**LESSON PROJECT – Stop bulling!**

**Discipline:** Counseling and Guidance

**Module**: Quality of life

**Lesson title**: Stop bulling!

**Class:** 5th

**Allocated time**: 100 minutes (2 hours of class)

**Venue**: classroom

**Lesson type:** mixed (information, training of awareness attitudes, development of behavioral skills)

**The aim**: to make students aware that bullying is a form of aggression in school and in society

**Operational objectives:**

Students will be able at the end of the lesson:

- To define the bullying phenomenon

- Identify forms of bullying

- Identify the personality traits of people involved in bullying (aggressor and victim)

- To develop some skills to deal with bullying situations

**Teaching strategies:**

**Methods**: braimstorming, commenting on a video, presentation, film, discussions and analysis, group debate

**Materials and means**: A1 sheets, color cards, stickers, worksheet, markers, video projector, flip-chart

**Forms of organization**: frontal, individual, groups of 4-5 students

**Types of interactions**: teacher-student, student-teacher, student-student

**Evaluation:**

- posters with anti-bullying messages

**Activity 1 - "Sweet talk, it brings a lot!" - Braimstorming**

Students write on a leaf-shaped post-it, a word that expresses happiness. Students will stick the leaves on the branches of a tree drawn on the flip-chart, making the **tree of happiness**. On the leaves you will find beautiful words that express happiness: joy, friendship, harmony, joy, altruism, play, family, love, peace, tranquility, faith, freedom, kindness, celebration, respect, enthusiasm, hug, comfort.

Students are tasked with finding antonyms for each word on the leaves. Examples: sadness, rudeness, indifference, quarrel, aggression, unbelief, rejection, hatred. Antonyms are noted by the teacher on the flipchart.

They are then asked to reflect on how they relate to that feeling or attitude.

**Activity 2 - Letter to my colleague**

Students have to solve the requirement:

"Write a half-page letter in which you express all your appreciation for a dear friend."

The teacher writes the name of each child in the class on a note, puts the mixed notes in a basket and gives the students to choose one. Each student will hand his letter to the one who is passed on the chosen ticket from the basket (which can be anyone in the class - a friend, a colleague with whom he did not have much contact, a colleague with whom he really has disputes, etc.).

Each student will read the letter received and answer questions such as "How do you feel after reading the letter?" (being a letter of appreciation, with nice words), "What do you send to the colleague who addressed it to you?"

The effect:

- It is wonderful to feel the appreciation and beautiful words of those around you;

- It is wonderful to receive beautiful words from those you do not expect;

- It's great to see in others only friends;

- It's great to feel like a family in the classroom.

- It's great to come to school with pleasure.

**Activity 3 - How do I understand bullying? – Working in Groups - The concept map**

The teacher presents a movie on youtube. https://www.youtube.com/watch?v=XFCDn-o-jPg

The teacher divides the students into groups of 4-5 students. Each group will complete a concept map while watching the film presented by the teacher, answering questions:

What is harassment? Who is involved in harassment?

Give examples of such situations in your student life.

How can we stop the phenomenon of aggression?

After each group presents the concept map in front of colleagues, the teacher asks two reflection questions:

Why do you think I started the lessen with the activity "Sweet talk brings a lot?"

How would I feel in my class if the "Tree of Happiness" grew here?

**Activity 4 - Working in Groups - My antibulling message**

Each team makes a poster with an anti-bullying and/or social inclusion message, taking into account previous activities. These messages will be posted in the school.

The lesson focuses on the following key competencies:

- competence in communication in the mother tongue;

- competence in communication in a foreign language (English)

- digital competence;

- social and civic competences;

- competence of cultural awareness and expression;

- to learn to learn.

The lesson is conducted interdisciplinary, using knowledge of Romanian, English, civic education, social education, art education, ICT.

