



From self-awareness to a bullying-free classroom environment: Tools and methods

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Whole child approach whole classroom approach

- School physical and social environment and emotional climate
- Teaching individual life skills
- Policies and leadership
- Participation of school community and local community involvement
- Collaboration and partnership with other key professionals
- Links with health care and health professionals



What is bullying?

- Bullying is a **behaviour** by an individual or group, **repeated over time**, that **intentionally hurts another individual or group**, either **physically or emotionally**.
- It is often motivated by **prejudice against** particular groups and **perceived differences** between children, for example differences in race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted.
- Many experts say that bullying involves an **imbalance of power** between the perpetrator and the victim. This could involve **bullies having control over the relationship** which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.



Why do kids and teenagers bully?

In their own words:

- Because I see others doing it.
- Because it makes me feel stronger, smarter, and better than the person I am bullying.
- Because that is what you do if you want to be in the "right" crowd and accepted by "powerful" friends.
- I do to others what others did to me.
- Because it is the best way to avoid being bullied by others (a way of defense).
- Because I am unhappy / not satisfied.
- Because there is fear and a sense of threat.



Early intervention is the key

- Set clear expectations of what behaviour is acceptable and what is not.
- Build a safe friendly classroom environment.
- Intervene early to stop low-level disruption and the use of offensive language. If left unchallenged or dismissed as insignificant banter or horseplay it can also lead to reluctance to report other behaviour.



What do successful schools do to tackle bullying:

- Create a positive social climate where students feel respected and show respect to one another and to teachers. Show respect and care for them first
- Involve parents
- Do classroom circles and prosocial activities regularly (playful learning, pantomime, storytelling, fun)
- Set classroom rules and a consensus of respectful behaviour
- Involve pupils, give them opportunities to speak out and be active agents in prevention and conflict resolution, also as bystanders
- Implement disciplinary sanctions to get the message through that bullying is not tolerated.



Social and emotional learning skills

► Self-awareness skills

We can support students to:

- Develop a positive and realistic idea of themselves and be aware of their strong and weak sides (what comes easily and where they need more help)
- Recognize what emotions and why they feel them at a given time
- Recognize and verbalize their needs in a clear and respectful way
- Self-reflection: Be able to pause, observe what's going on and choose behaviour. Also, reflect on what went wrong or well and how to improve it
- Believe in their ability to evolve and improve through their efforts
- Be aware of how their words and actions impact others



Tools and materials: Stories, playful learning, creativity & reflexive open questions

- Autobiography in 5 chapters
- Cultivates self-awareness and mindfulness
- How do we sabotage ourselves and others?
- Observe repetitive difficulties and patterns
- Creates a common vocabulary for difficult repetitive situations
- Empowering students to change

➤ PLACES Materials:

www.play-2-learn.eu

- Storytelling, wellbeing and bullying prevention
- Conflict resolution, no labels, giving kids a second opportunity
- Are the materials we are using effective? What materials should we use and how?

Autobiography in Five Chapters, by Portia Nelson

I

*I walk down the street.
There is a deep hole in the sidewalk
I fall in.
I am lost ... I am helpless.
It isn't my fault.
It takes me forever to find a way out.*

II

*I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place
but, it isn't my fault.
It still takes a long time to get out.*

III

*I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in ... it's a habit.
my eyes are open
I know where I am.
It is my fault.
I get out immediately.*

IV

*I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.*

V

I walk down another street.



<https://www.play-2-learn.eu/places-academy/english-introduction/videos-in-english-places/stunner/>

PLACES Academy

Italian and Greek Academy

Stories

Stunner, Punch, Ο Μπουνιάς



Inspiring stories: The Two Wolves

A brave old Cherokee man was teaching his grandchild about life. He said, “My son, a battle is going on inside people...it is a terrible fight between two wolves. One is evil. It is fear, anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority and ego. The other one is good. It is joy, peace, love, hope, sharing, serenity, humility, kindness, benevolence, friendship, empathy, generosity, truth, compassion and faith.

This same fight is going on inside you, and inside every other person, too.”

The boy thought about it for a minute, and then asked his grandfather:

“Which wolf will win?”

The old Cherokee replied: “The one which you feed.”

- Discuss with your students about these two “wolves” in all people and ask them to think about their different sides.
- In what ways do we “feed each wolf”?
- Feeding the good wolf is a conscious choice, but some version of the story say that feeding both sides can create a balanced life as well, by getting the negative side to feed and work with the positive side. What do you think?



Personal and Social Values: Kindness and Gratitude

Activity: "Kindness to Self and Others"

Time: 10min. Sitting in a circle, facing each other.

For the practice description: Let's practice an exercise that fosters kindness. Let's wish something nice to the classmate sitting next to us in the circle. You may start with something like

"May you be well. May I be well. May everyone be well."

Or, you can wish each other something before the holidays.

Activity "Gratitude"

Time: 10-15min.

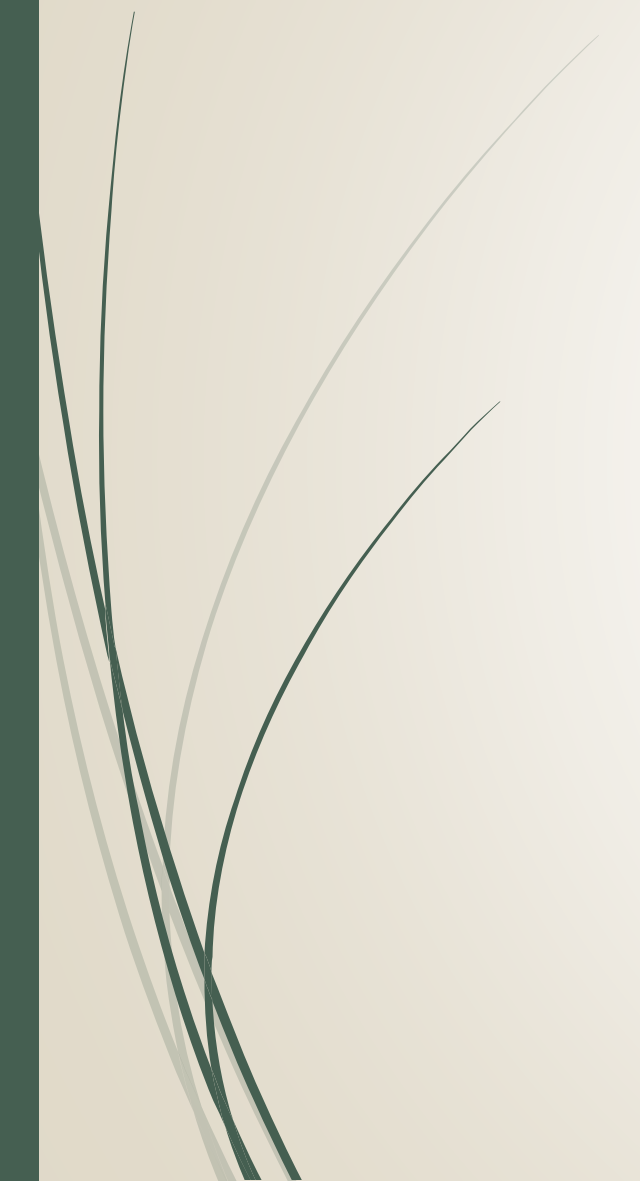
For the practice description: Discuss briefly what is gratitude. Ask your students to write on a post-it not what they feel thankful or grateful for: a loving person (parent, relative, friend) or pet, a good thing in their life that makes them happy. Make a tree with leaves made of post-it stickers, or a sun with post-it rays





References & Sources

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Thank you!
Grazie!
Ευχαριστώ!