STOP BULLYING

Training for the professionals working with youth
Erasmus+ KA1 Project
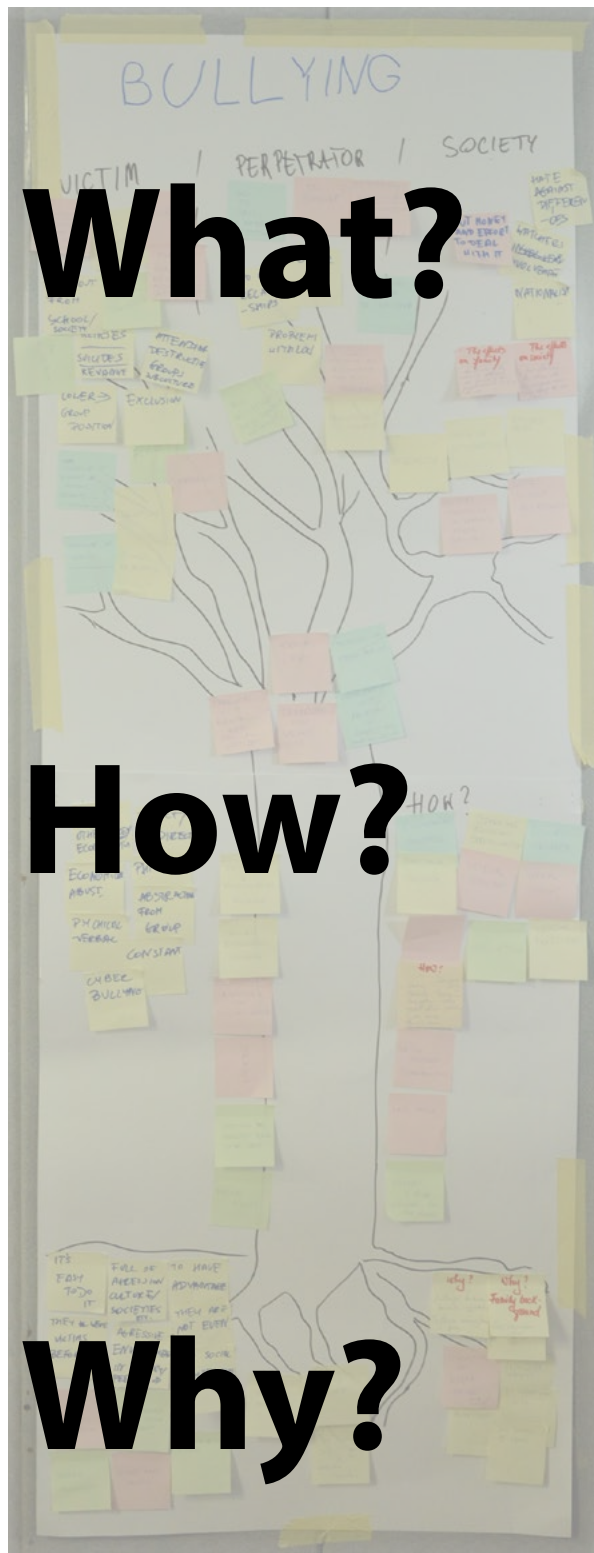
Bullying tree

Prevention   **Intervention**

What?

How?

Why?

If you look on the roots you will find out why young people bully. On the trunk you will read about how they do it and on the branches you will find information about the effects on the victim, on the perpetrator and on the society.

From that tree you can learn a lot about bullying. It will make open your mind and will help you to think about all the issues connected with bullying.

What?

Effects on victim

School problems
Isolation
Beginning/increase of crime acts
(ex. Robberies to get more attractive things)
Fear
Low self esteem
Exclusion
Suicide
Addictions

Effects on perpetrator

Problems with law
No real relationships
Addiction (to violence) = Violence as a way to deal with problems
(Apparent) power

Increase of school dropout
Asocial life
Problems with mental and physical health
Depression
Sadness
Problems with relation with family, peer group

Effects on society

Lack of integration and tolerance
Inequality
Diffused fear
Silent acceptance
Obstacles in leading mixed group
Nationalism
Watchers involvement

How?

Physical acts (fights, pulling, digging)
Stalking
Psychological violence (gossips, humiliations, verbal abuse, isolation, manipulation)
Sexual pressure
Direct/indirect
Constant
Cyberbullying
Hate Speech

Why?

It is easy to do it
They were victims before
The influence of culture of aggression and violence (internet, media)
Violence at home and in peer group
Difference mechanism
To be consider a leader of a group
To define ones identity
Lack of social competences
To show of
To be accepted by the group
No dialogue at home
Frustration
No support in family
Because of fear

What is school violence?

- School violence is any activity that can create a disturbance in an educational system. It includes verbal and physical altercations.

- It is also bullying through electronic means or social media, threats, weapon use, or gang activity.

- School violence can also be defined as a physical or verbal alterca-tion on the way to school, on the way home from school, or at a school sponsored event that can cause physical or psychological harm to another individual, school, or community.

Different types of bullying as a form of school violence

Physical Bullying
- This is when a person (or group of people) uses physical action to bully, such as hitting, poking, tripping or pushing.
- Repeatedly and intentionally damaging someone's belongings is also physical bullying.

Social Bullying
- Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless mimicking or deliberately excluding someone.

Psychological Bullying
- Threatening
- Manipulating
- Stalking someone.

Lonely girl by Gisela Giardino. CC BY 2.0.

Cyberbullying
- This is a method of bullying using technology such as email, mobile phone, chat rooms and social networking sites to bully verbally, socially or psychologically.
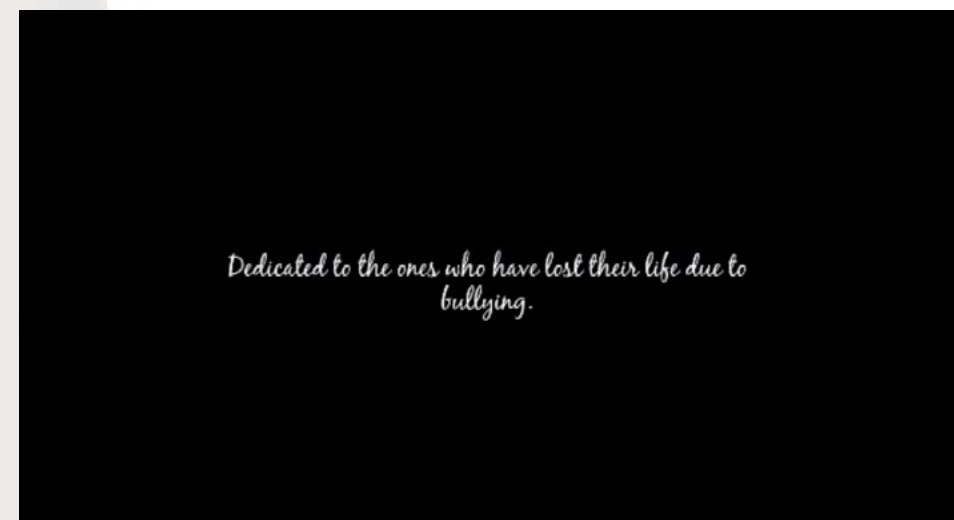
CYBERBULLYING

The word CYBERBULLYING delineates the acts of bullying and harassment made by electronic means such as email, chat, blogs, social networks (Facebook, Twitter), SMS, MMS, websites and all forms of communication connected to the web.

CYBERBULLYING
It is virtual,
but the pain is real!

[Cyberbullying is like a virus](#)   [Cyberbullying, a short film](#)

CYBERBULLYING

The typical characteristics of bullying are the intentionality, the persistence over time, the asymmetry of power and the social nature of the phenomenon, but in the cyberbullying also involved other elements.

The impact and the disinhibition
- The dissemination of material is uncontrollable and it's not possible to predict the limits because video and images may remain online.
- Cyberbully tends to do online what he would not do in the real life.

The possible anonymity
- An online offense could remain hidden behind a nickname and it can not be identified. So the Cyberbullying is often anonymous.

No limits space-time
- Cyberbullying can take place anywhere, even invading the personal space and depriving the individual of his space-shelter (the victim can be reached at home).
- It can happen at any time of day and of the night, every time the victim connects to the electronic means used by the cyberbully (WhatsApp, Facebook, Twitter, blogs, etc.)

CYBERBULLYING

Types and characteristics

FLAMING online verbal battles. It's a form of cyberbullying atypical because electronic violent and rude messages are sent by the contenders who have the same power, that does not necessarily attend in the real life.

HARASSMENT it consists of insulting and rude messages that are sent repeatedly through the use of computers and/or videophone.

CYBERSTALKING when the harassment becomes more insistent and intimidating and the victim begins to fear for his physical safety.

DENIGRATION insult or defame someone online through hearsay, gossip and lies, normally of offensive and cruel type, which want to damage a person's reputation and his relationships.

IMPERSONATION violating the account of someone can impersonate this person and send messages with the aim of giving a bad impression of himself, create him problems or put in danger, damage his reputation or friendships.

OUTING AND TRICKERY after a period of apparent friendship, the cyberbully post on a blog or spreads through e-mail, without any authorization of the victim, spontaneous confidences (outing) of the victim and his photo graphs and confidential intimate.

EXCLUSION the Cyberbully decides to intentionally exclude someone from an online group ("buddy list"), from a chat, a game or other interactive environments password protects. Often they to indicate this arrogance use the term "ban".

CYBERBASHING it's a criminal behaviour that begins in the real life and then continues online: the pictures posted on the web and viewed by users can share, comment.

INTERVENTION

To stop bullying you have to see it!

Warning signs – for the victim
- They may display a quiet and sensitive mood;
- They are afraid of going back to school, they claim frequent head and stomach aches to avoid going to school;
- They have only a few fiends, or even none;
- They appear sad and frightened;
- They are insecure or lacks assertiveness;
- They come to school wearing dirty or torn clothes, or with broken belongings.

Warning signs – for the bullying
- They feel the to assert their superiority and control;
- They choose their victims from among the ones that dislike conflicts;
- They get satisfaction out of inflicting suffering on their victims;
- They motivate their actions complaining that they have been provoked;
- They subtly reject and isolate the victim;
- They use nicknames, spread gossips and fake rumours.

What the victim should know?
- That it's not their fault
- Not respond or retaliate
- Save the evidence, in order to unmask the danger
- Tell the bully to stop
- Reach out for help
- Use available tech tools such as apps and digital initiatives
- «If you see that someone is being bullied, take action! »

DON'T BULLY... BE A FRIEND.

Dont bullying by Alejandrasotomange. CC BY 3.0

INTERVENTION

Solutions to counteract bullying as a form of school violence

- Workshops, assemblies, a school campaign, and a school policy of zero tolerance needs to be implemented.

- A school campaign can include: having a school-wide student contract outlining positive school behaviours along with consistently enforced consequences for bullying behaviour, posters, student presentations, artwork, written work can highlight positive character traits to be exhibited in and out of school.

- Intervention school and community services can be provided both for focusing on academic development and social development.

- Differentiated instruction should be provided so as to motivate and yield more involved students.

- Cooperative group work, paired work and peer tutoring can foster academic achievement and positive social interaction.

- Providing time for the teacher to communicate with students will allow students to express fears, emotions, and concerns.

INTERVENTION

How to fight against bullying and cyberbullying?

- Develop empathy, ex. through volunteering activities.

- Develop responsibility, ex. through projects that involve young boys and girls in the social field.

- Promote diversity as a value, ex. teaching the students how to think with their own mind, organizing laboratories about discriminations (link Amnesty International / Save the children).

- Make people feel connected to reality, so that they can give less importance to the network, ex: as said, volunteering, projects.

- Fight against the "viral contents" and the "like-based" mentality, ex. Facebook Stars

INTERVENTION

Intervention in cyberbullying

Focus not only on reality but even in cyberreality.
Face the problem,
Encourage victims to talk:
- Online psychological help
- Laboratories and games, active participation, non-formal education about discrimination, stereotypes (Examples of activities: am I easily influenced by media? Do I believe in urban legends? What if it happened to me? The tree of the discrimination, Have I ever been victim of a stereotype? I felt different when…, Never judge a book by its cover!)
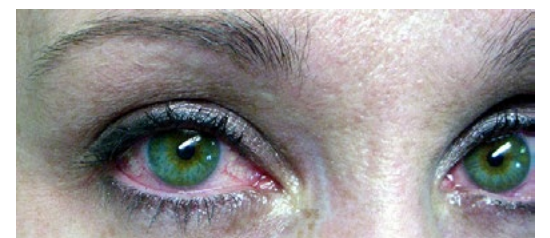
The "no blame approach" to bullying

Developed by Barbara Maines & George Robinson in the early 1990s, in UK
- It brings about change quickly, it's easy to use and it works (in 80% of cases)
- It is a positive approach to punishment; nobody be blamed for bullying conflict
- Has been used effectively in primary and secondary schools

Why it works

hate wednesdays by Lucky Lynda. CC BY 2.0

- Focuses to finding a solution for the problem
- Focuses on positive change in the behaviour of the bullies (idea: the bully think about their behaviour and the effect of their behaviour; the group develops empathy for the victim)
- By support of a small group of peers; it relies on group dynamics and the empathy of the group members
- The victim is kept safe
- No punishment = no relation

INTERVENTION

The Seven Steps:

Step One: Interview with the victim

- Talk to victim about their feelings, but do not question them about the incidents directly
- Tell them, the non-judgemental way; nobody will be in trouble that they will get him/her for it later
- To try to solved the problem, but we need to find out names of the people who involved
- Names of the peoples who were involved (the main figures the bullies) and people who are bystanders (who join the conflicts, they may not actively) and to finds supportive (people who are friendly or old friends or whom like to have as friends)
- The victim should be give the agreement, that the group will be asked to help make him or her happier in school

Step Two: Meeting with a support group

- A support group is made up; ideally 6-8 people: the main bully's involved; with bystanders and potential supporter
- First try to explain, that they are not in trouble
- The pupils are often unsure of whey they have been selected, since they are not all bullies or friends
- The group is seen separately from the victim
- The group is told, that X is unhappy in school, and they have been chosen because they are all able to help
- A non-judgemental atmosphere is maintained (avoid the term "bullying")
- Explain, that you won´t talks about the mobbing-action and the reasons

INTERVENTION

The Seven Steps:

Step Three: Explain the problem

- Aim: is the group getting empathy for the victim
- Asking: if they have been unhappy in school
- Usually there are a few who say little about this
- Group should discuss the feelings of members in the group they are unhappy in school
- We can say: "X must be feeling like that"
- Don´t talk about the feelings of the victim directly
- Teacher tells them about the felling of the victim; like this: "I´m in worry about X… I think he is not OK…"

Step Four - Share responsibility

- Non-judgemental atmosphere: no need for any names, not attribute blame
- Explained, that no one should feel unhappy in school
- Tell them that they know X… and they know why and when he or she in unhappy
- The group can do something again

INTERVENTION

The Seven Steps:

Step Five: Ask the group for their ideas

- The group is asking to make suggestions
- Because they know what goes on – they are the best people to suggest what can be done to make the situation better for X…
- This part of the process is very variable: some groups are full of ideas, others have no ideas and its silence
- The plan must be owned by the group; don´t given jobs
- Everybody has made a suggestion of their own, or accept if everybody will take a suggestion that someone else has made, so that all have a roll…
- (If suggestion are not forthcoming: exploring further the upset situation or try a chance of perspective: What would do you good if you are sad)
- Members say thinks such as: "I will bring him some sweets", "I will watch out of her/him in break to make sure that he/she is not alone", "I will help him/her in class" / don´t accept "If I see anyone hurting her/him I´ll beat them up"
- Write the ideas down; at the end: make a summary of the ideas

INTERVENTION

The Seven Steps:

Step Six: Leave it up to them

- Group members are thanked for their support and told that it looks like they have a good plan that will all make to X
- Told that they can report back all they have managed in a week´s time

Step Seven: Meet them again

- About one-two weeks later the teacher review the victim how thinks have been gone. - Generally "things are fine"
- Discusses with the group or each member alone, how things have been gone
- Complimented and thanked for they help and ask them, if they are willing to continue for another week a new re view is arranged

REthink

September 2015:

Trisha Prabhu: young girl, student in the Illinois, half American/half Indian, 15 years old. She invented the app after her aunt's death in a car accident and after a 12 years-old girl's suicide.

"ReThink: stop, before writing that: after it could be too late"

Recognizes offensive words and bully expressions and asks through a virtual window: are you sure that you want to hurt someone like that? According to Trisha, 93% of the readers, decide to stop and change idea, writing again the same thing with a different kind of language. The idea of committing cyberbullying goes from 71% to 4%.
Raise the thought: stop the virtual connection and think about what we do "What social media do is inadequate. ReThink stops the process from the beginning"

Photo by Marvin Lynchard. CC BY 2.0

REthink

ReThink is the real BEST PRACTICE

New proposal:
"I ask every school to choose two students that will become ReThink Ambassadors in their school: they will explain the software and how it can help everyone. Together we can stop cyberbullying and make a good use of the internet"

How come that ReThink is the app that works the most?

- Created **BY** a student, **FOR** the students
- Use of the same language, it does not give a lesson from an upper level
- Use of the same way of communicating: internet, apps
- Act starting from the root of the problem
- Talks directly to cyberbully's empathy
- Promotes new values: respect, empathy, reflection.

Prevention

HOW to eliminate the problem before it appears? WHAT can we do?

Prevention in 3 points:

1. Family

2. School

3. Friends / Group dynamics

Prevention

HOW to eliminate the problem before it appears? WHAT can we do?

Risk

1. Do parents really understand their children when they become victim of cyberbullying? There is a gap between the two generations. Taking their mobile phone is a good way to avoid cyberbullying?

Video "The danger of social media"

Boy edition   **Girl edition**

2. Victim => Guilty?
To prevent that: schools should inform both students and parents, they both should be involved in projects to promote new ideals and values and a new model of youth.

3. Real friends ≠ virtual relationships
- Lack of communication and connection with reality
- Attraction by mystery

Prevention

We present some workshops ideas which will help you in team-building and good communication in group. Our propositions can develop social skills of pupils and reinforce non violence attitudes.

Healthy and distorted relations - social games for encouraging proper social attitudes

Introduction – opening games
- Motivation
- Forecasting topics
- Boosting interest

Mix salad

Accessories - chairs
Instructions
The chair formation is circular; the number of sits is equal to the number of participants. The group leader is asking questions related to the topics („Change the position all of you who… have lots of friends… "). All the participants who feel the answer, change their chair position.

Purpose and objectives
Warming up, concentration, forecasting the topic, getting to know the participants' opinion on the topic indirectly.

Energizers, icebreakers

Accessories, short games for group relaxation, dynamics, warming up or concentration.
Example: Around the world, Line up!, Atom, Group counting, What is changed…

Prevention

Body I

The importance of communication in relationships

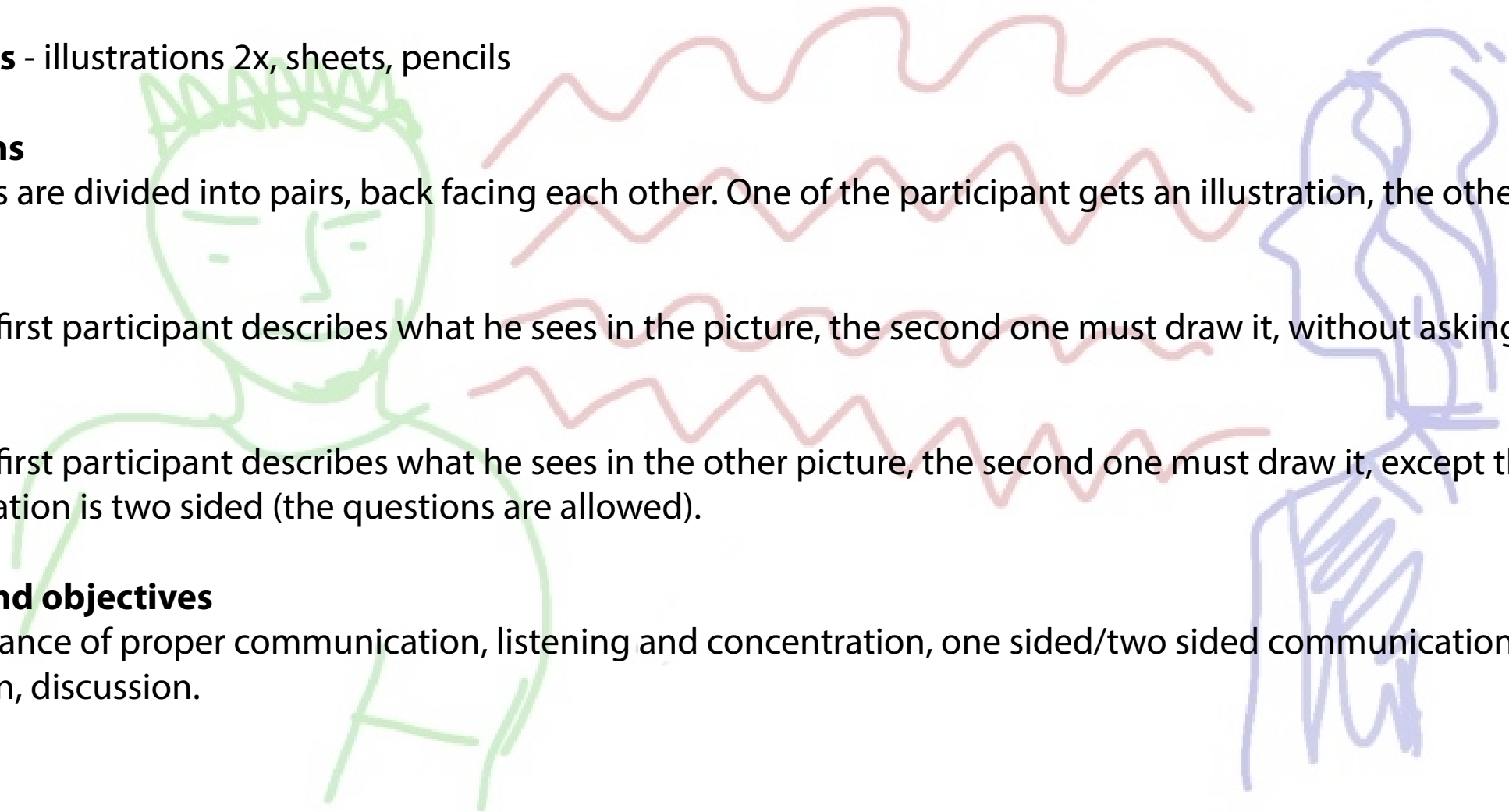**Accessories** - illustrations 2x, sheets, pencils
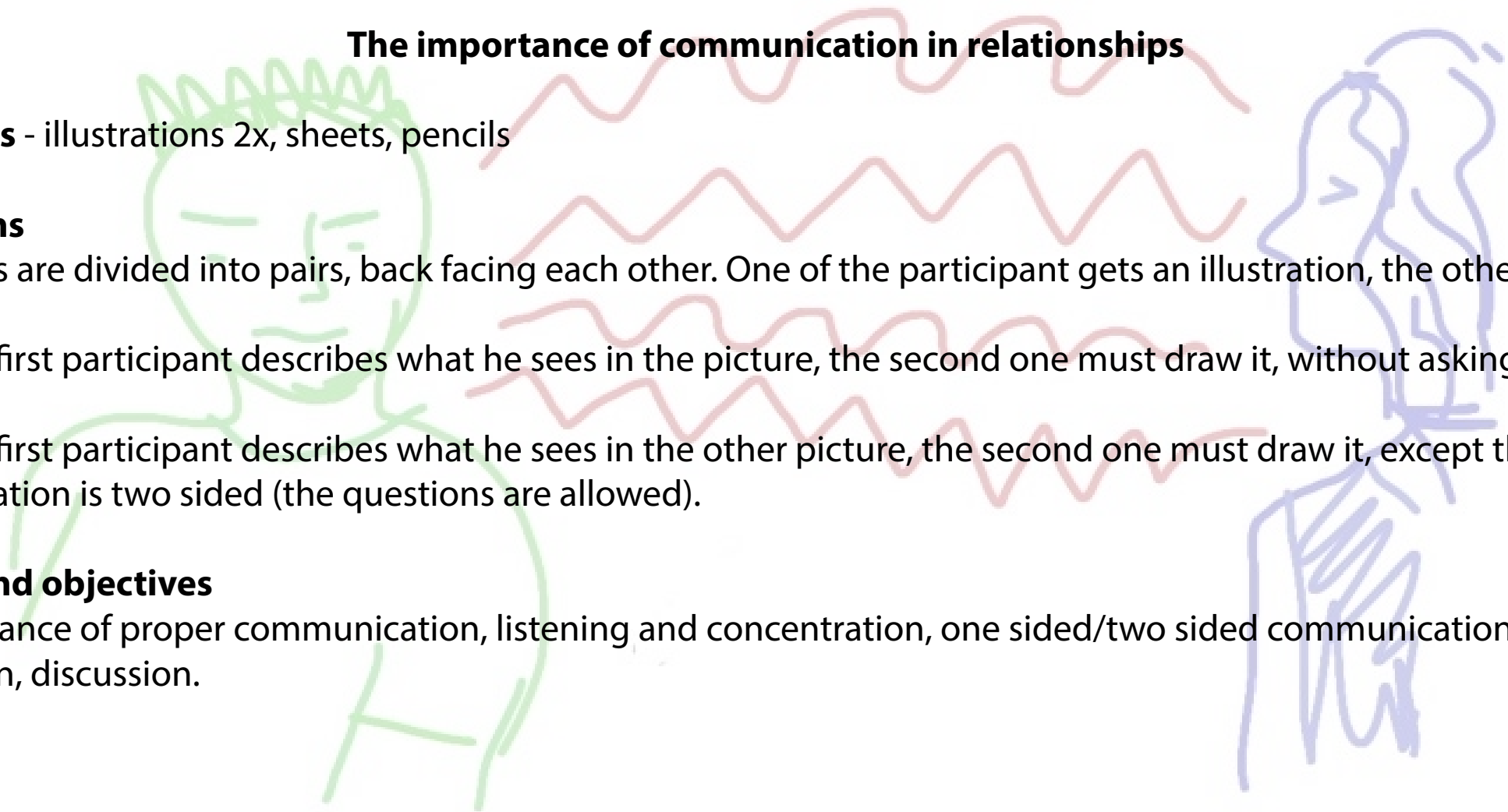
Instructions
Participants are divided into pairs, back facing each other. One of the participant gets an illustration, the other must not see it.

Part 1: The first participant describes what he sees in the picture, the second one must draw it, without asking any questions.

Part 2: The first participant describes what he sees in the other picture, the second one must draw it, except this time, the communication is two sided (the questions are allowed).

Purpose and objectives
The importance of proper communication, listening and concentration, one sided/two sided communication, mutual cooperation, discussion.

Prevention

Body II

The importance of communication in relationships

Accessories - illustrations 2x, sheets, pencils

Instructions
Participants are divided into pairs, back facing each other. One of the participant gets an illustration, the other must not see it.
Part 1: The first participant describes what he sees in the picture, the second one must draw it, without asking any questions.
Part 2: The first participant describes what he sees in the other picture, the second one must draw it, except this time, the communication is two sided (the questions are allowed).

Purpose and objectives
The importance of proper communication, listening and concentration, one sided/two sided communication, mutual cooperation, discussion.
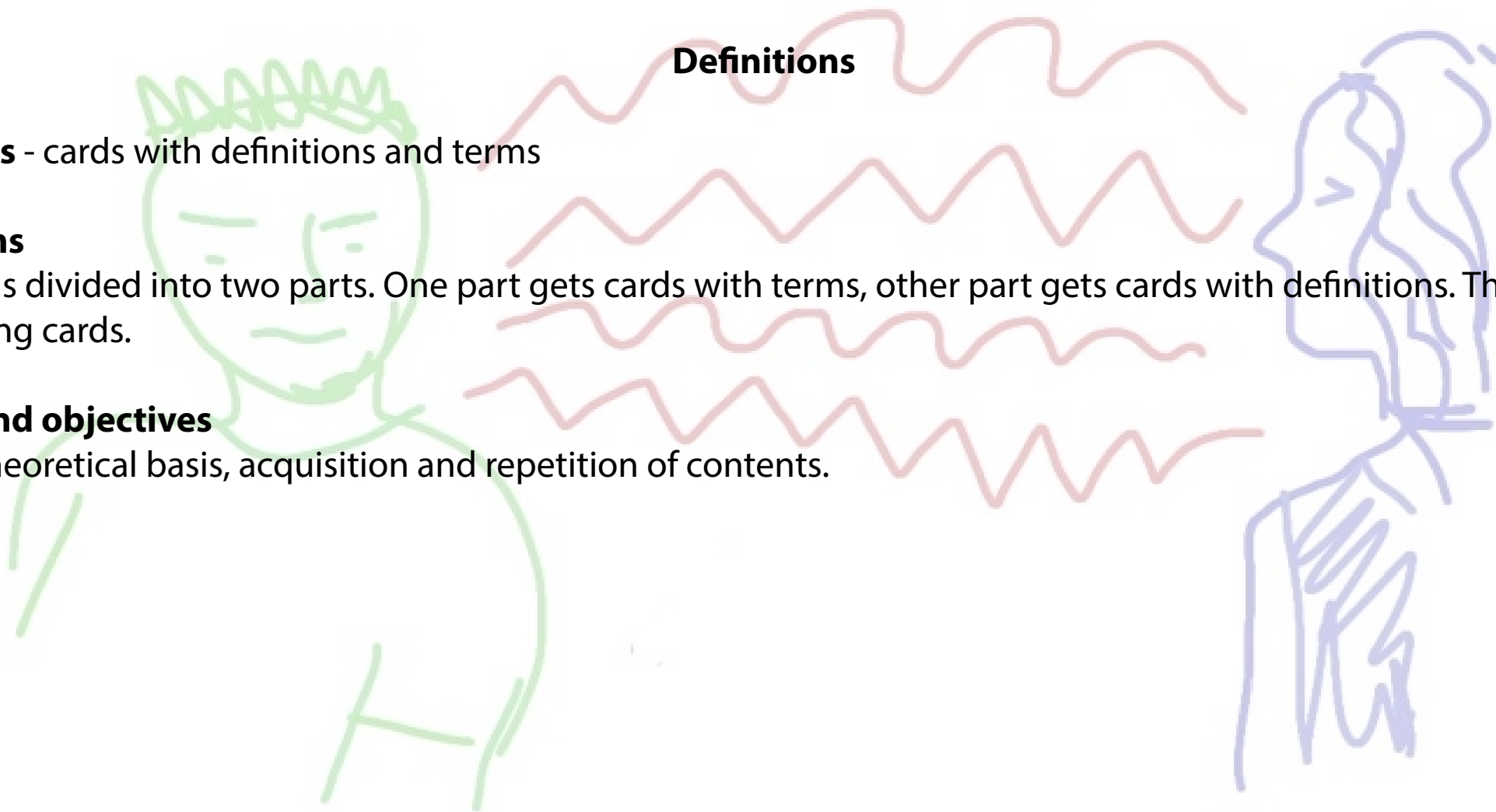
Prevention

Body III

Definitions

Accessories - cards with definitions and terms

Instructions
The group is divided into two parts. One part gets cards with terms, other part gets cards with definitions. They must find the matching cards.

Purpose and objectives
Learning theoretical basis, acquisition and repetition of contents.

Prevention

Conclusion I

5 fingers of positive relations
Accessories - sheets and pens

Instructions
Drawing of a hand on the sheet – five fingers, five suggestions for positive relationship.

Purpose and objectives
Encouraging positive relations, debate…

Conclusion II

The mirror
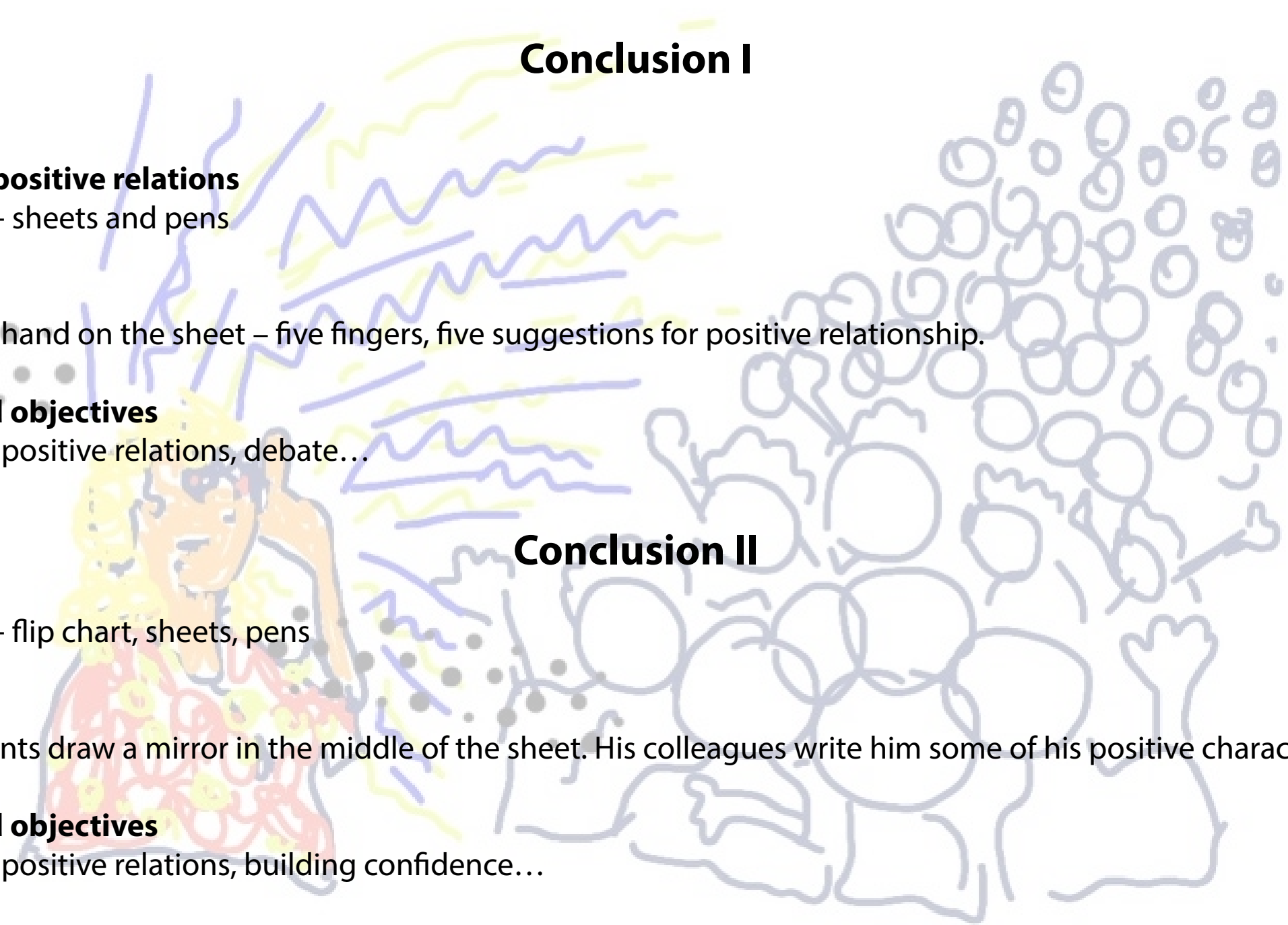**Accessories** - flip chart, sheets, pens

Instructions
The participants draw a mirror in the middle of the sheet. His colleagues write him some of his positive characteristic.

Purpose and objectives
Encouraging positive relations, building confidence…

Evaluation
Without words express your opinion on these workshop.

Prevention

Project **„Teamteaching"** in primary schools and middle schools System of two educators (in teamwork): one teacher and one social worker working in one class together

- Way of cooperation by schools and youth welfare office
- Social worker takes an active part in lessons or take individual help/support

Aims:

- To reach all children with special educational needs; social pedagogic support
- Inclusion of all kids in a class
- Promote social teamwork (group dynamic; focus social skills, self-competence, emotional competence)
- To motivate for active cooperation; promote concentration

Prevention

What's the positive effect for the children?

- Social skills, self-competence: to promote communication skills, ability to work in a team, ability to deal with conflict, ability to take criticism, empathy, tolerance
- Empowerment of the group dynamic
- Individual help/support
- To manage a positive ambience for learning
- Relationship building/ working on a relationship: social worker as dialogue partner for problems in family and school
- Solve conflicts and reduce troubles in lessons

What´s the positive effect for the teacher?

- Shared responsibility for all children in the class
- Support the teacher and relief
- Change of perspective and learning of each other

Examples of tasks by social worker:

- Daily report or week evaluation
- A system of reward
- Station work and workshops; projects like: healthy breakfast, make films or radio play
- Relaxation exercise
- Rate of class
- Working with parents
- Networking with other institutions and help-organizations

Prevention

Prevention bullying (in school class)

"Teamteaching" is an example of good prevention practice. It has been implemented in Jena, Germany schools by "Kidnersprachbruecke Jena e.V". A team teacher is a person who guides a group process in a classroom and is sensitive for the bullying phenomenon. Example exercises, methods, games, group integration.

Get-To-Know-You game

Get group into a circle. Have each kid say their name and give lifestyle or hobby that represents their personality. The catch is, that the word must start with the first letter of their first name. For example: "Hello! My name is Franzi and I like freedom." After each kid goes, have the group repeat the name and action. This continues on until all of the students have gone. Being last is hilarious in this game, because they must remember everyone´s name and action or lifestyle before stating theirs.

Classroom-management: rules

To establish rules, should classroom management be a democratic process. Effective teachers generally involve students in the democratic process of determining classroom rules.

Rules and procedures refer to stated expectations regarding behaviour. A rule identifies general expectations or standards of behaviour. A procedure also communicates expectations for behaviour. They are usually applied in a specific activity, and they are directed at accomplishing something rather than prohibiting a behaviour.

Exercises: The group will create and discuss three rules which are important in the group. One or two people become a secret job: they are against everything.

Reflection: we think about: group dynamics; in group/ out group; present a stage where everyone will be heard and observed; process of discussion.

Prevention

Team Building Game: "Strippenzieher"

The task is to produce a picture together about bullying. For this task we use a manual is called in German "Strippenzieher". All members of the group have to work together to reach the aim. Afterwards reflect the group-process.

(http://de.neuland.com/methodentools/weitere-tools/strippenzieher.html ;
http://www.amazon.de/werkstatt-design-Strippenzieher/dp/B00GZI78PQ)

Prevention

Team building game: helium pole

The helium pole is an indoor team building game which defies the laws of gravity and takes an incredible amount of well coordinated teamwork to be successful. The basic idea is simple – lower a slim, wooden dowel to the ground all together as a team. However, the dowel rises into the air instead of lowering to the ground. How can that be? The team must work it out and find the solution. Most teams get it, but only after several starts and restarts.

Reflection: This mirrors the business dynamic of projects starting out well, but quickly going awry. Why is that? Sometimes the best laid plans just don't work out. What you do as a team when plans go awry has everything to do with team work, trust and communication. Teams come away from this activity with a deeper understanding of how they work best together.

(http://www.teambuildingusa.com/team-building-games-helium-pole)

Participants

www.assed.ro

www.futurodigitale.org

www.podrugie.pl

www.kindersprachbruecke.de

www.rcr-zasavje.si

www.sorged.org

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List of pictures and graphics used as a backgrounds:

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Project **STOP BULLYING** is

Co-funded by the
Erasmus+ Programme
of the European Union