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SafeSchool- Promoting students' engagement in the prevention of bullying in schools

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IO1 Open Resources

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1. THEORETICAL ASPECTS



Emotional intelligence

Introduction

The Emotional Intelligence is a fundamental part of the maturity, help to know ourselves, to know our reactions and how to deal with, to understand the others reactions and attend the different points of view.

It describes the ability of adults and children to perceive, respect and translate into words the world of feelings and emotions, to learn how to develop mental processes and understand reality, how to increase one's social and relational abilities thus providing an answer in terms of empathy and help solve problems and difficulties of others.

Components of Emotional Intelligence

Personal Intelligence:

- 1.1. Emotional self-awareness consists in knowing one's personal emotions and knowing how to identify different physical reactions that accompany these emotions. There is a direct relation between empathy and interpersonal relations.
- 1.2. Emotional self-control gives us useful strategies to confront in a more adaptive way our personal feelings, especially anxiety and hate.
- 1.3. Self motivation is a state of continual searching and persistence in achieving one's goals and objectives, taking on problems and finding solutions. (Show students to break an activity into smaller steps which are easier and faster to do).

Interpersonal intelligence

1. Social abilities are skills which help us integrate in an adaptive way with the social environment around us. Our social abilities are learnt through experience with others.
2. Empathy is the ability to be conscious of recognize, understand and appreciate feelings of others. It belongs to the interpersonal domain.

Practice example /story

- You speak about emotions with the students. All together, we try to name different emotions we know. After, we will show a card with a certain emotion that we might feel in one situation or another. These cards will have the emotion already represented. To finish, children will draw different people, objects or situations that could produce emotions discussed.
- Explain to students that to learn to calm our minds and relax our bodies when angry it is very important to realize how we are breathing one way to relax profoundly. Children are to lie comfortably face up on mats and concentrate on their breathing.

Reflection questions



1. How do you express your feelings to your students?
2. How do you deal with your own emotions at certain times?
3. How do you bring the best out of each child respecting each child's individuality?

Tip for educators

To be an example for the pupils as a model to follow. An educator can verbalize what he/she is feeling and what does to control him/herself.

To describe children's behaviour with words.

To show children that we understand their feelings and care about them.

To learn by playing.

To use different exercises for relaxing, concentration, self control, etc.

To teach use of internal dialogue. Speaking with one's self direct our actions and can motivate us when having to act. The educator can help students invent a phrase that might be useful when feeling tired or frustrated.

To foment self-motivation we need to appraise effort more than results.

To learn to fail, pupils should learn to make mistakes, to work hard to reach their aims.

Resources

FEAR: Anticipation of a threat or danger which causes anxiety, uncertainty, insecurity etc.



SURPRISE: Shock, amazement, bewilderment etc.



JOY: Fun, euphoria, gratitude, content, feeling good, general feeling of security etc.



AVERSION: Disgust, unpleasant, we usually steer away from things which cause aversion in us.

HATE: Rage, anger, resentment, irritability, fury etc.





SADNESS: Pity, loneliness, pessimism, etc.



Useful links and bibliography

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BOUNDARIES

Introduction

Boundaries are the emotional and physical space that we place between ourselves and others. Positivity represents an important characteristic of a boundary, as well as a significant difference between boundaries and rules. Boundaries, take into consideration the desires and needs of the students they attempt to motivate.

Boundaries are important to our mental health as they make us feel confident by making clear our needs and limits to other people. For this reason, we have to become accustomed to the limits from our childhood.

How boundaries affect students

Prevent conflict and build win-win power structures.

Build a reward-oriented classroom environment.

Create less stress and fewer power struggles than rules and demands.

Build mutual consideration and respect.

Allow positive and negative consequences to occur in a non punitive environment.

Give to students the opportunity to change their behaviour in order to get their needs met. Boundaries focus on the ability to make more constructive choices.

Characteristics

Good boundaries are those that are fair and reasonable and that are appropriate for children's age and maturity.

Boundaries should be clear and specific.

Boundaries should respect and consider the needs of everyone involved.

Boundaries should work to prevent situations or stop constant problems.

Boundaries should facilitate positive outcomes of cooperation.

Three Basic Steps for Successful Boundaries Setting

1. Define the rules and write them down. Allow the children to express their opinion about the rules.
2. Warn the children about the consequences of not following the rules.
3. If children do not follow the rules, make them aware of their mistake and apply the consequences you have established.

Practice Example - Creating Boundaries



Imagine children are playing a game of tag and one boy decides to pull down the trousers of another in front of the class. This child is shy and the situation creates unrest and laughter in the class.

Reflection questions

- Do you think the students crossed a limit?
- How can the student inform the others that he does not like having his trousers pulled down?
- Which steps in boundaries setting could you follow with children to help them avoid such situations?

Tips for Educators

Most children will respect educator's boundaries if they provide specific indications of what the boundaries are. With some children, we may need to actively define them. The educators should have in mind the following guide.

- Determine limits and consequences together
Children will understand boundaries and the consequences of breaking them if they are a part of the process. This doesn't mean children should set all the rules, but that you should listen to their opinions and consider them.
- Staying in charge however kind, funny, relaxed and easy-going you are. Firm boundaries make more happier students and, ultimately, fewer sanctions.
- Showing your pure interest by consistent application. Having the children obey the rules and face the consequences when they are broken is real education.
- Rewarding for the good. It is very important for students to receive incentives when they do a right act.
- Remember the firmness is not cruelty and say "No". Do not be afraid to say "No".
- Help students make decisions and assume their consequences. When the rule is violated, remind the child of the consequence and make it happen. It provides also security to them.



CONFIDENCE- RESPONSIBILITY- TRUST

Introduction

The objective of this point is to help educators understand the meaning of creating trust between students and others around them as well as building confidence in themselves. Giving small tasks to children to build a feeling of responsibility and value is also a way to develop self-confidence in children which will lead them to feel stronger about themselves in general.

Confidence

Confidence can be defined as the feeling or belief that one can have faith in or rely on someone or something. It is the feelings a person has about herself.

Confidence and self-esteem are the foundations on which a healthy life can be built. Students with confidence are able to enjoy stronger relationships, are able to trust their own instincts more often and are less likely to get into trouble or addictive behaviour cycles.

Here are some key points to help build confidence in children:

- Believe in children and show them - let them know they are worthwhile, lovable individuals.
- Give compliment and positive feedback. Assure children that it is reasonable to make mistakes and that it is all part of growing up.
- Practice active, reflective listening
- Acknowledge the child's feelings and help them express them verbally.
- Criticize behaviour, not the child. Be clear that it is an action you are angry about or behaviour you do not like.
- Respect student's interests, even if they seem boring to you.
- Accept any fears or insecurities children express as genuine
- Encourage independence, allow children to complete different tasks on their own or achieve certain accomplishments without adult help
- Laugh with students - never at them.

Practice Example

Imagine a student has spent all day making a painting and comes to show it to you. He is very proud of his work but it is nothing remarkable and unimpressive.

Reflection questions:

- How would you greet the child when he comes with his work?
- What types of remarks would you make about his work?
- How could you positively encourage the child to improve his work without criticizing it?

Responsibility

When we talk about responsibility, we refer to the opportunity or ability to act independently and take decisions without authority. Responsible children use their own resources,



confidence, and judgment to make decisions, act independently, consider the effect their actions have on others and meet their own needs without interfering with the rights of others.

It is necessary to differentiate between typical immature behaviour and truly irresponsible actions.

Practice example

You have a child who never finishes his work on time and is lagging behind. He almost never brings his homework completed when due and feels irresponsible.

Reflection questions:

- What type of easy routine obligations could you give the student to follow systematically?
- When the child does not follow through with his responsibilities how could you discuss his irresponsibility without discouraging him?

Trust

Trust can be thought of as the ability for someone to believe in others. Trust is very closely linked with confidence in the idea that to be able to trust another individual a person should feel that he or she can rely completely on the person to be trusted.

By creating confidence and responsibility in children it will follow that these children will be more trustworthy with others and will also trust their own decisions as they grow.

To build trust in children it is essential that educators and adults set the example by taking care of their responsibilities and showing interest in the child's activities. Without that trust in others, children cannot grow into mature, self-confident and independent adults.

Practice example

A child in your class is constantly lying about his/her actions when confronted by peers and educators. Furthermore this has caused others in class to not trust him/her at all and always point their fingers at him/her.

Reflection questions

- How can you talk to the rest of the class about the situation without making the child feel excluded?
- What measures could you take with the class as a whole for others to gain trust again in the child?
- How can you talk to the child so he/she will trust you and will admit when has done wrong?



PROSOCIALITY

Introduction¹

Prosocial behaviour means positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain.

When teachers intentionally create secure relationships, making the children feel safe in their classroom, they can contribute positively to their well-being. Children who are brought up in a prosocial family usually are more caring with their peers. There is good evidence that young children who have warm relationships and secure attachments to their parents and teachers are more likely to be empathic and prosocial (Kestenbaum, Farber, & Sroufe 1989; Zhou et al. 2002; Campbell & von Stauffenberg 2008), probably because children are more likely to notice and copy the behaviour of adults to whom they feel a close connection.

Learning prosocial behaviour from the adults: examples

If an adult is prosocial and responsive, children are especially likely to notice and imitate aspects of their behaviour. Thus, teachers who have those characteristics have a good chance of prompting children's empathic, helpful, caring, generous behaviour by demonstrating that behaviour themselves.

Be clear with children (in our community prosociality is expected to be our way to interact with others)

Children are more likely to develop empathy and prosocial skills if adults make it clear that they expect (but do not force) them to do so. Polite requests for children to be helpful and generous are effective (Eisenberg, Fabes, & Spinrad 2006).

The children are often expected to do real work that helps the family, care for brothers and sisters, even share their toys with brothers and sisters, and generally be more cooperative members of the community. Teachers may notice differences between the behaviours that emerge from families' culturally influenced prosocial expectations and may see these behaviours reflected in children's pretend play and interactions with peers.

¹ Among the four pillars of education stated in the report "Learning: the Treasure Within", of the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors we have:

- learning to know, that is acquiring the instruments of understanding;
- learning to do, so as to be able to act creatively in one's environment;
- learning to live together, so as to participate in and co-operate with other people in all human activities;
- learning to be, so as to better develop one's personality and to act with ever greater autonomy, judgement and personal responsibility

The Commission has put greater emphasis on the one that it proposes and describes as the foundation of education: learning to live together.



When a class includes children who are growing up within such cultures, other children may have a chance to learn more cooperative and caring ways of relating to their peers.

Preventing violence through building a prosocial environment

Our society shows more and more alarming signs about aggressiveness and violence.

Violence is the most primitive and irrational answer to the inability in running and canalizing one's own reactions, provoked by emotions such as rage, dissatisfaction, repression, frustration, resentment, etc. It is synonymous with the inability in communicating in a civilized way, it means that instinct prevails over reason. Violence depends on the values and lifestyle changes in today's society.

Prosocial behaviour is the only one to bring positive effects both on the sender and on the receiver. Moreover, it distinguishes from solid and altruistic acts because it refers to actions directed to help or profit individuals or groups, without waiting for external rewards.

The setting of the classroom

Students need to be close enough to interact and they also need to have enough personal space to accomplish their own tasks. Students also work more effectively in well organized classrooms rather than cluttered ones.

Eye-to-eye contact should be maintained, materials shared without bumping into each other, and communication easy. Barriers should be minimized: pupils must be able to hear and see the teachers' instructions from their workstations and in the meantime they have to be able to work and stay together. The class set up should be flexible enough for students to work separately when necessary.

When pupils work together, within each group students still need to have a sense of personal space. Each group member carries out a task to meet the group's common goal. Personal space gives each student within the group room and freedom to perform the tasks.

Key aspects to be considered

1. For the School staff

- Refine the way of relating with the team, the families and the students.
- Promote a positive relationship based on empathy, respect and cooperation.
- Create the right conditions to foster the active participation of both students and their families to school activities.
- See oneself as a positive reference model in the school

2. For the Children:

2.1 Emotional and relational

- Taking care of oneself



- Develop a good relationship with oneself and acknowledge one's mistakes as an experience to learn from
- Acknowledge one's own actions and their consequences
- Promote a positive relationship based on empathy, respect and cooperation
- Listen and respect others
- Interact through dialogue and debate
- Solve conflicts being civil
- Recognize one's own emotions and learn how to manage them
- Learn how to transform negative thoughts into constructive ones

2.2 Democratic participation

- Discover the first social rules: family, friendship, play, school
- Promote responsible attitudes towards oneself, the other, the school
- Encourage constructive debate
- Enhance team work by respecting roles
- Foster relational dynamics based on mutual respect and on peaceful solutions of conflicts
- Acquire behaviours based on legality
- Acquire awareness of equal social dignity and equality among all citizens
- Learn the rights and duties to become active and responsible citizens within the framework of the principles defined in the Constitution
- Learn about the main forms of political organisations: Municipality, District, State and European Union
- Learn to respect the rules

3. For the Families

- Increase their participation to school activities
- Coherently practice with the school the shared educational model

Main educative methods

- Simulation activities
- Linguistic-expressive activities and workshops
- Use of the circle time as a tool for self-regulation and to develop the power of thought
- Debates in order to analyse and compare experiences (narration and argumentation) according to the following four steps:
 - ✓ Narrate one's own experiences
 - ✓ Sharing them
 - ✓ Connecting their meaning
 - ✓ Extracting rules from the debate with others



- Building civil common living at school through a shared set of rules
- Gathering specific information and documentation (reports, drawings, posters, books etc)

Activities

- Meetings with experts and representatives from the local authorities
- Team work and simulations
- Direct experiences
- Free discussions and debates of daily experiences
- Conferences and debates
- External cooperation: the Police, Local Authorities, Civil Protection, territorial associations...

Some technics

- Active listening: verbal behaviours and attention attitudes that express a patient reception
- Impartial reflexion: I talk in first person giving an objective description of what is happening (mirror of what I observed) without adding any own judgements
- Mirroring: I repeat the content and/or I take emotions and feelings expressed by the other person. I show my interest and I indirectly encourage him/her at finishing what he/she wanted to express.
- Problem – solving: use of specific formalities to acquire a right formality in running problematical situations or conflicts.



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2. COMPETENCES



Self-control: Managing disruptive emotions and impulses. People with this competence:

- Manage their impulsive feelings and distress emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information. People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

1. SOCIAL COMPETENCES

Influence: Wielding effective tactics for persuasion. People with this competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good



Change catalyst: Initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help deescalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

Political awareness: Reading a group's emotional currents and power relationships. People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities

Leadership: Inspiring and guiding groups and people. People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Building bonds: Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:



- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

2. EMOTIONAL COMPETENCES

Emotional awareness: Recognizing one's emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humour and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:

- Present themselves with self-assurance; have "presence"
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers' needs. People with this competence:

- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:



- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

3. MOTIVATION AND SELF ESTEEM

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfil the group's mission

Initiative: Readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what's required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts



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3. ACTIVITIES



| Game: greeting with one's body | |
|---------------------------------------|--|
| Learning activities exercises/ | A game to get to know each other. |
| Objective | Help students to get to know each other and learn about physical contact. Build a positive climate. |
| Age of the students | |
| Time allocated | 10/15 minutes. |
| Targeted competence | |
| Development | The students walk about freely while the teacher gives them indications on how to greet one another: "greet with your nose, with your thumbs, with your elbows, with your feet", using every part of the body. |
| Useful tips | At the end of the game, the teacher makes the students sit in a circle and express the emotions they felt. |
| Tools/ resources | |
| Assessment strategy | The objective is reached when each student spontaneously greets one another in different ways (i.e. showing empathy). |



| Game: the world upside-down | |
|------------------------------------|---|
| Learning exercises/ activities | A game to get to know each other. |
| Objective | Help students to get to know each other and learn about physical contact. Build a positive climate. |
| Age of the students | |
| Time allocated | 10/15 minutes. |
| Targeted competence | |
| Development | While walking, students must greet as many friends as possible by shaking their hand, but in a strange way: they must walk with their heads to the ground and shake hands through their legs. |
| Useful tips | This game can be played by students from the same class and/or bigger groups in order to wider their circle of friends. |
| Tools/ resources | |
| Assessment strategy | Teachers assess the reaching of the objective through methodical observation. The objective is reached when everyone knows each other's name. |



Myself and other people: acceptance of weaknesses and positive thinking towards others

| | |
|-----------------------------------|--|
| Learning exercises/ activities | Questionnaire- discussion/ experiential game “the positive aspects of my class mate” |
| Age of the students | 15 years old |
| Targeted Competence | <ul style="list-style-type: none"> ▪ Recognition and expression of emotions ▪ Conflict management among individuals ▪ Reinforcement of a positive self-image |
| Tools/ Resources | <p>Resources</p> <p>A. Questionnaire:</p> <ol style="list-style-type: none"> 1. What are the aspects of myself that I would like to be different (e.g. in my body, my character etc.). 2. Write down something that you consider your advantage or something you find very positive in yourself. 3. Write down two things that bother you the most in people’ behaviour. 4. Write down a positive action consciously expressed towards a person or an action aiming at helping someone. Did I have to back off or adjust my behaviour? <p>B. Experiential game: (what we need) sheets of paper - pen Students stick in their back a sheet of paper. Everyone writes on the back of his/ her classmate a positive aspect of his/ her personality.</p> |
| Assessment Strategy | <ul style="list-style-type: none"> ▪ At the end of the learning activity the teachers initiate a discussion and assess whether students are able to: ▪ To distinguish between negative and positive aspects of their personality ▪ To realize that their behaviour is related to their interaction with the other people ▪ To recognize that the adaptation of their behaviour is a prerequisite for their socialization and development of a functional relationship with other people ▪ To appreciate positive elements in the personality of others ▪ EVIDENCE ▪ Students realized through the announcement of their answers (anonymously by the teacher), that most of them |



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| | <p>agree on the character elements of their classmates that bothers them</p> <ul style="list-style-type: none">▪ The boys largely felt that the negative point is what they feel and express anger▪ Students recognized behavioural problems which affect relations between boys and girls |
| Time allocated | 80' (A: 40', B: 40') |



| I get on the others' shoes | |
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| Learning exercises/ activities | <p>Game between a blind person and one that guides the blind During the game nobody talks.</p> <ul style="list-style-type: none"> ▪ Students are grouped in couples. ▪ One person keeps his eyes closed and the other drives him / her around the room, so as not to strike anywhere and cause the explosion of the minefield (the playing field can be represented with pieces of newspaper on the floor, that have been placed before by the teacher). ▪ Then the teacher asks the students to change roles. Many students find it difficult to keep their eyes closed for a long time. We do not push them. |
| Age of the students | 15 years old |
| Targeted Competence | <ul style="list-style-type: none"> ▪ Empathy ▪ Acceptance of diversity ▪ Expression of emotions ▪ Transmission of messages through body language ▪ Development of trust among students ▪ Development of senses, the exercise contributes to the development of the perception of space (except of that of sight) ▪ To get to other's position and understand the meaning of diversity |
| Tools/ Resources | <p>Materials: Scarves Source: Health Education, Ministry of Health: http://tinyurl.com/c6kb4su</p> |
| Assessment Strategy | <p>At the end of the learning activity the teachers initiate a discussion and assess whether students are able to:</p> <ul style="list-style-type: none"> ▪ How did you feel as blind? ▪ How did you feel as a leader? ▪ What was the hardest part for you? Why? ▪ Since you were not able to speak, how did you manage to communicate? ▪ How did you manage to receive the messages sent to you by the person that guided you? |
| Time allocated | 45 minutes |



I reflect on a difficulty – I develop empathy towards the others

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| Learning exercises/ activities | Analysis of literary text-dramatization Utilization of text, organization of dramatization and role playing through reading |
| Age of the students | 15 years old |
| Targeted Competence | Objectives: <ul style="list-style-type: none">▪ Identification and expression of emotions▪ Reflection on the phenomena of social exclusion▪ Development of empathy▪ Proposals related to values and behaviours to overcome the differences |
| Tools/ Resources | Source: selected part from the novel of Helen Sarantiti "Once there was a hunter, extracted from the course book of Modern Greek literature (1 st grade of low secondary education) |
| Assessment Strategy | Can students: <ul style="list-style-type: none">▪ Focus on the issue of social exclusion of economic refugees, women, immigrants?▪ Experience feelings of others, to come to each other's position?▪ Think and propose values, ideas, positive behaviours or attitudes that regulate social life with respect for human right?▪ Develop a sense of respect? <p>The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the abovementioned questions, whether they have sympathized with victims of social exclusion and whether their views have changed.</p> |
| Time allocated | 2 teaching hours |



Am I racist? Not anymore

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| Learning exercises/ activities | <p>Questionnaire: card game with vocabulary aiming at combating difference and equality.</p> <ol style="list-style-type: none">1. Start with a brainstorm to find out what people know about refugees. Write the points on a large sheet of paper or flipchart paper to refer to in the discussion later.2. Show people the set-up in the room and read out the following text. "It is a dark, cold and wet night on the border between X and Y. A large number of refugees have arrived, fleeing from the war in X. They want to cross into Y. They are hungry, tired and cold. They have little money, and no documents except their passports. The immigration officials from country Y have different points of view - some want to allow the refugees to cross, but others do not. The refugees are desperate, and use several arguments to try to persuade the immigration officials."3. Divide the participants into equal groups. One group to represent the refugees from country X, the second group to represent the immigration officers in country Y and the third group to be observers.4. Tell the "refugees" and the "immigration officers" to work out a role for each person and what their arguments will be. Distribute the hand-outs and give them fifteen minutes to prepare.5. Start the role-play. Use your own judgment about when to stop, but about ten minutes should be long enough. <p>Give the observers five minutes to prepare their feedback.</p> |
| Age of the students | 15 years old |
| Peace Code slogan | Am I racist? Not anymore |
| Targeted Competence | <ul style="list-style-type: none">▪ Students realize their racist attitudes;▪ Students strengthen their self-image on the issue of discrimination (that can be both victims and perpetrators), they get familiarized with the relevant vocabulary, and the strengthening of an argument in favour of human rights |
| Tools/ Resources | <p>Activity extracted from the educational portal compass, available at http://eycb.coe.int/compass/en/chapter_2/2_9.asp Can I come in? The teacher should explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety.</p> |



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| Assessment Strategy | <p>Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or an immigration officer and then move on to a general discussion about the issues and what people learnt.</p> <ul style="list-style-type: none">• How fair was the treatment of the refugees?• Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not?• Should a country have the right to turn refugees away?• Would you do this yourself if you were an immigration officer? What if you knew they faced death in their own country?• What sorts of problems do refugees face once inside your country?• What should be done to solve some of the problems of acceptance faced by refugees?• Are there any Internally Displaced Persons in your country? Or in a neighbouring country?• What can and should be done to stop people becoming refugees in the first place |
| Time allocated | 45 to 60 minutes |



Tell me about you. Meet me - Friendship Bridge

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| <p>Learning exercises/ activities</p> | <p>A. Students are grouped in pairs and work in a circle: Students form a circle, so that the members of all pairs belong to a different class or school. Students introduce themselves and get to know their neighbour, stating their name, interests, hobbies, etc. Then students start introducing each other to the rest of the group.</p> <p>B. Experiential Game - transformed activity from a material: We design in the floor with ropes and duct tape a narrow 'bridge'. Students try to move between each other, so as to be placed in alphabetical order.</p> |
| <p>Age of the students</p> | <p>15 years old</p> |
| <p>Targeted Competence</p> | <ul style="list-style-type: none"> ▪ Identity ▪ Self-esteem ▪ Communication skills ▪ Getting to know other people ▪ Cooperation ▪ Initiative ▪ Involvement |
| <p>Tools/ Resources</p> | <p>Materials: Ropes, tape Sources: "I stand my legs." Educational Material Health Education. University Research Institute of Mental Health, Organisation Against Drugs.</p> |
| <p>Assessment Strategy</p> | <p>Did students manage to:</p> <ul style="list-style-type: none"> ▪ To highlight elements of their personality? ▪ To introduce in a satisfactory manner their classmate to the circle of other classmates? ▪ To show determination, confidence and ability to work? ▪ To improve the skills of cooperation and respect for others? ▪ To follow the rules of the game? |
| <p>Time allocated</p> | <p>30 minutes to meet in pairs and circle 30 minutes for three "bridges" the individual groups and a final "bridge" of all students</p> |



Hand in hand for the victory

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| Learning exercises/ activities | <p>Football in pairs – A differentiated approach to football</p> <p>Students are divided into pairs without knowing their teammate who might be from another school, class or having a different country, religion, culture.</p> <p>Students should be informed that they would play football using two balls. They should be divided into groups of 4 and 6 people. 4 foci should be formed, one for each group. Students of each group split in pairs of their choice and are grabbed holding hands. One couple in each team is assigned the role of the goalkeeper and the rest couples try to score. It should be underlined that the members of the couple should stay together both when they try to score or parry the ball. In case the couple is separated, when they try to score, the goal is cancelled; in case the goalkeeper couple is separated, the goal of the opposing team counts.</p> <p>At the next phase you should change the members of the couples and make sure that by the end of the football game the majority of students have cooperated, being members of the same couple; in case there are students of different nationalities, the teacher should make sure that they cooperate.</p> |
| Age of the students | 15 years old |
| Targeted Competence | <ul style="list-style-type: none">▪ Cooperation for the common goal▪ Trust, respect for otherness▪ Development of respect towards the others▪ Acceptance and cooperation no matter what the difference might be |
| Tools/ Resources | Resources: 4 goals, 2 balls 4 groups, Source: adaptation from Program Kallipateira available at http://kallipateira.sch.gr/EkpaideytikoYliko/TEACHERS_BOOK_BODY_cr_op.pdf |
| Assessment Strategy | <p>At the end of the learning activity the teachers initiate a discussion and assess whether Students are able to:</p> <ul style="list-style-type: none">▪ Learn to work with people of the same or different origin.▪ Understand the difficulties involved in such kind cooperation.▪ Reflect whether the difficulties in cooperation are related to diversity (e.g. in nationality language....). |



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| Time allocated | 30 minutes |
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| What unites us within a group | |
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| <p>Learning exercises/ activities</p> | <p>Teachers – as facilitators – initiate a short discussion on human rights.</p> <p>The students are organized and discuss in groups of five. Each group should agree on three human rights that they consider as the most important. Then the groups of five join groups of ten, they discuss and they should agree on importance of three human rights; they discuss within the groups and they convince their teammates and argument in favour or against the prioritization of three human rights.</p> <p>Groups name their teams after a word they create on their own and reflect the message of their group. They are also asked to design and paint a sign for their team.</p> <p>Once the small groups finish their work, gather groups two by two into "double" facilitated groups (small groups working on the same document). In each facilitated group, participants from two small groups present and compare their views on human rights and share the outcomes of their group discussion.</p> <p>At the end of the discussions, both groups should prepare a presentation at a joint stand in main working room where all views will be exhibited.</p> <p>All participants should be ready to explain and present the arguments behind the ranking of their small groups.</p> <p>Give 20 minutes to the discussions in the "double" facilitated groups. Note that these groups are for participants to exchange the different points of view and analyse the differences and similarities of each other's ranking; and not to arrive to a consensus in these groups. Review how participants enjoyed the activity and what they learned.</p> <p>Educational activity adapted from compass educational material available at http://eycb.coe.int/compass/en/chapter_2/2_50.asp</p> |
| <p>Age of the students</p> | <p>15 years old</p> |
| <p>Targeted Competence</p> | <ul style="list-style-type: none"> ▪ Investigation of human rights and of the relationship between human rights. ▪ Students recognize human rights that are important to them. ▪ Students learn to distinguish the rights of one in relation to the rights of others to form a group. They learn to negotiate and agree on some common as their team. |



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| Tools/ Resources | Materials: sheets of paper, pens, markers, cloth construction team flags |
| Assessment Strategy | <p>Initiate a discussion and assess the following:</p> <ul style="list-style-type: none"> ▪ How do the results of the different groups' discussions compare? ▪ What are the similarities and differences? ▪ Why do different people have different priorities? ▪ As a result of listening to others, do any of the groups wish to reconsider their own decisions about the ranking of the cards? ▪ Which arguments were the most persuasive? ▪ In general, which rights are not respected in your community, and why? ▪ Are there any main differences noticed between the civil and political rights on one hand and economic, social and cultural rights on the other hand? ▪ Are there any human rights that are not present in the Covenants that you suppose should be included? ▪ How do people in general claim their rights? ▪ If participation in the democratic process is one way for people to claim their rights, what can the participants do now to begin to "claim their rights" in their home country? ▪ To whom, in your society, can people turn to, if they suffer from serious violations of their rights? ▪ What other instruments are there in the world (or in Europe) aiming at protection of human rights? ▪ What else (other materials, other methods) can serve to inform participants on the history and background of HR, and its most important instruments? ▪ Students feel that their opinion counted and that they themselves were part of the decision-making process even if the result was not the same as their own place? ▪ Learn to understand that there are always some minority opinions that cannot be met? <p>Become knowledgeable of the nature of decision-making?</p> |
| Time allocated | 90' |



Figures

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| Learning exercises/ activities | <p>The game focuses on the need to be together and to the fact that within one group we are stronger</p> <p>Series of activities:</p> <ol style="list-style-type: none"> 1. Make two groups of children 2. Teacher says one figure, circle, square, and triangle... 3. The task for students is to form this figure in the shortest time and work in groups. 4. The team that manages to sort quickly gets 1 point. 5. It is repeated several times. |
| Age of the students | 10-15 years old |
| Targeted Competence | <ul style="list-style-type: none"> ▪ Establish an atmosphere of openness; ▪ Ensure complete freedom of participants to speak for themselves; ▪ People have differences and common elements |
| Tools/ Resources | n/a |
| Assessment Strategy | <ul style="list-style-type: none"> ▪ Specify the most popular features or vice versa, mention the atypical ones ▪ What new have you learned about each other? ▪ How did you feel when you heard that someone else in the class looks like you? ▪ Is it good or bad that the group has students who have different characteristics? Why? <p>The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the abovementioned questions.</p> <p>Any diversity shall be respected. Physical, political, religious and cultural differences are part of the cultural life of the school and all the students have the right not to be victim of discrimination.</p> |
| Time allocated | 35 minutes |



| Dominoes. Coming together is the beginning. Staying together is progress. Working together is success | |
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| Learning exercises/ activities | <p>Game shows that in every community there are many differences, but also many common views</p> <p>Series of activities:</p> <ol style="list-style-type: none">1. The first participant (usually the teacher or coach) stands in the centre of the room and announces two of its features, such as: "On one hand I wear glasses" and raised his left hand side, "And on the other - I love ice cream," and right side up hand.2. Participant in the group who also wears glasses, clutching his left hand on the leader and announces: "On one hand I wear glasses, and the other - I love cats" and raises his free hand.3. Third participant who loves ice cream is grasped by the right hand of the lead and announces: "On one hand I love ice cream, on the other - I love chocolate."4. Thus the game continues until all players do become part of the domino.5. Possible variations in the construction of dominoes - you can build a circle or a typical structure of dominoes. |
| Age of the students | 12-15 years old |
| Targeted Competence | <ul style="list-style-type: none">▪ Ability to interact within the group▪ Strengthen the sense of belonging to the group |
| Tools/ Resources | Preparation of the room or playground for the game |
| Assessment Strategy | <ul style="list-style-type: none">▪ Did you enjoy the game?▪ Do you think it is easy to work with others in a team?▪ What was the outcome of the game? <p>The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.</p> |
| Time allocated | 10-15 minutes |



| Paint together | |
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| Learning exercises/ activities | <p>These learning activities are focused on the idea of diversity, human rights and tolerance.</p> <p>Series of activities:</p> <ol style="list-style-type: none"> 1. The teacher prepares the necessary drawing materials- cardboard, pencils, paints, crayons, etc. 2. Set the drawing topic and how long this activity will last; 3. Divide Students into groups of 4-5 children 4. Students in the group paint consistently the same picture; they have no right to speak. Every child paints over the painting created by the previous classmates. The idea is that every pupil understands the idea of the previous painting and it continues it. 5. Once the time runs each group presents their picture. 6. All Students discuss the paintings and ask questions. 7. The teacher summarizes the group work. 8. Create a poster with the painted pictures. |
| Age of the students | 12-16 years old |
| Targeted Competence | The method provokes the imagination and associations of Students regarding an overall theme. The reason for using this method is the ability to enhance self-esteem and a sense of success of students when they work together. |
| Tools/ Resources | <p>The activity takes place at the classroom</p> <p>Drawing materials, paints, crayons, pastels, cardboard and poster for common drawings</p> |
| Assessment Strategy | <ul style="list-style-type: none"> ▪ How did you feel at the group work? ▪ What really happened? ▪ Do you like to work together with the rest of the group? ▪ How do you paint a general picture? <p>The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.</p> |
| Time allocated | 20-25 minutes |



Racing volleyball balls

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| Learning exercises/ activities | <p>The game focuses on the need to be together and to the fact that within one group we are better.</p> <p>Series of activities:</p> <ol style="list-style-type: none">1. Divide students into groups of three players2. Two Students stand on both sides of the third and picking it up in the shoulders3. The pupil (in the middle) steps on the ball and he/ she is trying to move on to the finals.4. The group of three students, which goes first to the finish line is the winner5. It is repeated several times. |
| Age of the students | 12-15 years old |
| Targeted Competence | <ul style="list-style-type: none">▪ Responsibility to the group▪ Ability to interact within the group▪ Strengthen the sense of belonging to the group |
| Tools/ Resources | Preparing for the game room- volleyball |
| Assessment Strategy | <ul style="list-style-type: none">▪ Did you enjoy the game?▪ Do you think it is easy to count the rest of the team?▪ What was the outcome of the game? <p>The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.</p> |
| Time allocated | 10-15 minutes |



We can anything, if we are together

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| Learning exercises/ activities | <p>River of chocolate</p> <p>The room is divided in three parts – a river is flowing in the middle. The children are all standing on one shore; their goal is to travel to another shore. A river dragon (an organizer) is watching children during the game, making sure that the rules are strictly followed.</p> <p>The rules for travelling:</p> <ol style="list-style-type: none"> 1. The team is given a number of A4 size sheets (one less than team members) 2. A person can only travel the river on the given sheets. If a person touches the river of chocolate (using hand, feet or other body part) he/she drowns and all the team returns to the shore to start the travel again. 3. Once the sheet is on the river, it must be always touched by one of the team members. If it is not touched, the river dragon takes it away and the team is left with a smaller amount of paper sheets. Lost sheets are never returned. 4. The game finishes when the last team member is on the other shore. 5. It is a responsibility of the team to make sure that all members reach the other shore safely. |
| Age of the students | <p>10-14 years old</p> |
| Targeted Competence | <ul style="list-style-type: none"> ▪ Confidence ▪ Responsibility ▪ Trust ▪ Team work |
| Tools/ Resources | <p>Large room</p> <p>Two strings to mark boundaries of the river</p> <p>A4 format sheets of paper (N-1, n – number of children)</p> |
| Assessment Strategy | <ul style="list-style-type: none"> ▪ What was the most difficult when travelling the river? ▪ What did it help you? ▪ Was everyone collaborating? ▪ Was it easier to travel as a team member or on your own? ▪ Could you trust your team? ▪ Who took the leadership of the team? ▪ Who made good suggestions? Was your opinion heard? <p>The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions.</p> |



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| Time allocated | 30-40 minutes |
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Everybody counts

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| <p>Learning exercises/ activities</p> | <p>Punchinello game / turn –taking game</p> <p>Introduction:</p> <p>We are going to play a turn-taking game, now. This game is called Punchinello. We cannot play the game unless everyone helps. We all will need to listen and help each other, in order to play this game successfully. Some friends will need to wait patiently for their turn. This is a game about equality. We can all have an equal turn. It also is about equality, because we do equal things.</p> <p>Form a circle while standing. One child enters and stands in the centre of the circle.</p> <p>Action 1: Everyone sings or chants: <i>"What can you do, Punchinello, friendly fellow? What can you do, Punchinello, friendly you?"</i> Punchinello makes a motion as this verse is sung. Everyone "mirrors" the action as they sing. Sing about whatever action the child is doing, for example, "turn around":</p> <p>All sing: "We can turn around, Punchinello, friendly fellow. We can turn around, Punchinello, do it too. We can do it too, Punchinello, friendly fellow, We can do it too, Punchinello, friendly you."</p> <p>Action 2: Everyone sings: <i>"You choose one of us, Punchinello, friendly fellow. You choose one of us, Punchinello, friendly you."</i> Punchinello chooses another child to take his or her place in the centre of circle as Repeat with another child, until all the children who want a turn have one.</p> <p>Conclusion:</p> <p>Equality is what we have when all people, no matter how they look or who they are, are treated the same. Equality is what we have when we treat others like we want to be treated. We are practicing equality if when everyone gets an equal turn in a game.</p> |
| <p>Age of the students</p> | <p>8-12 years old</p> |
| <p>Targeted Competence</p> | <ul style="list-style-type: none"> ▪ Respect to others ▪ Patience, listening, supporting ▪ Being part of a group |
| <p>Tools/ Resources</p> | <p>Enough space to make a large enough circle</p> |



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| Assessment Strategy | Did you enjoy the game? Was it difficult to wait for your turn? Why it was important that everyone gets his/her turn? The teachers discuss with the students after the end of the activity and assess to which extend students have realized the importance of the above-mentioned questions. |
| Time allocated | Depending on the size of the group, 3-5 minutes per child |



It was not my fault – Conflict Management

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| Learning exercises/ activities | Video viewing, role-play, brainstorming The P.E. teacher plays a video of about 15-20 minutes, a fragment of a soccer match, for example, in which a member of a team (X) accidentally (or not!) injures the captain of the opposing team (Y). There is a terrible argument, especially since it seems that team Y is winning, and there is not much time left. The member of the team X not only does not apologize, but he also insults the member of the team Y. The captain, keeping his calm, calls the referee, but the latter is not being very effective in keeping the situation under control. |
| Age of the students | 15 year-old |
| Targeted Competence | <ul style="list-style-type: none">▪ Conflict management; what is needed to face a conflict in a smooth and effective manner▪ Students learn to get in the shoes of the other, understand that their point of view is different from theirs, maybe an opposing point of view. |
| Tools/ Resources | Over-Head Projector Scripts with the dialogues. |
| Assessment Strategy | <ul style="list-style-type: none">▪ Once the video is stopped, students are asked to give their opinion on the event. Are they taking any side?▪ Working in groups of 3, each group receiving a script, they will “become” the characters from the video. They will see if they could sort things out differently. At the end, they will switch roles, so the member of the X team will now play the member of the Y team.▪ At the end, they will brainstorm on things to do and things to avoid doing when people are usually involved in a conflict. |
| Time allocated | 1 hour 30 minutes |



How to become a champion (Competence, respect)

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| Learning exercises/ activities | <p>Interview, discussions, poster-making</p> <p>The P.E. teacher invites to school the handball champion who was born in their city, maybe a former student of the school.</p> <p>Students, who are members of the Junior Handball team of the school, are asked to come up with a list of questions that should be answered by the champion. They can write them on slips of paper, and the champion will draw them from an urn. She / He can tell, or even play for the students, a video of a game that she / he has won together with the team.</p> |
| Age of the students | <p>15 years old</p> |
| Targeted Competence | <ul style="list-style-type: none"> ▪ Understanding the values that are necessary to succeed in the world of sports (Competence, Fair-Play, Respect) ▪ Gaining both personal and social competence. ▪ Personal competences: self-control (during the games, when facing the decision of the referees, or a hostile crowd. B) Trust (in your teammates and in your coach). C) Self-evaluation (knowing one's strong and weak points, play up one's strengths so as to achieve victory) D) Innovation when it comes to your sports technique. E) Adaptability to unprecedented situations F) emotional intelligence G) self-confidence. ▪ Social competences: A) managing conflict situations B) a good communication with the coach, team-mates, referees, supporters, members of the opposing team C) respect towards the others and for the rules of the game. |
| Tools/ Resources | <p>T-shirts with the Peace Code Slogan (black and Yellow)</p> <p>Large sheets of paper, markers, pictures, etc.</p> |
| Assessment Strategy | <ul style="list-style-type: none"> ▪ After the interview, students can make a list of character traits that are necessary to define a champion. They will certainly come up with the competences, which are mentioned above. Next, they will be asked to imagine situations when these competences are necessary, or to remember difficult situations that they had to solve with the help of the skills mentioned above. ▪ Students make a poster entitled "DO's and DON'Ts of a CHAMPION", in which they will decide on 10 or 15 "golden rules" of a sports champion. |



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| Time allotted | 1 hour 30 minutes |
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Power of violence – a look behind the scene

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| Learning exercises/ activities | <p>The learning exercises/ activities should be outlined as a sequence of activities (i.e. a narrative) including information about what different actors (e.g. students, teachers) are doing at each stage.</p> <ol style="list-style-type: none"> 1. The educator divides the group in pairs. 2. Then each pair has to stand face to face along a line on the floor. 3. The students put the palms of their hands together and move one or two steps backs until they rest on each other. 4. In this position the students try to force their partner slowly back. 5. The rule is that nothing unwanted happens. 6. The trainer and the students have the right to say stop at any moment of the exercise. 7. The process takes place twice. The educator debriefs the exercise after each attempt. |
| Age of the students | 10-16 years old |
| Targeted Competence | <ul style="list-style-type: none"> ▪ Confidence, Responsibility and Trust ▪ To show children how easy it is to cross the line between a game and violence |
| Tools/ Resources | <p>Any physical/virtual tool (hardware, software) or resource. Make a line on the floor using rope/tape</p> <ul style="list-style-type: none"> • Rope • Adhesive tape |
| Assessment Strategy | <ol style="list-style-type: none"> 1. After a couple of minutes stop the game and ask the children: <ul style="list-style-type: none"> ▪ How did you feel playing the game? ▪ What happened? ▪ Was it a fair game? If not, why? ▪ What is your wish for the next round? 2. *The exercise starts again.* 3. After the second attempt debrief again: <ul style="list-style-type: none"> ▪ What happened now? ▪ Was there any violence? ▪ What did you observe? ▪ Did you feel the game was fairer? |
| Time allocated | 20 minutes |



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Being Bullied

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| Learning exercises/ activities | <p>Students are asked to imagine a situation in which they are being bullied and then to discuss possible ways to react. The implementation of the following learning activities emphasizes the importance of listening and being sensitive to one another within the group. It is the simulation of an imaginary situation of violence; students in groups along with their teachers work constructively to find a way to deal with this situation.</p> <p>The activities follow a planned schedule:</p> <ol style="list-style-type: none">1. Divide the students in groups of 2-42. Read the role play cards to the class3. Give a card to each group4. Within that group, ask one or more of the Students to imagine they are the person on the role5. Play card6. They can then talk to the group about how they feel7. Ask the rest of the group to suggest ways of solving the problem |
| Age of the students | 10-16 years old |
| Targeted Competence | <ul style="list-style-type: none">▪ Understanding violence▪ Setting Up Boundaries▪ Confidence, Responsibility and Trust |
| Tools/ Resources | Role cards: this is a piece of paper card where children recognize, translate into words and give value to feelings that are often ignored or belittled. |
| Assessment Strategy | <ul style="list-style-type: none">▪ How did you feel?▪ What were your fears?▪ What solutions did you find?▪ Ask the students to suggest ideas for stories of their own with solutions for each role card <p>The teachers discuss with the students after the end of the activity and assess to which extend students reflect on the above-mentioned questions.</p> |
| Time allocated | 50-60 minutes |



Needs and wishes

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| <p>Learning exercises/ activities</p> | <p>Make sure that you create a proper atmosphere to make children comfortable to share their feelings about their experience. Avoid in-depth explanations for younger children. They will lose attention and not be able to process long descriptions. One to two sentences are more than enough.</p> <ol style="list-style-type: none"> 1. Introduction and whole-class activity: Ask the students about the things that they need every day, giving prompts such as food, drink, clothing, space to work or play, communication, health, transport, etc. Write up their suggestions on the board. 2. Group activity: Ask the students in pairs to write down the suggestions under two headings, 'Needs' and 'Wants'(It may be necessary to include an additional space for anything that the students feel doesn't fit under Needs and Wants) 3. The pairs then make a group of four o compare and discuss results. Is one list longer than the other? Why is that? 4. Make a list of the students' results on the board. Are there any areas where the students disagree? |
| <p>Age of the students</p> | <p>10-16 years old</p> |
| <p>Targeted Competence</p> | <ul style="list-style-type: none"> ▪ Intercultural Learning ▪ Confidence, Responsibility and Trust |
| <p>Tools/ Resources</p> | <p>Prepare the room for the exercise. Materials:</p> <ul style="list-style-type: none"> ▪ Pencils, Paper ▪ Crayons |
| <p>Assessment Strategy</p> | <p>Ask the students to look at the list of needs. Encourage them focus on things they really need to live.</p> <ul style="list-style-type: none"> ▪ What do they think everyone has a right to? ▪ What is everyone entitled to? <p>You may have to prompt the students to consider family, shelter, safety, education, play, medicine, friendships etc. Mark the one the whole class considers are essential for survival.</p> <ul style="list-style-type: none"> ▪ Should these be rights for all children or just children in the class? ▪ Are there any other things that all children should be entitled to? |



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| | Collect all the students' suggestions and write them on a chart, to be placed on a prominent place in the classroom for use or reference in future lessons. |
| Time allocated | 30 minutes |



XIX. Hugs marathon

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| Learning exercises/ activities | <ol style="list-style-type: none">1. Make two groups with equal numbers of children and place them face to face, far enough away so they can run.2. The teacher indicates that children of one group will run with open arms to meet the partner that are exactly in front of them, when prompted by a whistle.3. When they get it, they should give a big hug.4. The other group hopes to not move to reach their peers.5. Repeat the game, but the group receiving the hugs, now must run to meet his companions to return their hugs |
| Age of the students | 10-12 years old |
| Targeted Competence | <ul style="list-style-type: none">▪ To work in groups▪ To feel love and attentions |
| Tools/ Resources | Not applicable |
| Assessment Strategy | <p>The teacher as soon the game is over will ask them how they felt when playing the game.</p> <p>Teacher can ask about their feelings, talking, students can write or draw an emotion.</p> <p>Avoid in-depth explanations for younger children. They will lose attention and not be able to process long descriptions.</p> |
| Time allocated | 30 minutes |



Rabbit's rights

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| <p>Learning exercises/ activities</p> | <ul style="list-style-type: none"> • The teacher along with his/ her pupils implements the following activities: • Ask the children to sit on the floor in a circle. • Make sure that everyone is comfortable and has enough space to move. • Ask the children to imagine that they have a pet rabbit to care for, and give a name to it. • Ask “What are all the things the rabbit will need?” (They may suggest things such as a hutch, straw, food, water, attention, love etc. • Write “Rabbit” at the top of the left hand column on a chart such as the one below, and record the children responses. • Ask “Who is responsible for ensuring that the rabbit gets all the things that it needs?” (Note down the children’s responses) • Confirm the thing the rabbit needs to survive and develop, such as food, water and a hutch. • Then ask question such as: If the rabbit really needs these things to survive, than should the rabbit have a right to them? Who is responsible for ensuring that the rabbit’s rights to these things are met? • Write “CHILDREN” at the top of the right hand column and ask to the group to brainstorm: “What are the things that children need to develop and have for a happy, safe and healthy life? • List the children’s responses • Ask “Who is responsible for ensuring that children get all the things they need to be happy, safe and healthy?”, “What do children to be protected, to survive, to develop and to participate?” “If children need these things, than should children have a right to them?” “ • Ask the group if they have ever heard of the Convention on the Children’s Rights |
| <p>Age of the students</p> | <p>10-16 years old</p> |
| <p>Targeted Competence</p> | <ul style="list-style-type: none"> • To reflect together with children on solidarity and respect of the other • To discuss children protection |



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| Tools/ Resources | <ul style="list-style-type: none">• Prepare the room for the exercise Paper, Marker Ask the group to relax Be prepared on possible kids questions |
| <ul style="list-style-type: none">• Assessment Strategy | 1. How did you feel about the activity? 2. What makes the rabbit happy and safe? 3. What makes you feel happy and safe? The teachers discuss with the students after the end of the activity and assess to which extend students reflect on the above-mentioned questions. |
| Time allocated | 30-40 minutes |



Living together

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| Learning exercises/ activities | <ol style="list-style-type: none">i. Give every child half of sheetii. Ask them to form group of four children by their owniii. Give them the first task: to write the word "TOGETHER" across the four pieces of paper, having at least two letters of the word on each paperiv. Second task: Decorate the four pieces of paper individually, but so that the artwork forms av. continuous mural across the four piecesvi. Explained them they have to decide all together the design of the mural and them paint, each one its piece of paper.vii. 6. Place the murals at the wall |
| Age of the students | 10-16 years old |
| Targeted Competence | <ul style="list-style-type: none">▪ Ability to expose their one ideas▪ Ability to share personal feelings with a group▪ Ability of negotiate and communicate into a group▪ Ability of interact inside of a group▪ Reinforce the feeling of belonging to a group |
| Tools/ Resources | Paper Colours Pencils |
| Assessment Strategy | <ol style="list-style-type: none">1. How did you feel in this activity?2. Did you find it easy to share your ideas?3. Was it easy / hard to make the artwork match up?4. What do you think about the different artworks with the class? <p>The teachers discuss with the students after the end of the activity and assess to which extend students reflect on the above-mentioned questions.</p> |
| Time allocated | 30-40 minutes |



I feel welcome

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| Learning exercises/ activities | The student may, after this activity, be able to call the names of all his classmates, and is and is able to his first impression of his classmates and is able to tell something more about a classmate. E.G telling how the student cope with friends Students come up with a name and logo for the class. |
| Age of the students | 10 – 12 years |
| Targeted Competence | Listening, telling |
| Tools/ Resources | Sheets of paper Markers Scotch tape http://educatie.kennisnet.nl/lesmateriaal/lesmateriaal-vaardigheden/ |
| Assessment Strategy | The logo's students have made are presented to the group |
| Time allocated | 60 minutes |
| Warming up activities (15 min) | <p>Calling out names; The players sit in a circle on a chair. One of the players begins the game. He calls a name. The player who is right to this person must now stand up This player continues and calls another name. Once the group is played, you make it harder. Now there are two names mentioned. E.g. 'Stand up from Raymond to Sandra'. Please note that the first name is important. If a wrong player stands up or a player does not get up stand up, he is rewarded with a penalty point. Who gets the least penalty points?</p> <p>Newspaper game; The players sit or stand in a circle. In the middle is a student with a newspaper, rolled up in his hand. Someone from the circle, designated by the leader, calls the name of a student who is in the circle. The student with the newspaper must then try to hit the knees of this person. If this person calls another name before he gets hit then he is lucky. When he calls a wrong name, or is she too late, he is the krantenmepper'.</p> <p>Spider web; During this game the students throw a ball of wool to another teammate, but keep itself the beginning of the thread. This fellow player catches the ball, calling his name, picks up the thread and throws the ball to someone else. This student also calls his name again and throws further. If all this is successful, repeat throwing in the opposite direction. The wire is so rolled up again. Would you success to call out the name that you throw the thread?</p> |



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| | <p>Names-association game; Certain behavioural, - or appearance properties you always remain with someone. You associate someone with them. Everyone stands in a circle. The game begins with the call of the students' own name. While he is calling his name he makes a certain move, like a bow. The next in the circle (clockwise) also mentions his or her name and then makes another move. You continue to go around the circle. After you complete a round, you go around the circle again, but you must have the names and movements of the previous people. So the first person in the circle only calls his own name and movement, but the last in the circuit must do all previous names and movements.</p> |
| Developing a name and logo for the class (45 min) | <p>Preparation Installation, room layout and group the students Find Example Logos Introducing story, chalk, blackboard Writing paper and craft materials</p> <p>Initial situation: Start this lesson by telling the students that In this lesson, students learn what 'logos' are and what use / purpose they have. In addition, they are going to work with creating a logo themselves. In everyday life the students consciously or unconsciously aware of logos. Ask the students if they can give an example of a logo. In the next step you explain to the students that they have to come up with their own logo. To make this logo they can use all kinds of materials. In the end they have viewed their own work critically Then they discuss each other's work. Make sure that during the class you walk around (answering questions, give directions and motivate, check whether the children use offered structure and they are able to generate a logo). Clarify Instruction to children who are struggling with this task.</p> |
| Reflection / evaluation (15 min) | <p>After this lesson, all logos are viewed and you can discuss which logo the class would choose to be the school logo, and why. You can also ask the students how they rate their cooperation to come up with the logo. Finally, the logos are bundled copied and distributed</p> |



Freedom of opinion

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| Learning exercises/ activities | <p>Seat students in groups of three. One is telling his / her story the other two listen.</p> <ol style="list-style-type: none">1. Stimulate someone to tell his / her story2. Ask questions3. Don' t judge to easy4. Summarize the story5. Concentrate on what has been said6. Show that you are really listening. <p>Make contact You let them know you're listening through your facial expression, eye contact, body language or encouraging gestures (e.g. a nod or a smile)</p> |
| Age of the students | 8-10 years |
| Targeted Competence | <ul style="list-style-type: none">▪ Listening▪ Discussing |
| Tools/ Resources | http://www.devreedzameschool.net/vreedzameschool/images/stories/vreedzameschool/downloads/voorbeeldlessen/gr6_blok3_les17.pdf |
| Assessment Strategy | Students give feedback on how well the listening rules has been followed |
| Time allocated | 50 minutes |
| Warming up activity (10 min) | Consider some situations where communication (nice and polite) is a part of the situation. Take situations that are interesting for your school, for example, how students appeal to the teacher who is talking, how they receive visitors at the front door, how they answer the phone. Take these situations in advance by some students and ask them to play out this situation the way it should not be! |
| Main activity (30 min) | <p>Tell the students that during this class we learn to listen to each other. That means you are interested in each other. It means also that you not only talk to each other but also with each other. Ask the class who knows the difference between these two? The purpose of this lesson is that we learn to talk and listen to each other.</p> <p>And it is not only important what you say; it's also important how you say it. Than you talk with each other and not only against each other.</p> <p>This lesson is about how you do or do not say anything to each other</p> <ul style="list-style-type: none">▪ Ask the pairs to play out a sketch of the situation in a positive play.▪ The group then comes together and a few pairs play their sketch for the whole group. Provide a few examples of the different situations. |



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| | <ul style="list-style-type: none">▪ Debriefing: Tell that we talk and listen to each other call communication. If you are not clear or not polite or nice communicate, you create misunderstandings and conflicts (pick previously played situations).▪ Is talking and listening the only way to communicate? What more ways are there to communicate? Writing, msn, email, sms, but also drawing, music.▪ You can see what communication means to someone? Body language is important. Write the body language word on the board. Take examples from the previously played situations. In your body you can be polite or rude, kind or unkind |
| Reflection (10 min) | Repeat that the purpose of the lesson was to discuss how you and how not to talk against each other and adults. What have you learned from this lesson? Can you use it? Can you think of other situations where it is important that you are nice / polite? |



SafeSchool

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| <p>Learning exercises/ activities</p> | <p>Every day, there's only good news in the newspaper'. Who wouldn't be happy? In this activity, we make a 'good-news'- newspaper</p> <p>Goals</p> <ul style="list-style-type: none"> • The students are aware of various aspects of the role of newspapers and newspapers as source are a part of their lives. • The students know what newspapers and other media they use as a source of information • The students know what kind of information they can find in the newspaper and may be targeted search the newspaper for that information. • The students may use the information they find in the newspapers use when thinking about aspects of their own life <p>Ensure that the newspapers of the day are present in the classroom. Introduce the topic of this lesson topic about the news items in the newspaper. Ask the students if they find that news is 'good' news or 'sad' news and make them explain 'why'. In the next discussion you can talk with the students about how newspapers arise and who are responsible for delivering daily news. In the next step you ask the students to come up with their own newspaper, which only contains local news and 'good' news. Students divide themselves into groups and decide:</p> <ul style="list-style-type: none"> • Who will be the journalist • Who will be the photographer • Who will be the columnist • Who will be the editor <p>In the next phase the group has to decide which news items they will have in their newspaper.</p> |
| <p>Age of the students</p> | <p>12 – 14 years</p> |
| <p>Targeted Competence</p> | <p>Cooperative learning Discussing</p> |
| <p>Tools/ Resources</p> | <p>Paper Scissors Scotch tape Newspapers Digital camera http://www.bazarweb.nl/uploads/Handleiding_LJ4_Ik_en_de_krant.pdf</p> |



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| Assessment Strategy | The 'good-news-newspapers' are displayed in the school |
| Time allocated | 1- 2 days |
| Evaluation (10 min) | Ask students to present their own newspaper. Go briefly through the differences between the newspapers and their effects. These differences are discussed in class. |