



DIGIPRO

DIDACTIC PATH FOR SCHOOLS

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Introduction

There is no denying that children are increasingly using digital technologies, which often exposes them to cyberbullying and hate speech. It is important that adults around these children know how to respond if they find themselves in such a situation. It's almost more important to know how to prevent it.

Key words

BULLYING – repeated aggressive behaviour that can be physical, verbal, or relational. Bullies are often relentless and bully repeatedly and for long periods of time. You may live in constant fear of where and when the bully will strike next, what they will do, and how far they will go.

CYBERBULLYING – Through the use of technology, bullying is no longer limited to schoolyards or street corners. Cyberbullying can happen anywhere, even at home, via smartphones, emails, text messages, and social media, 24 hours a day. Cyberbullies use digital technology to harass, threaten or humiliate you. Unlike traditional bullying, cyberbullying does not require face-to-face contact and is not limited to just a handful of witnesses at a time. It also does not require physical strength or power.

HATE SPEECH – public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation.

How to put it into practice

This is a path for schools to facilitate the use of the cartoon in the classroom as a "jump start" for activities and projects. These activities can be adapted depending on the context of your class or the situation in your classroom. They can be used individually, in groups, or with the whole class.

We have prepared it so that the children, together with the teachers, first watch the cartoon. Before that, a short introduction to the topic is needed. After watching the documentary, the teacher can introduce the activity to the students..



Activity 1 – Sympathy and Compassion

Sympathy implies a positive evaluation of the other, while empathy does not. Bullying must be approached from a compassionate point of view, which means that everyone helps, students, parents, and teachers, because it is a community problem. Here is an activity to help overcome a bullying situation through compassion and sympathy.

Duration

1 hour.

Learning Objectives

By the end of this exercise, students will be able to:

- Recognise and identify another person's emotions.

Materials

Paper and drawing tools (pencils, coloured pencils...) for the adaptation for younger children. None for the original activity.

Development

1. Call all the students together and explain the following story to them:

Imagine a group of children playing hide and seek. In a corner sits a boy who is all alone. No one is playing with him and he looks sad.

2. After explaining the short story, ask the following questions to the students. They can think about these questions, write the answers down, or share it with the class. If students are not warmed up yet, you can come back to these questions later. Questions to think about:
 - a. How do you think the children playing together feel?
 - b. How does the boy who is playing alone feel? And why?
 - c. What would you do to help the boy who is sad feel better?
3. Now ask the children to stage this situation in small groups. They can pretend to be the children playing together and one can be the child who is alone and sad. They need to find a way to try to make the situation better. What solutions* would they apply in that situation?

4. When they are done playing, they can talk to the rest of the class about what they decided to do and have a small discussion about whether they would consider that option as well.

*Some possible solutions might be:

- o Go up to the boy who is sad and ask him if he would like to play with you.
- o Sit next to the boy and talk to him.
- o Go to him with all your friends and ask him if he wants to play with you.
- o Ask him why he is sad and offer to help if he needs it.

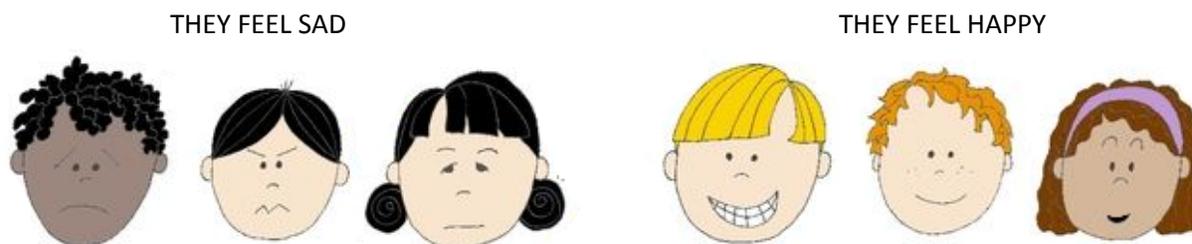
Self Assessment

- Do you usually pay attention to other people when you play with your friends?
- Do you think that from now on you will make sure that everyone around you is having fun when you play?

Age group

Adaptation for younger students (6 to 8 year olds): you can ask them to draw the children's faces instead of having them act out the situation. Ask them to draw the expression of the sad child and the expression of some children playing. Then they can try to find solutions, just like in the original task.

Example:



Activity 2 – Respect and Apology

Despite the best of intentions, it happens that people say reckless words to each other, insult each other's feelings, pour out their accumulated anger, say what they later regret. Such situations are inevitable, although, of course, every effort should be made to keep them to a minimum. However, it is important to be able to control them so that we do not lose confidence even after a major dispute or barn.

Duration

One hour

Learning Objectives

The purpose of these activities is to help children understand that friendship is very important in order to avoid bullying and exclusion. The activities will help them to acquire communication, tolerance, awareness - soft skills.

By the end of this exercise, students will be able to:

- Children will be able to start a discussion and learn to accept each other.
- Children will learn to create a safe environment at school on their own.

Materials

Multimedia or interactive whiteboard, computer, DIGIPRO cartoon movie - <https://www.youtube.com/watch?v=7Z7uHLr6N14>, balloons, water, sticky notes.

Development

1. Everyone watches the DIGIPRO cartoon together;
2. The teacher distributes two balloons and two sticky notes to the students;
3. Students write a respectful phrase on the first sticky note;
4. Students write a disrespectful phrase on the second sticky note;
5. Children inflate the first balloon (with a respectful phrase);
6. The children pour water into the second balloon with a disrespectful phrase;
7. Each child throws the first balloon into the air (with a respectful phrase), watching how slowly, without consequences, it descends.



8. Each child throws a second balloon into the air (with a disrespectful phrase), watching the balloon fall to the ground and the water spill out.
9. The children, together with the teacher, discuss the consequences of respect. Write them down on sticky notes and stick them on the board.



Self Assessment

- What effect does respect have on a person?
- What is the impact on a person of disrespect?

Age group

12-14 years old.

Activity 3 – Benevolence and Acceptance

Benevolence and acceptance are two closely related quality characteristics that can be attributed to people who are aware of and cherish the diversity in the world. Because of their understanding of others, these people have chosen to show feelings of love and kindness that are offered unconditionally, conscientiously, and in contrast to bullying, to convey a sense of serenity and peaceful coexistence.

Duration

Approximately one hour

Learning Objectives

By the end of this exercise, students will be able to:

- Understand how to engage in meaningful discussion about incidents that may occur in a school context.

Materials

A series of briefly described scenarios. Each scenario is typed on small laminated cards. All scenarios are in a cloth bag so students can choose one at random. Teachers may use incidents that have occurred at school, but it is advisable not to refer to incidents in which students have been personally involved.

Development

1. The students first sit down in pairs, each facing the other. They are asked to choose one scenario card per pair, discuss it for 10 minutes, and take notes on the following:
 - Is the scenario likely to occur? When? Where?
 - How would I react to the incident?
 - How would I handle the situation?
2. After discussion in pairs, students are asked to form a group and each pair takes turns presenting their scenario and response to the plenary. Each presentation should take no longer than 3 minutes. Then the teacher asks students to give feedback to their classmates, add something, or suggest a different solution to the situation. Each scenario card is displayed and the teacher writes the main discussion points under each card (emphasis should be on the feelings that were generated). Upon completion of the activity, all scenarios and suggested ideas should be kept in a place where they can be easily reviewed by the students.



3. The teacher gives all students some time (5-10 minutes) to review the results of their discussion and formulate their own rationale for the benevolence/acceptance model of behaviour. The teacher can help them focus on the following questions: What would be the benefits to the individuals involved in the incident? What would be the impact on other members of the school community? Can you foresee a long-term change in communication and relationships that will be shaped in the future?
4. Student responses can be recorded on post-it notes and posted for all to see.

Self-Assessment

- Do you try to be polite and show that you accept other people as they are?
- What impression do other people have of you when they see you behaving this way?
- What can you do to convince those around you to behave similarly?

Age group

The same activity can be done with all ages. With very young children who cannot yet read, the laminated scenario cards can be replaced with pictures of relevant events.

Suggestions:



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Activity 4 -

A crucial social skill in preventing cyberbullying and hate speech is empathy and patience. This social skill mainly refers to the ability to understand, share, and respond with care to the feelings of others. Children are less likely to engage in cyberbullying and hate speech if they can empathise with another's situation. Elementary school teachers can play an important role in helping children develop empathy skills and consequently refrain from bullying by encouraging them to understand how other children who are being bullied might feel and how they themselves would feel if something similar happened to them.

Duration

One hour.

Learning Objectives

By the end of this exercise, students will be able to:

- Describe their feelings in three different bullying situations
- Develop an understanding of how other children feel when they are victims of bullying

Materials

- Computer
- DIGIPRO cartoon movie - <https://www.youtube.com/watch?v=7Z7uHLr6N14>
- One (1) cardboard paper with the sentence "If you were bullied" as a title
- One (1) cardboard paper with the sentence "If you saw someone being bullied" as a title
- One (1) cardboard paper with the sentence "If you bullied someone" as a title
- Markers

Development

1. Teachers and children sit in a circle formation on the floor.
2. The teacher places three sheets of cardboard of the same colour upside down on the floor. Each cardboard contains one of the following sentences:
3. If you have been bullied
4. If you have seen someone being bullied
5. If you have bullied someone
6. The teacher turns the cardboard sheets over one by one so that the sentences are visible to the children.



7. The first box shown to the students is the "If you were bullied" paper. The teacher asks the children to describe how they would feel if they were in this situation. The teacher works with the students to write some key words on the paper that summarise how the students would feel in this situation.
8. After all the children have had a chance to share their feelings about the first situation, the teacher turns over the second box, which contains the phrase "When you see someone being bullied." The teacher asks the children to describe how they would feel if they were in this situation. The teacher works with the students to write down some key words that summarise how the students would feel in this situation.
9. After all the children have had a chance to share their feelings about the second situation, the teacher turns over the third and final box, which contains the phrase "If you were bullying someone." Again, the teacher asks the children to describe how they would feel if they were in this situation. The teacher works with the students to write some key words on this box that summarise how the students would feel in this situation.
10. After all the children have had a chance to share their feelings about the last situation, the teacher places the pieces of cardboard with the students' feelings about all the situations next to each other in the centre of the circle.
11. This leads to a final discussion to help students understand that all people who experience bullying experience the same negative feelings and are hurt and in pain as a result. This activity helps students understand the feelings and thoughts of others, which leads to an improvement in their empathy and social patience, which plays a key role in getting students to not participate in bullying and to stand up for people who are being bullied.

Self-Assessment

- How do people who suffer bullying feel?
- What similarities are there between the feelings other people experience when they are victims of bullying and the feelings I have when I am a victim of bullying?

Age group

9-14 years old. When doing this activity with younger children, the teacher should also prepare pictures showing different emotions (e.g., a sad face, an angry face, etc.) that can help younger students visualise their feelings.



Activity 5 – Kindness and Caring

Creating a culture of kindness in school environments and classrooms can mitigate negative effects that bullying can have on children. Showing understanding and treating others with compassion, generosity, and a forgiving spirit as well as being gentle, friendly and willing to help are some of the main characteristics of kindness and caring. There is a general perception that children who bully lack caring and for this reason focusing on the promotion of kindness and compassion is important. Furthermore, promoting the negative actions and effects of bullying can cause anxiety to children.

Duration

1-2 hours.

Learning Objectives

By the end of this exercise, students will be able to:

- Understand the importance of kindness and caring
- Describe their own experiences with acts of kindness

Materials

- Printed activity sheet
- Pens, markers, pencils etc.

Development

Write step by step the activity.

1. First ask the students, “Describe a time when someone was kind to you. How did it make you feel?”- Share an act of kindness that you remember. Give the students 10 minutes to think about it.
2. Put a printed “Kindness Bingo” activity sheet on the board where everyone can see it.
3. Divide the classroom into groups. Each student chooses a classmate to form a group/team.
4. Each group should complete the tasks on the activity sheet. Once they have completed a task, they should mark the corresponding box with a pen or marker (each group should be a different colour).
5. The main goal is to achieve a "bingo" (5 filled squares in a row - from top to bottom, from right to left or from corner to corner). The first group to fill in a bingo wins.



6. Decide the prize for winning! Repeat with different sheets as often as you want

Self Assessment

- How did it make you feel to be kind to others?
- How did people react when you were kind to them?
- Why is it important to be kind to others?

Age group

This activity does not need to be modified, regardless of age. Younger children may need some help understanding the meaning of certain words/emotions, especially if the text on the back is from older people.

