think, most of the bullyings are in school. This is a worldwide problem, there are soo many types of bullying. Like Physical, Verbal, Cyber and Social. Physical bullying is (hitting, kicking, tripping, pinching or damaging property) Verbal

bullying is (includes name-calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion) Cyberbullying is (Harassment, DenigrationFlaming, Impersonation, Outing and Trickery, Exclusion, inappropriate images) Social bullying is (Posting about someone on social media, directly or indirectly naming the victim, Texting rude or negative comments, Convincing others not to be friends with a peer, Refusing to allow a peer to sit with one's group, starting and/or spreading rumours, Indirect communication directed at a peer such as an eye-rolling, laughing) And in the most of cases, children try to suicide. BULLYING HAVES TOO STOP 🖐 ▨

Eline NO

Bullying is when someone hurt you or comment on you. The people who bully you do it often because they think it's fun. But it isn't. The bully's maybe don't have it so good home so they try to find a way to forget what they really feel and try to get people hurt.

Christoph no

Bullying is something some do to afflict them and that is not great.

Saša SLO

Bullying can be related to physical appearance, race, gender, disability, ethnicity, religion, sexual orientation and more. But it is always very nasty and inappropriate.

Rusu Georgiana TD

Bullying is a form of aggressive behavior where someone intentionally causes another person injury or discomfort. Bullying can take the form of physical contact, words or more subtle actions.

Darius Sava Ro 🤚🫶

Bullying is a very ugly form of laughing, mocking someone or disqualifying a person or more. Many children are put in this situation and this is a very bad one and they are affected because

this doesn't just happen one day but it happens every day. Nobody thinks they would want to go through that. We could prevent this by tolerance, understanding, acceptance and most important help.

Katica Sziklavari Ro❤

Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear.

Andra Ro

Bullying is a very ugly mode of making fun of people.Sadly I saw a lot of things like that happen , I saw kids being call names , hit and cursed .i I like this way of bad acting and I think people should step up for those in need

Ariana SLO

Bullying is when a person who has more power is mean to someone else over and over again. It can happen anywhere – at home, with friends, in a group, at school, on the bus or at school. This behaviour is not permissible at all.

Ingrid Matyus Ro

Bulling is a very ugly thing. Many children are put in this situation and this is very bad one and they are affected because this doesn't just happen one day but is happens every day. But we need to know that we are all children and we have the same rights.

Gabriel Temes RO

Bullying is a very nasty form, of which children are baffled it does not happen to miss one day it happens in several days.

Nejc SLO

Bullying is when one child messes another child again and again. I think that children who are being bullied are 54urricu either weaker or smaller, are shy, and generally feel helpless. Bullying is different from fighting or teasing, but all those behaviours are wrong.

Bullying Lesson Plans:

MARCH 2020

Teacher: Siri Nepaas

Country: Norway

"Hurtful words – Students teach students"

Age group: 6-15

Aims of the activity:

This lesson is initiated by our oldest students who wanted to talk to the younger students at school about the power of words. There is not a lot of bullying at our school, but we can sometimes hear hurtful words in the schoolyard. Our students wanted the younger students to be more aware of the words we use.

We often think of bullying as being a physical act in which someone pushes, shoves, and hurts someone else deliberately, but bullying can also be emotional. Calling someone names, spreading lies and rumors about them, making verbal threats, and sending mean comments to someone via social media are all examples of emotional bullying. This kind of intimidation often goes unnoticed as it is easier to hide from others, but the damage can be just as bad, if not worse than traditional forms of physical bullying.

Materials used:

iPads, whiteboard, projector

Activities:

The students worked in groups. They started collecting all the hurtful words they had heard at some point during their time at school, and they divided the words into different groups. Afterwards they defined all the words, so they could explain the meaning behind the words. When they had finished their power points, they went to the different classes at school to perform their presentations.

The older students are important role models in the school, and we believed their presentations were powerful and strong. Some of the presentations were only used for the oldest students because of their content.

Four Types of Bullying: Physical, Verbal, Social/Emotional, & Cyber

Essential Questions

☐What is bullying?

☐What are the types of bullying?

☐How do I change the bullying behavior?

Learning Intention / Overview

Bullying has become a very popular word amongst school age children. However, this word is often misunderstood. Bullying is action(s) repeated over and over again by an individual or group of people with the intent to harm either physically, verbally, socially (emotionally), or through cyber sources. This lesson will discuss and explore the different types of bullying and provide students with the opportunity to identify the various types.

Methods / Teaching Strategies

•   Group work

•   Poster Project

•   Personalized Learning

Assessment of Learning

•   Bully Worksheet (provided)

•   Poster Project created by student

•   Demonstrated an understanding of the four types of bullying.

Activity 1:

1.Begin by showing students the meaning for the four types of bullying. Discuss each type and provide a few examples of each. (definition sheet included) Teachers can also utilize online resources to show types of bullying and how to change the behavior(s).

2.Distribute "The Four Types of Bullying" worksheet for students to complete independently. Read and discuss the directions for the sheet.

3.If time allows take up worksheet and begin Activity 2.

Activity 2☹ This activity will take more than one day.)

Review with students the four types of bullying.

Students will choose a type of bullying to illustrate in a poster. The poster should clearly depict ONE of the four types of bullying through pictures, text, etc.

Activity 3: On the back of the poster list 3 positive ways to change the bullying that is being displayed on the poster. (tell adult, walk away, speak up and defend yourself, stick with a buddy, etc.)

Activity 4: Students will present posters to a younger group of children and explain what is happening in their individual poster. Emphasize the type of bullying occurring in the poster and how to change that behavior.

BULLYING LESSON PLAN

School: Liceul Tehnologic Octavian Goga Jibou

Teacher: Nagy Melinda

Activity 1: Discussion (whole class) – what is bullying, creating a definition

Activity 2: The specialist definition of bullying, watching a video

https://www.youtube.com/watch?v=EhuK0gMH-Co&feature=emb_logo

Activity 3: What are the forms of the bullying? – discussion

Activity 4: What are the effects of bullying – first discussion, then watching a video

Activity 5: How can we stop bullying? Discussion, watching videos

Bystanders or Heroes?

https://www.youtube.com/watch?v=zzXSPqFkS1I&feature=emb_logo

https://www.youtube.com/watch?v=7MdDvNDUqLM&feature=emb_logo

https://www.youtube.com/watch?v=lJbhmDpj8wk&feature=emb_logo

Activity 6: Creating an anti-bullying poster
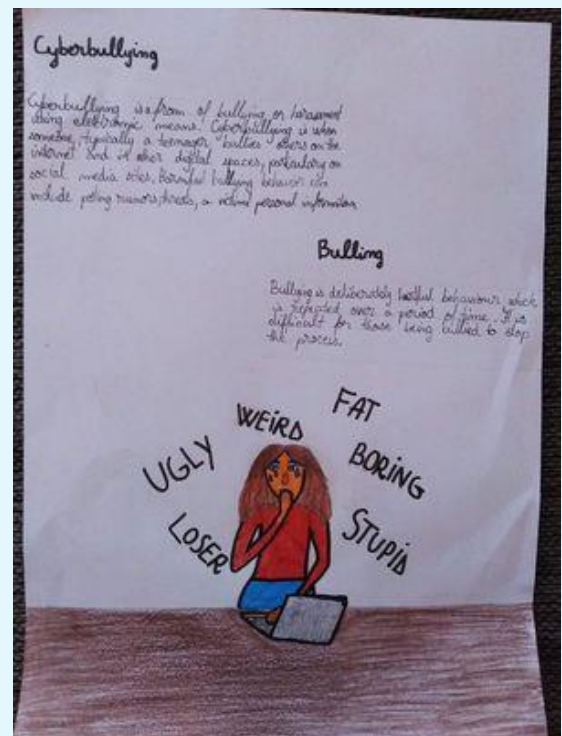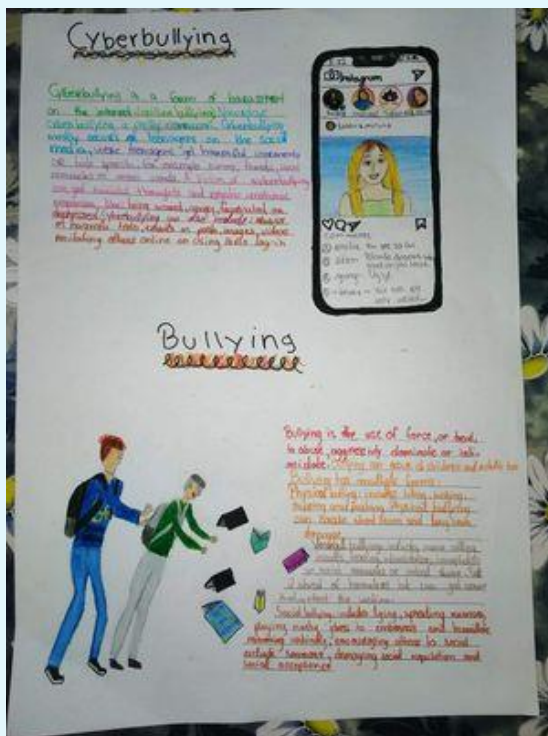
Activity 7: Match the type of bullying with behaviour
https://docs.google.com/document/d/1OcmVVpe7pSH12aVYbxpgX658HNXTpTgtQDLwis0X43s/edit?usp=sharing

Activity 8: Examples of bullying:

https://docs.google.com/document/d/1pG9lfktXLDfhGlpELyZiJ8SRFIklwINN1a2TXx2Eqg4/edit?usp=sharing

Activity 9: Video:

https://drive.google.com/file/d/1z9G7AuoRWp43p6MrOr7m9p78xFDYBckt/view

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BULLYING LESSON PLAN

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School: Agrupamento de Escolas de Idães, Portugal

Teacher: Pedro Pereira

Learning Objectives

Aims of the activity:

1.) identify an prevent Bullying situations;
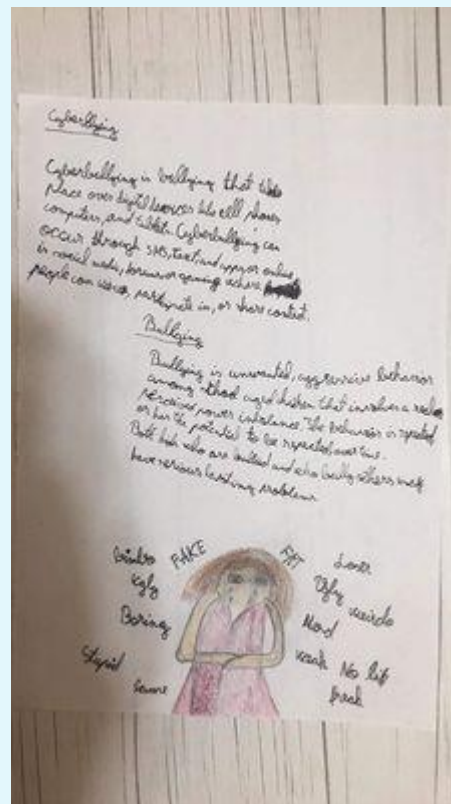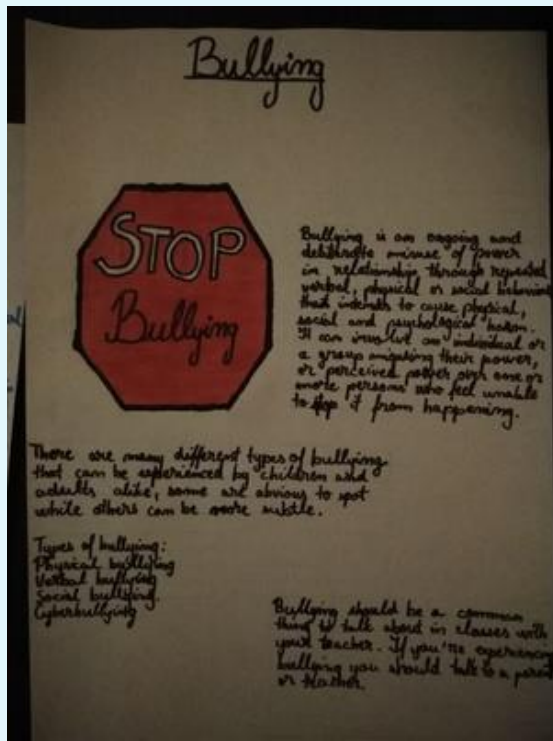
2.) know what to do when they see bullying or are bullied..

Values and attitudes:

-Teamwork

-Valorization of interpersonal relationships.

Success Criteria

• Observation of participants during the activity;

• Feedback offered through discussions by participants;

• Analysis of the group conclusion presentations

At the end of the activity, all participants will be able to:

-define the term "Bullying ";

-recognize what they can do about bullying: "If You Are a Target" ; "If You Are Bullying"; " If You See Bullying"

Materials

-video projector, laptop, whiteboard or poster for recording student responses; paper and color pencils.

Activity 1: discovering with students a bullying definition. Write their responses on a poster. Creating a collaborative definition.

Activity 2: show videos 1,2, 3("Reasons Students Might Not Report Bullying"; "Telling An Adult"; "How Bullying Feels" from https://pacerkidsagainstbullying.org/are-you-a-target/are-you-a-target-videos/

Activity 3: group work: discussion about the videos..

Activity 4: make wordclouds about bullying

Bullying Lesson Plan

School: Institut Consell de Cent (Barcelona, Spain)

Teachers: Eva Garcia, Gemma Guim

Age group: 13-14

Learning Objectives:

- Raise students' awareness of bullies and bystanders

- Remind students that being bullied makes people feel bad

- Explore the different forms of bullying

Materials used: Video projector, paper/laptops, internet.

Activities

Activity 1: Write "hurt, tease, call names, kick, hit, victim, bystander" on the whiteboard and students guess the lesson's theme. Students make suggestions. Explain the meaning of bullying.

Activity 2: Do you agree or disagree?

6. _____ People often spread rumours about each other or say mean things behind each other's back. It's normal. It's part of growing up.

2. _____ Calling someone names or teasing them is not bullying. It's just a bit of fun.

3. _____ One day the bully will get bored and stop bullying.

4. _____ People bully because they were born that way.

5. _____ It's best to stay friends with bullies so that they don't pick on you.

6. _____ Bullies are scary people. Bystanders should ignore them and stay safe.

Students tell their reasons for agreeing or disagreeing.

Activity 3: Bullies/bystanders

Why do people bully? (They don't feel very important, they have no friends and feel lonely, they feel bad about themselves…)

In what ways do bystanders help bullies? What can bystanders do to stop the bullying?

(They are not victims today, but they can become victims in the future!, bullying can get

worse, other bullies copy…)

Activity 4: Share your story

Activity 5: Students look at some poster campaigns and they make an anti-bullying poster

as part of an anti-bullying campaign.

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Chapter 5: CYBERBULLYING

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School: Liceul Tehnologic Octavian Goga Jibou

Teacher: Nagy Melinda

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This lesson plan aims to educate secondary-age students about cyberbullying and the harm it can cause. Cyberbullying is one of the most common forms of unacceptable contact that young people face online, so students need to be aware of the different ways that it can happen and the potential consequences for everyone involved. It's essential to talk to young people about what they can do if they're worried about cyberbullying, and explain how to behave positively and appropriately online.

The activities were done online using GOOGLE CLASSROOM

Learning Objectives:

1. Recognize similarities and differences among being mean, in-person bullying, and cyberbullying.

2. Empathize with the targets of cyberbullying.

3. Identify strategies for dealing with cyberbullying and how they can be upstanders for those being bullied.

Activity 1: Presentation

https://docs.google.com/presentation/d/1kL_GRK7m0QbBa67iusB1Y3OcsjJWmUe5jdj9Vq2LkWw/edit?usp=sharing

https://docs.google.com/presentation/d/1W9LGt_Tcap5dcCuxgQ_pmWuk6yWaz23t0F6qhvjveDA/edit?usp=sharing

https://www.youtube.com/watch?v=6ctd75a7_Yw&feature=emb_logo

1. What is cyberbulling?

2. The most common places where cyberbullying occurs are:

3. Warning Signs a Child is Being Cyberbullied or is Cyberbullying Others

4. What to Do When Cyberbullying Happens

Activity 2: 1. Read Sondra's story and do the exercises directly in the document.

https://docs.google.com/document/d/1X81mZw82yJRocloyDcOJhTW7hbIUidzFmQ1ltaTK2o4/edit?usp=sharing

Activity 3: Is It Cyberbullying? Lesson Quiz

https://forms.gle/umAKb3MK8Xp9bSe39

CYBERBULLYING Lesson Plan

Agrupamento de Escolas de Idães, Portugal

Teacher: Pedro Pereira

Learning Objectives

1.) identifying and prevent cyberbullying situations

2.) Applying measures to avoid / minimize the effects of cyberbullying.

Values and attitudes:

-Teamwork

-Valorization of interpersonal relationships.

Success Criteria

• Observation of participants during the activity;

• Feedback offered through discussions by participants;

• Analysis of the group conclusion presentations

At the end of the activity, all participants will be able to:

-define the term "cyberbullying";

-identify situations of cyberbullying in their own interpersonal relationships

-demonstrate appropriate behavior to cyberbullying

Materials

-Whiteboard, video projector, laptop, paper worksheets, internet, paper

Activity 1: Discovering with the students a cyberbullying definition

Activity 2: Present a situation of cyberbullying "Alex friend – offensive emails". Individual Work

Activity 3: Group work on the same situation (jigsaw strategy)

Activity 4: Give students a sheet with some notes and definitions to consolidate their work

Activity 5: Present group conclusions.

CYBERBULLYING Lesson Plan

School: Hilstad, Norway

Teachers: Siri Nepaas, Elisabeth Eliassen

Age group: 13-15

Aims of the activity:

-get to know our students` habits on social media

-discover how their experiences have been

-discuss possible dangers using social media

-talk about how we can support each other, how we can empower each other

Materials used/persons involved:

- Questionnaire on Socrative, iPad, teacher debate group, guest lecturer – youth psychologist

Activities:

1. All of the students participated in the questionnaire. Our main aim with the questionnaire was to discover if the students had had any hurtful or traumatic experiences using social media.

2. Teacher debate group: After the questionnaire the teachers joined to debate which questions we wanted to focus on through the forthcoming lessons. We chose the following topics:

• how to support each other, how to empower each other

• how to communicate on social media

• inclusion/exclusion

3. Lessons with the topics above. Discussions and debates in the classroom.

4. Guest lecturer. A youth psychologist spoke about how our minds are affected by hurtful experiences in general and on social media.

<p style="text-align:center;color:#5b7fbf;font-weight:bold;">CYBERBULLYING Lesson Plan</p>

<p style="text-align:center;color:#5b7fbf;font-weight:bold;">SLOVENIA</p>

Slovenian plan:

Students gather information about cyberbullying and present it as infographics, learning how to use new tools like Canva, Piktochart, ...

Group work, debate, critical thinking, role playing. Exhibition of infographics.

Cyberbullying Lesson Plan

School: Institut Consell de Cent (Barcelona, Spain)

Teachers: Eva Garcia, Gemma Guim

Age group: 13-14

Learning Objectives:

- Define cyberbullying and recognise examples of it

- Give advice about how to prevent or stop cyberbullying

- Explore challenging scenarios and appropriate responses

Materials used: Video projector, paper/laptops, internet.

Activities

Activity 1: Ask students what they understand by the word "cyberbullying" (mind map). What is cyberbullying? Can you give examples? What would happen in our school if we found out a student had been cyberbullied?

Activity 2: Role-play

Students pick a scenario about a student who is experiencing cyberbullying and they respond/give support in resolving the conflict.

Salima has been friends with Ikram for two years. Salima checked her phone at break time and saw that Ikram has put up a social media status about how she hates hanging out with snitches and has tagged her in it. Later that day she finds that Ikram has blocked her on all the social media sites and won't pick up her calls.

Muhammad overhears his friends talking about a party they are going to at the weekend. He asks them where it is and they change the conversation and pretend to ignore his question. That weekend he sees them posting pictures from the party online saying 'best friends forever'

Students write their own made-up cyberbullying scenario and they discuss how they would help or advise the person in each situation.

Activity 3: Students come up with as many sticky notes as possible that should be included in the school anti-bullying policy. The teacher reviews the sticky notes and she turns them into a wall display.

Activity 4: Make a meme.

Students create a meme with an anti-cyberbullying message.

Chapter 6: e-SAFETY

School: Liceul Tehnologic Octavian Goga Jibou

Teacher: Nagy Melinda

This lesson plan aims to educate secondary-age students about the risks of using social networks and how to use them safely.

The activities were done online using GOOGLE CLASSROOM

Lesson aim:

For students to think critically about their own social networking use by examining some safe and potentially unsafe choices online.

Learning objectives

Students should:

1. be able to identify responsible and risky choices and behaviours taking place on a social networking profile

2. understand how to manage their own reputation online

3. know where to report inappropriate behaviour on social networking sites.

Activity 1: watching the videos

https://www.youtube.com/watch?v=vPlWDFtP0T0&feature=emb_logo

https://www.youtube.com/watch?v=Tclo8x203y8&feature=emb_logo

https://www.youtube.com/watch?v=W726-whX33c&feature=emb_logo

https://www.youtube.com/watch?v=0EFHbruKEmw&feature=emb_logo

Activity 2: discussion, completing answers in Google Docs

https://docs.google.com/document/d/1EYBPLZ8SvLe98ByMHYi_Z3F3JADGmV5_3pQNSNFbVno/edit?usp=sharing

How to be safe and smart online

1. Why is privacy important online? How can you be private on social networking sites?

2. Would you be worried for a friend if they had 1,000 or more friends or followers on their social networking site? If so, why?

3. Have you ever posted anything online that you immediately regretted? If so, why?

4. Do you share your location on social networking sites to 'check in' or to tag photos? If you do, do you think this is risky behaviour? What can you do to keep this information safe?

5. Does advertising bother you on social networking sites? How do they get there?

6. Do you have a good online reputation? How would you know if you did?

e-SAFETY Lesson Plan

Slovenia

Learning Objective:

To be able to explain that information can spread very quickly and widely online even when sent privately

Success Criteria:

I can identify ways in which things could spread online

I can plan ways in which I will minimise my information from being spread online

I can debate the pros and cons of posting online with my classmates

Starter:

Introduce the name of the episode which will be watched as part of the lesson (My Popstar Disaster). What does the class think that the video will be about?

Watch the video and ask the children to discuss the video in pairs and what theme/topic the class might be looking at today.

Discuss what happened to the main character in the video and how a piece of content she shared privately suddenly spread quite quickly online.

Main:

Give each child a post-it note. Make sure that one of the post-its is differentiated from all the others by marking a star on the back. Ask all the children to pretend that this post-it is their phone and they don't have any contacts yet. Ask each child to get the signature of 2 other children on their post-it. Also ask them to make sure that they have written their name onto at least one other person's post-it. As a result, each child should have 2 names on their own post-it. Once seated again, ask all the children to turn over their post-it. Who has the star on the back? That child has decided to send a joke video or photo to the two contacts on their post-it (you can decide what the content of said video or photo might be based on what is the most appropriate context for your class). Said contacts are then asked to stand. They each send it to their 2 post-it contacts so those two children should stand up. Both of these children have decided to send it to the 2 contacts on their post-it because they think it's okay. After all, "X sent it to me so they must want people to see it!". Those children's 'contacts' should now stand up. Continue this process until most or all of the class is standing up (if contacts are repeated, it's fine, as it demonstrates that content can be sent many times over). Reiterate the point of how this activity shows that just sending a photo to close friends can quickly be shared with lots of other people in a matter of moments.

Final Task:

Initiate a classroom discussion/debate about the benefits of staying in control of your information and deciding where and how to post certain things.

Some questions you may wish to use for your debate:

"When things spread with or without your permission can you know who might actually see it now or in the future? Imagine, friends of friends, Teachers, complete strangers, etc."

"Do you think there is anything wrong with having images or photos public for everyone online to see? What might happen if someone didn't like what you posted?"

"Someone may want to become famous online, but is it okay if their information spreads without them knowing who is spreading it or how it's spreading?"

You may wish to record this debate or just parts of it to use on your school website as part of Safer Internet Day in order to extend the discussion.

<p align="center">**e-SAFETY Lesson Plan**</p>

<p align="right">**Agrupamento de Escolas de Idães, Portugal**</p>

<p align="right">**Teacher: Pedro Pereira**</p>

Learning Objectives

Aims of the activity:

1.) identifying the risks associated with online encounters that you have just met on a social network.

2.) learning about the existence of the email operating modes: "To", "Cc" and "Bcc".

3.) learning some tips about password protection

4.) identifying the risks of online gaming

Values and attitudes:

-Teamwork

-Valorization of interpersonal relationships.

Success Criteria

• Observation of participants during the activity;

• Feedback offered through discussions by participants;

• Analysis of the group conclusion presentations;

At the end of the activity, all participants will be able to:

1.) make suggestions to safe use of social networks

2.) make suggestions to safe use of email

3.) take precautions before and whilst online gaming

Materials

-whiteboard, video projector, laptop, PowerPoint (situations from seguraNet), internet, videos, worksheets.

Activity 1: show a video: Amazing mind reader reveals his 'gift'
https://www.youtube.com/watch?v=F7pYHN9iC9I

Activity 2: present situations from SeguraNet. "What would you do?" Individual Work

Activity 3: Group work on same situation (jigsaw strategy)

Activity 4: give students a sheet with some notes and definitions to consolidate their work

Activity 5: Present group conclusions.

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e-SAFETY Lesson Plan

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Norway

Teacher: Siri Nepaas

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Age group: 13-15

Privacy

We all have things we don't want to share with others. Not because they are illegal or because there something we need to hide, but just because they are private. For this reason, you are the one who decides what people should know about you and what you want to keep to yourself.

Aims:

• understand why privacy and personal passwords are important

• identify situations where unauthorised persons can get access to your personal data

• learn tips for safeguarding

Materials used: presentation and movies from the web page: dubestemmer.no, iPad contracts and personal passwords

Activities:

1. Film: Privacy is a fundamental right

2. Debate: Adults and children, individuals and famous people all have a right to privacy. – Why is privacy an important right? – Are there places or situations where we have a greater need to be left in peace? What are they? – Have you got different views on what you think is private?

3. Debate: Some parents post pictures of their children on Facebook, blogs and other websites. Is this OK? Why/why not? – Should they ask the children first? – Is it OK to post pictures of a person who is so young that he or she cannot decide for himself/herself? – In what way (if any) could this be a problem? What could be positive/negative about these changes?

4. Contracts for iPads: Read, understand and sign the school`s iPad contract

5. Read facts and news about eSafety

6. Watching and discussing the movie: Nothing to hide

<p style="text-align:center">**e-SAFETY Lesson Plan**</p>

<p style="text-align:center">**INSTITUT CONSELL DE CENT – SPAIN**</p>

e-Safety Lesson Plan 1

Objectives: Raise the students' awareness on the different ways they share their privacy online, and help them find ways to use online media more safely.

Participants: Two teachers and a class of 20

Material: Photocopies, projector, pens

Times: 5 1-hour sessions

6) Look at these logos. How many of them can you identify? Which of these platforms do you use? Which one is a local adaptation of a more well-known one?

2) What does GAFAM mean? Can you identify the companies represented in this acronym in the picture above?

3) Think of the companies above whose services you use. What personal information about yourself do they keep?

4) Has this ever happened to you?

a) A topic you have raised in a real-life conversation appears in posts in your social media feed.

b) When you show interest in a particular product or service on Google, you get lots of ads of that product or service.

c) Your friends' posts are the first to appear in your feed when you open your favourite social media platform network.

d) Your profile pictures on social media have been modified by means of an online filter.

5) Your data and your attention mean big business for these companies, so they are interested in your cultural interests, your acquaintances, the place where you live, the place you go to on holiday, your aesthetic choices, your taste in music, your income, etc.

Here is information about how these companies have burgeoned through the years:

How big tech companies have grown from 2005 to 2020

How the most popular instant messenger companies have grown from 1995 to 2020

How the most popular social media platforms have grown from 1997 to 2020

And here you can learn about how powerful they are and how they manage to make us their ideal customers:

These Tech Giants Seem Unstoppable!

https://youtu.be/3cuILtoQbZE

Santiago Bilinkis: Cómo nos manipulan en las redes sociales

https://youtu.be/8nKCA9h-7BA

Do you think what they do to our privacy and feelings to sell their products and their publicity is ethically right?

6) Webquest: On these sites, find out what the main alternatives to GAFAM are.

https://www.dsxhub.org/how-to-free-yourself-from-the-gafam-all-the-alternatives-to-the-giants-of-the-web/

https://xes.cat/nosiguisgafam

https://blog.desdelinux.net/gafam-versus-comunidad-software-libre-control-soberania/

Alternative(s) to Instagram: ……………….………

Alternative(s) to WhatsApp: ……………….………

Alternative(s) to Gmail: ……………….………

Alternative(s) to ……………….. : ....

7) Open a shared account on at least one of those networks and post contents on them that you'll share with the rest of your class.

8) In groups, discuss what is different in these sites and why, according to you, they are a better or a worse choice, giving reasons for your conclusions.

e-Safety Lesson Plan 2

Objectives:

- Raise students' awareness of the boundaries between cyberbullying and healthy online practices.

- Use restorative approaches to develop empathy and include victims of cyberbullying in their groups o communities.

Participants: 2 teachers and a class of 20 students

Materials: Photocopies with the statements for discussion on exercise 1, a projector to watch the videos and 4 mobile phones to record the roleplays.

Time: 3 1-hour sessions

6) Class discussion:

Identify which of these facts are CYBERBULLYING. If there are nuances to one or more of the sentences, say in what cases and under what conditions they can be so.

Sending texts and emails to your friend where you laugh at how fat he is

Sending memes that make fun of your friend's favourite singer

Posting messages or images where you remind a person that they have done you wrong

Imitating others online so that your friends can laugh at them

Greeting others online who are new to an online group you belong to

Excluding others from any event online because you don't like them

Showing your boyfriend's pictures online without his consent

Tagging people in pictures against their wishes

Tagging your parents in your own holiday pictures

Tagging your friend's parents in pictures where she is with her boyfriend at a party

Insisting on inviting your shy friend to a group on WhatsApp where he knows no one

Threatening another person to do something such as sending revealing images

Searching online for old friends from nursery school and try to befriend them on Facebook or follow them on Instagram.

2) We watch this video and check whether the acts above are cyberbullying or not.

https://www.esafety.gov.au/media/video-cyberbullying

3) We watch a video where Connor, a cyberbully, describes what he did to his victim and how he feels about it: Connor's Story

https://www.esafety.gov.au/media/connors-story

4) Roleplay: We divide the class into 4 groups of 5 students. One of them records the conversation to later play it to the rest of the class in another session, each in the order given here.

Group 1 will enact Connor's second conversation with the principal, this time with his parents.

Group 2 will enact Connor's conversation with his friends after his conversation with the principal.

Group 3 will enact Connor's conversation with the boy he has cyberbullied, 80urriculum80 to him.

Group 4 will enact Connor's group of friends inviting the bullied boy to have a stroll with them, 80urriculum80 for having been an active part of what happened, inviting him to the movies and tying to make him be part of the group if he wants to.

Chapter 7: Civic Engagement & Social Change

Civic Engagement & Social Change Lesson Plan

School: Liceul Tehnologic Octavian Goga Jibou

Teacher: Nagy Melinda

Aims:

-to learn how to create a difference around themselves

-to iIdentify major social changes and their influence on society

-to understand the importance of civic participation and the tools which allow individuals to engage in the process

Activity 1:

-defining social change – brainstorming activity

"Social change, in sociology, the alteration of mechanisms within the social structure, characterized by changes in cultural symbols, rules of behaviour, social organizations, or value systems."

https://www.britannica.com/topic/social-change

Activity 2:

-examples of social change during history

Examples of significant social changes having long-term effects include

-the industrial revolution

-the abolition of slavery

-the feminist movement

https://www.cliffsnotes.com/study-guides/sociology/social-change-and-movements/social-change-defined

Activity 3:

Choose one of the social changes and present it to the class.

Activity 4:

-defining civic engagement

"Civic engagement involves "working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.""

1 Civic engagement includes both paid and unpaid forms of political activism, environmentalism, and community and national service.

2 Volunteering, national service, and service-learning are all forms of civic engagement."

https://youth.gov/youth-topics/civic-engagement-and-volunteering

Activity 5:

Were you involved in civic activities? Give examples of civic engagement.

Activity 6:

Create a 82urricul to invite youth to get involved in civic engagement in your community.

Civic Engagement & Social Change Lesson Plan

Agrupamento de Escolas de Idães, Portugal

Teacher: Luís Pereira

Learning Objectives

Aims of the activity:

1. Building background about different types of exclusion

2. Understanding the concepts: "Social Change and Civic Engagement!"

3. ONG'S an their role in the world. Some influencers.

4. "Design" and create a Little "ONG" – at school, at "home"!

Success Criteria

▪ Observation of participants during the class;

▪ Feedback offered through discussions by participants;

▪ Publish the outcomes in the school, and the regional newspapers

▪ Analysing the data from the online questionnaire applied at the end of the activity.

At the end of the activity, all participants will be able to:

• Demonstrate skills: understanding the concepts: "Social Change and Civic Engagement!"

• Outcome: starting as a Social volunteer

Materials

-whiteboard, video projector, laptop, worksheets, online questionnaire, internet

Activity 1:. Presentation of "On the Turning Away", music by Pink Floyd

▪ Considering different types of exclusion;

Activity 2: ONG's: the meaning, aims, Universal ONG's, influent people.

Activity 3: Starting the… group work: "Little ONG's": create a ONG at School or at our place of residence:

Activity 4: Group presentation – using mentimeter.com to share and vote the results

Civic Engagement & Social Change Lesson Plan

Nevenka Mandelj, Osnovna šola Litija, Slovenia

Aim	Identifying major technological changes and their influence on society.
Rationale for Objectives	Find out how everyday behaviour is linked to common social change.
Materials/Time	No special materials are needed. The plan will be realized within two hours of lessons. Debate on this theme.
Lesson structure:	
Introductory part	Ask students to identify all of the technological devices that they use on a daily basis.
Activity	Under normal circumstances: Have students try to live for a day without the use of certain technological developments (television, the web, cell phones). Have them keep a list of how the absence of such technology alters their behaviour and their relationships with others. What about during the Corona lockdown time?
Discussion	At the conclusion of the exercise, have them reflect on how technological change changes social relationships and society.
Evaluation	In groups students prepare posters on the influence of technology on everyday life. How has this changed over time? What further changes might they predict?

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Civic Engagement & Social Change Lesson Plan

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Hilstad skole, Norway

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Age group: 13-15 years old. All of our students from 8th to 10th grade are participating.

Teachers: 5 students who are trained by older students. Tella (13), Jenny (13), Amanda (13), Arselan (13), Stine (13).

Lessons: 12 cross 85urriculum lessons ending in one day working to collect money

Period: 19-29 October 2020

Aim:

-Strengthening and empowering youth: Youth should be active participants involved in all phases of the project cycle; including planning, implementation and evaluation.

• Youth should be involved in the decision-making process.

• Youth participation should always be the result of individual teen choices, including what form of involvement young people want.

• Involvement opportunities should to be fun and interesting, so that young people can develop by attending.

• Various forms of youth participation depend on whether it is formal education

initiatives, support to youth organisations or other informal training.

-Learn about how they can influence the world for the better.

-Learn about the situation in South Sudan and Uganda.

-Collect money for projects in these countries.

Resources: https://www.od.no/pushgrensene

Civic Engagement & Social Change Lesson Plan

INSTITUT CONSELL DE CENT – SPAIN

Social Change and Civic Engagement Lesson Plan: CALL OUT DISCRIMINATION!

Objectives:

- Help students identify discriminatory language and increase their attentiveness to social justice

- Make students think of ways to speak up and respectfully call out racism, sexism and classism, thus becoming non-discrimination activists.

- Make students aware of how the idea of social justice has changed throughout time

Participants: 2 teachers and a class of 20 students, divided into five groups of four students.

Materials: Photocopies. A projector

Time: 3 1-hour sessions

6) Students from each group will take it in turns to read these remarks aloud. On the dotted lines at the end, you must write "familiar" or "not familiar" according to whether you hear sentences like that in your closest environment (family, relatives, friends) or not.

1. "You are a nice handsome boy and have done lots of things for her, and still she doesn't want to become your girlfriend! How can she be so ungrateful?" ....

2. "Why are you saying you can't afford going to the club with us tonight? Can't you ask for money to your parents?" ……………………………

3. "How strange! She is an Indian, but she can't dance to Bollywood tunes" ……………………………

4. "I won't clean this mess! This is for mom/the cleaning lady to do" ……………………………

5. "You speak Catalan too well for a person who has studied at a public school". ……………………………

6. "From all my children, she is the most beautiful because she looks paler/whiter". ……………………………

7. "She cut her hair too short. No boys are going to like her!". ……………………………

8. "Those homeless people like being homeless. They choose to be that way, and they love living under the bridge and not working at all" ……………………………

9. "I never got to touch a black person's hair before. Can I touch your hair?" ……………………………

10. "Are you still nervous about tomorrow's competition? Come on, man up! Don't be such a girl!" ……………………………

11. "White privilege doesn't exist! All lives matter!" ……………………………

12. "When are you going to have children? A woman without children is like a garden without flowers" ……………………………

13. Everyone can succeed in this society if they work had enough. Poor people are just lazy. ……………………………

14. How can you be so good at math? You are very smart for a woman! ……………………………

15. I see a Pakistani/black man coming this way. He must be the driver of the taxi you have requested. ……………………………

16. Do you still want to accept that secretarial job? You're a man, and you can do better than that! ……………………………

17. From your features I can tell you're not European. Where are you from? ……………………………

2) Can you identify whether each of the remarks is RACIST, SEXIST or CLASSIST? Can any of them belong to more than one category? Write R, S, C (or two letters if the latter occurs) next to each sentence's number.

3) Let's focus on the sentences that are said in your closest environment. Which generations say them? Do you, or people your age that are close to you, say any of them?

4) For every remark, write at least one or two sentences explaining why they are discriminatory.

5) SPEAK UP! Now let's become non-discrimination activists and let's learn how to call up sexism, racism and classism. A member of your group will read one of the remarks above, and you'll answer them by using the explanations you have provided on number 4, introducing them with these beginnings:

"I know you don't want to sound discriminatory, but in fact…"

"I know you mean well, but…"

"Can I suggest you not to speak like that? You see, what you said implies that…"

"Excuse me, but that contradicts my experience. I know for a fact that…"

"Maybe you are not aware that you are invading my/her/… personal space, …"

Not everyone will welcome what you say, but you can teach many others to be fairer to the other members of their community. Battling discrimination is a group effort that takes time. Remember that doing nothing changes nothing. Rather, it can perpetuate racist, sexist and classist behaviour and reinforce mentalities of superiority. Speaking up always helps!

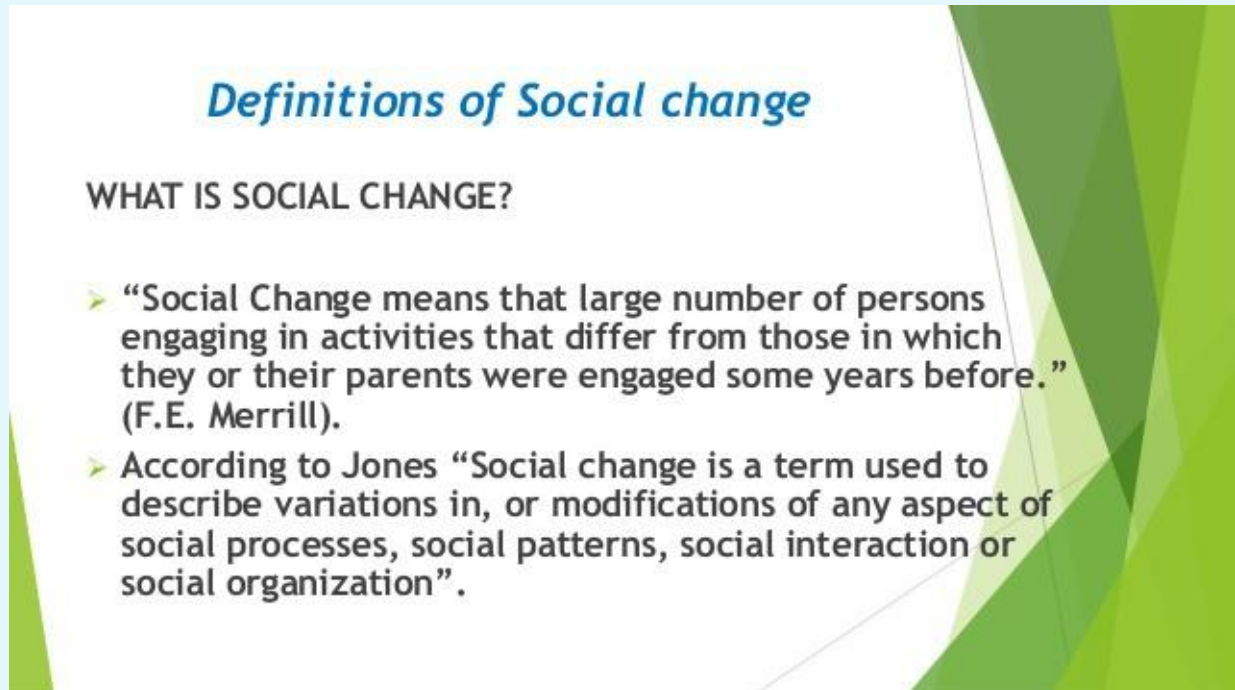6) Muslim Activist Blair Imani's "Do the Right Thing" philosophy.

Blair Imani talks about the importance of activism to include everyone in society, no matter how diverse they are.

https://www.youtube.com/watch?v=lHlHAFmsgH4

Are their messages optimistic or pessimistic? Do you agree with them? Why? Give reasons to justify your answer.

Social change is way human interactions and relationships transform cultural and social institutions over time, having a profound impact of society.

Social change is a concept many of us take for granted or don't really even understand. No society has ever remained the same. Change is always happening.

Change Begins With How and When We Interact With Others

When we listen respectfully to others who have different opinions and life experiences than our own, we take the first step in listening; we accept that there are myriad perspectives and points of view on most issues of concern. If we truly want to be a participant in real change, we cannot stop at acceptance, but we must have conversations that push and pull, that asks us to give and take. And if we are willing to do that, we can find those points of agreement and come together on them. We needn't concede those points that define our values but find ways to work together towards positive change that reflects our shared values. It is the art of principled compromise that has the power to create a more lasting change.

Source: https://www.snhu.edu/about-us/newsroom/2017/11/what-is-social-change

Civic engagement or **civic participation** is any individual or group activity addressing issues of public concern. Citizens acting alone or together to protect public values or make a change or difference in the community are common types of civic engagement.

Civic Participation is a key issue in the Social and Community Context domain. Civic participation encompasses a wide range of formal and informal activities. Examples include voting, volunteering, participating in group activities, and community gardening.

Through **civic engagement**, such as voting and volunteering, people develop and use knowledge, skills, and voice to cultivate positive change. Such actions can help improve the conditions that influence health and well-being for all.

Types of civic engagement

☐ **Citizen-oriented:**
- Participation of individuals as particular persons or family members or voters
- Two-way dialogues between the state and non-aligned persons, "ordinary citizens" via deliberative processes

☐ **Community-based:**
- Participation of organizations for individuals, families, groups and networks
- Forging structural linkages within the movement and with various state locations and policy processes

CHAPTER 8

Expressing Emotions - Lesson plans

School: Liceul Tehnologic Octavian Goga Jibou, Romania

Teacher: Nagy Melinda

The lesson was done online using GOOGLE Classroom.

Teacher: Nagy Melinda

Class: 5 C

Title of the lesson: Emotions in our Life

Aims:

-Recognizing a variety of emotions experienced in relation to oneself and others

-Giving positive feedback in relationships with others

Description of the activities:

Activity 1: Introduction

Emotion is a person's experience of an event. All emotions are natural and necessary, even if some are lived or experienced as pleasant, and others as unpleasant! They help us to live a life full of special experiences, but also to defend ourselves, to make decisions or to set our limits. Emotions harmonize us with the environment and with ourselves.

You're getting ready to go on a trip. Choose from the table all the emotions you will take with you in your backpack.

happiness	empathy	joy
fear	love	discouragement
enthusiasm	guilt	panic
anger	appreciation	gratefulness
disgust	shame	sadness
surprise	pride	hope

Activity 2: Reflection

Do you think that the emotions you have prepared in your backpack will be enough?

How did you decide what emotions you take with you?

Which of the emotions do you find most pleasant? But more unpleasant?

What do you think is the role of these emotions in your life? What about your colleagues' lives?

Activity 3: Practice

The journey has begun! For each of the following situations, choose the right one from your emotional backpack! Write down your choices in your notebook, then compare your answers with those of your colleagues! What do you notice?

Situation	Emotions from your backpack
You're in the woods and you hear a growl	
You won the running competition	
You tasted food that looked strange	
Tomorrow you will take a math test	
Your friend helped you do the geography project	

You received an unexpected gift from your mother	
You want to climb the climbing board, but you don't dare	
You had an argument with your best friend	
Your classmate gave you a nickname	
The bus broke down. The trip is cancelled	

Activity 4: Evaluation

1. What did you learn about the world of emotions?

2. What did you learn about yourself and your emotions?

3. What did you learn about your colleagues?

Expressing Emotions - Lesson plans

Osnovna šola Litija, Slovenia

You are the sunshine because ...

Library club (students 11 – 14 years)

Students will:

Develop the ability to find the positive qualities of classmates.

Develop the ability to recognize and express one's own feelings or emotions.

Get permission for a wide range of feelings.

Build a vocabulary to name your feelings.

Keywords:

Feelings, emotions, emotional, expressing, communicating, managing, identifying, naming

Materials needed:

cut out paper circles (for each student one)

cut paper strips (sun rays)

crayons

glue

Introductory motivation

A conversation about how we feel, how we know how to find positive character traits in ourselves and our classmates, how positive or negative criticism affects us.

The main part

Students first write their name on their circle. Then they pass the circle forward and the classmate puts a ray on it, on which he/she writes a positive affirmation, praises the classmate,

tells him/her which emotion prevails in him/her. The task is completed, when everybody comments on every sunshine.

Conclusion:

Each student reads what is written in his sunshine and comments on what is written.

Analysis:

The learning unit is basically very simple, but an adequate properly guided conversation is needed so that students are tolerant, honest and, above all, positive at work.

CROSS-CURRICULAR LESSON PLAN ON THE TOPIC:

EXPRESSING EMOTIONS

School: AGRUPAMENTO DE ESCOLAS DE IDÃES

Teacher: SUSANA PEREIRA

Class: 8A

Outcomes: After this lesson, students will be able to:

-define 'emotion'

-explain the relationship between situations and emotions;

-describe how and why emotions are important;

-identify and discuss ways to express emotions in English;

Description of the activities:

Activity 1: Activating interest

Students are shown a picture of a fortune teller that was asked to predict a situation for each student. Those predictions are written in slips of paper and will be given to you by your teacher.

Students are given slips of paper with different sentences and an instruction to draw a face expressing the feeling / emotion they would experience if the sentences were true.

Students are given time to draw and discuss with a peer their feeling. They are asked to find a word in English to match their drawing. Students are expected to write words such as happy, sad, angry, hungry, disappointed. Students watch a video and take note of all adjectives related to emotions on their notebook. https://youtu.be/7uY2HrQ9qQ8

Activity 2: Guiding understanding

Students are asked to listen and read the text: Teen blog.

Students are asked to solve a true or false exercise about the text in order to check understanding of it. Students are given cards and a list of words to create a domino about emotions and feelings.

Activity 3. Assessment

Students are asked to create their own bitmoji and dictionary of emotions. Students are asked to write a paragraph for the TEEN BLOG expressing their feelings &worries or emotions towards a situation they have experienced.

Consell de Cent Secondary School, Barcelona (Catalonia, Spain)

Lesson: Expressing emotions

Time: 1 hour

Objective: Talking about feelings and emotions and how to express them.

Activity 1: How do you feel when…?

The teacher points to different pictures and asks students how they feel in different situations. Later, students ask other students how they feel in each situation and share their feelings. For example:

How do you feel when your friend doesn't invite you to a party?

How would you feel if you get into trouble because your brothers or sisters told your parents that you did something wrong?

How do you feel when your crush talks to you?

Activity 2: Dialogue substitution/Role plays

The teacher distributes different dialogues about feelings or emotions and students have to read them while filling in the blanks with the feelings they choose.

Activity 3: Would you rather…?

Students have probably played this game with their friends before. The teacher provides 2 positive or negative things. For example:

"Would you rather feel/be… or… ?"

Activity 4: Picture prompt

The teacher shows different pictures with people who have strong emotions. Students shout out some feeling words that they see and they make some guesses as to why the people feel the way they do. The teacher encourages them to give advice too and may ask these questions:

What was happening in the picture?

How did they feel? What thoughts did they have? Were they positive and happy thoughts? Were they negative and unhappy thoughts? What could they do to make themselves feel better? Could they change their minds and think happier thoughts?

Activity 5: Agony aunt problem

The teacher provides problems that are heavy on the feelings and students give advice to make negative feelings go away. They may speak about their personal experiences.

Activity 6: Thinking about things that make me happy

Students make a list of things that happened during their week that made them feel happy.

<p style="text-align: center; color: magenta;">**Hilstad skole, Norway**</p>

<p style="text-align: center; color: magenta;">**Lesson plan – February**</p>

<p style="text-align: center; color: magenta;">**Topic: Emotions**</p>

Age: 12-15

School: Hilstad, Norway

Teacher: Siri Nepaas

Title: Emotions and music

Subjects: Music, drama, language

Aims:

• recognize how music can prompt different emotions and how music impacts us

Warming up:

• Think of your favourite music right now? Why is this your favourite song? How does the song make you feel?

Mind map: Draw a mind map expressing different emotions

Listen: Play different songs: How do these songs affect us? Which emotions do the express?

Songs:

Requiem, Mozart

Happy, Pharrel Williams

Go down Moses

Hakuna Matata, Lion King

Air, Bach

From the dining table, Harry Styles

Try, Colbie Calliat

Theatre sport game:

• 3 persons improvising a short dialogue. The audience decides who the are, where they are and what they are going to talk about.

• They repeat the dialogue three times, each time with a new background music

Survivor, Destiny`s child, 2. Symphony no 5 – The Destiny Symphony: Beethoven, 3. Walking on sunshine, Katrina & The Waves)

Rap: Create a short rap expressing how you feel right now. Choose a suitable «beat» from Garage Band to accompany your rap.

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CHAPTER 9

SELF-IMAGE

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Liceul Tehnologic Octavian Goga Jibou, Romania

Self-image lesson plan

Class: 5C

Teacher: Melinda Nagy

Time: 1 hour

Aims:

-to understand that they are created in a special way, despite the fact that they are not perfect

-to identify some qualities that make them unique and, consequently, special

Ice breaker activity: First name accompanied by an adjective starting with the first letter of the first name.

For example: Curious Cristina

Definition of Self-image:

It is the way in which a person perceives his own physical, cognitive, emotional, social and spiritual characteristics.

Group discussion: Experiences that develop a positive self-esteem

Students' answers:

-praise, encouragement;

-consolations in situations of failure;

-encouraging the initiative;

-trust;

-involvement in decision making;

-good relations with colleagues

Group discussion: Experiences that cause low self-esteem

Students' answers:

-criticism;

-ignorance by parents;

-emotional and physical abuse;

-exaggerated parental standards regarding children's performance;

-failures in school or extracurricular activities;

-recent comparisons between siblings

Group discussion: Consequences of negative self-image

Students' answers:

-Inharmonious relationships within the family

-Deficient relationships with those of the same age

-emotional problems

-depression, anxiety, irritability

-behavior problems

-aggressivity

-Falling school performance

-school failure, school dropout

Story time: The mysterious robbery

One night, two people broke into one of the largest stores in the city. They laughed mischievously when they entered the store, and in about two hours when they left, they laughed the same way - even if they hadn't stolen anything. What they did was much more subtle and malicious, perhaps even more damaging to the store than a regular theft.

The two went through the store and exchanged price tags. They took the label from a bicycle and put it on a tennis racket. They went upstairs and took the label from a pair of socks, then went downstairs and glued it to a shirt. They changed the price on a plastic ball with the label on a leather ball. So they did with every label in the store, then left.

Discussion: What do you think happened the day the store opened?

The next morning the store opened as usual. The cashiers were in their places. The goods were neatly placed on the shelves. Customers came in and out of the store, buying what they needed. They found what they needed, paid and left. It took about two hours - quite a long time - for anyone to notice that all the price tags had been changed. A few lucky buyers have made the best purchase of their lives. Others paid double or triple for the purchased goods.

Debate: What does value mean? After the debate of the notion of value, the conclusions of the story are drawn. It is concluded that they are special, even if they are not perfect and they still make mistakes from time to time.

Evaluation

Complete the poem so that they are true for you.

1. I am .... (2 true things about yourself).

2. I would like to know ....(smth. that you are interested in)

3. I hear ....(an imaginary sound).

4. I see...................(smth. imaginary)

5. I want ....(smth. you wish for very much)

6. I'm faking ....(smth you fake)

7. I feel ....(smth you feel now).

8. I touch ....(smth imaginary).

9. I am worried about ....(smth that really worries you).

10. I cry because ....(smth that makes you sad).

11. I know ....(smth that you know that is true)

12. I dream about ....(smth you dream about a lot).

13. I hope that ....

INSTITUT CONSELL DE CENT, BARCELONA (Catalonia, Spain)

Self-image Lesson Plan

Time: 1h

Objectives: - Students will express positive feelings about themselves.

Students will build self-esteem.

Students will celebrate difference.

Activity 1: Opening discussion.

Students watch this video: https://www.youtube.com/watch?v=PpFBKeuKf7M

The teacher asks: What does "self-image" mean to you? On a scale of 1 - 10, where do you stand when it comes to your self-image or body image?

Activity 2: Powerpoint slides + class discussion. Students are on favour or disagree with these statements:

Boys and girls are equally affected when it comes to body image.

Students at our secondary school care about their image. If so, what do they care about? Is there a difference for boys and girls?

When posting pictures on social media I try to make myself "look good".

Selfies and other flattering photos of myself boost my self confidence.

Getting "likes" or positive comments on social media boosts my self-confidence.

Activity 3: Worksheet. Students think of what makes them special and complete these sentences:

1. I AM UNIQUE BECAUSE:

2. I HAVE A NATURAL TALENT FOR:

3. I AM PROUD OF MYSELF FOR:

4. PEOPLE WHO LOVE ME DESCRIBE ME AS:

5. THE PERSON I ADMIRE MOST IS:

6. I FEEL GOOD WHEN I:

7. GOALS FOR MY FUTURE ARE

8. THE TRAITS I ADMIRE MYSELF FOR ARE:

9. PEOPLE SAY I AM A GOOD:

10. 5 WORDS THAT DESCRIBE ME BEST ARE:

Activity 4: Students repeat activity 3 about the classmate sitting to their left or right.

Activity 5: Wrap-up: each student says: "My three favorite positive traits are _____, _____ and _____" and "One of (classmate name)'s positive traits is _____."

<h2 style="text-align:center">CROSS-CURRICULAR LESSON PLAN ON THE TOPIC:</h2>

Self-image

School: AGRUPAMENTO DE ESCOLAS DE IDÃES

Teacher: SUSANA PEREIRA

Class: 8A

Outcomes:

After this lesson, students will be able to:

-define self-image, tattoos, piercings;

-give their opinion, agree, disagree, support one's opinion, interrupt and give advice;

-identify and explain feelings;

Description of the activities:

Activity 1: Activating interest

Students are asked to listen to the song "Safe and sound" by Capital City and identify words they immediately recognise. They are then given the lyrics to listen and fill in gaps with given expressions. When they have the lyrics completed, they are asked to give their opinion on the topic of the song and they are expected to refer feeling and emotions related to the way a person looks and fits in a group/community

Song: https://youtu.be/47dtFZ8CFo8

Activity 2: Guiding understanding

Students are asked to read and complete a table with information from the text. They are asked to express their opinions about tattoos and piercings and it can be considered body art.

Pair work – Discuss and answers to the following question:

Class debate: Should teens be allowed to get tattoos?

Take notes about your arguments, use the expressions below to prepare your intervention.

Activity 3. Assessment

Students are asked to write a paragraph expressing personal opinion on the topic discussed in class.

What is your opinion about piercings and tattoos? Do you have or would like to have one?

Students are asked to reflect and fill in the self-assessment grid.

<p align="center">Lesson plan – March</p>

<p align="center">Topic: Self-image</p>

<p align="center">School: Hilstad, Norway</p>

Aims:

• create awareness

• enhance our self-image

• strengthen our sense of belonging

Age group: 13-15

Introduction:

We gathered all our students from 8th-10th grade.

• Role play: 3 teachers opened the topic with a role play. We played characters with different grades of self-image and self-confidence.

• Debate: After the role play we discussed how the students percieved the different characters. How did they act? How were they clothes? Did they hide behind their clothes in any way? How was their body language? How were their voices?

• Mind map:

What do think of when you hear the word «self-image»?

How can we improve our self-image?

• Exercise:

The teachers taped a paper plate on each student`s back.

Everybody wrote a compliment on the other students` plates.

• Discussion groups

How is our self-image?

Which factors influences our self-image?

How can we strengthen our self-image?

MOBILITIES

Host: Liceul Tehnologic Octavian Goga Jibou, Romania

25-29 November 2019

C1: Everybody Is Unique

Host: AGRUPAMENTO DE ESCOLAS DE IDÃES,

Felgueiras, PORTUGAL

3-7 February 2020

C2: e-Safety Matters

Host: INSTITUT CONSELL DE CENT, BARCELONA
(Catalonia, Spain)

25-29 October 2021

C4: Living Together

HOST: LITIJA, SLOVENIA

31 January – 4 February 2022

ONLINE

C5: Express Yourself!

Host: Hilstad Skole, Velfjord, Norway

14-18 March 2022

C3: Bullying Is Never OK!

READING FOR LIFE

Lesson plans