



Gymnasium School Nr. 1, Rm. Sărat

Class: VIII A

Location: classroom

Teacher: Mariana Angelica Grigoraș

ACTIVITY PROJECT "A CLASS WITHOUT BULLYING!"

The need to study the topic:

In the process of growing up, almost every child experiences "trouble" by older children and adults. It may be a simple game for them, but for the child, it is a model of communication from the strong to the weak. Thus, the child also learns to "harass" and, by doing this repeatedly, the behaviour becomes "bullying".

Specific skills:

- o Self-assessment of a healthy lifestyle in relation to the living environment.
- o Manifestation of empathy in relation to individual and group differences.
- o Assertive expression in school, family and community interactions.

Operational objectives:

- O1: Identifying bullying and the forms it can take;
- O2: Experiencing the emotions and the behaviours adopted by other people in different contexts;
- O3: Preventing the bullying phenomenon by making badges with positive messages.

Resources:

- a) **human:** students, teacher;
- b) **materials:** paper hearts, worksheet, markers/felt-tip pens.
- c) **procedural:** explanation, debate, conversation, observation, art-creative methods, teamwork, independent work.
- d) **time:** 50 minutes

Carrying out the activity

1. Organizational moment: students are invited to prepare for class

2. Capturing attention

Activity 1: Ice-breaking exercise

Each student receives two paper heartcutouts. They are asked to write down, on the notebook, 5-6 offensive comments and 5-6 positive (pleasant) statements that they have received over time. For each emotional reaction experienced



negatively, the student folds one of the hearts, and for each positive emotion, the student will unfold a fold of the heart. In the end, he will get a whole heart, but it will not look the same as the other heart.

3. Directing learning

Activity 2: Debate - Reasons and effects of bullying

A worksheet with the following questions is distributed to students:

- Have you ever been harassed, intimidated or assaulted (or witnessed an assault)?

- Who were the aggressors / harassers? Did you know them?

- Why do you think you were harassed?

- In what way, how long and where were you harassed?

- How did you react and act?

- Who did you talk to about what happened to you?

- Who or what helped you overcome this situation?

Based on the answers to the questions, it is established what bullying is, what the types of bullying are, and who the people involved are.

Activity 3: Role play - Doing things differently

Some types of behaviours that could cause conflict or annoyance are presented, such as: nicknames, threats, insults, exclusions, jokes, etc. For each of the situations listed, students are asked to think of positive examples that could help resolve the conflict.

For example, you can say "no" without someone feeling excluded: *"I'm sorry, we're right in the middle of the game, you can play with us as soon as we're done."*

4. Systematization of notions - Providing feedback

Activity 4: Making a badge

Using an uncreased heart, students will write positive messages, obtaining a badge that can be worn to prevent bullying.

5. Final conclusions

A class rule is established:

Each day, choose three colleagues to whom you can make a positive statement.



Images:

