



EUROPE'S ANTIBULLYING CAMPAIGN

Athens 2013

# INTERACTIVE TRAINING TOOL



Project funded by EC Daphne III Programme – D.G. Justice



## USE OF THE INTERACTIVE TRAINING TOOL

This Interactive Training Tool is part of the program European Anti-Bullying Campaign against Bullying. The purpose of the specific tool is the substantial understanding from behalf of students of the Bullying phenomenon through their direct participation.

The Interactive Training Tool consists of 2 videos, one of which is presenting an incident of physical, psychological and verbal violence, while the other one deals with an incident of cyber bullying. In both videos we have the possibility to attend the story from the viewpoint of all three protagonists: the child who bullies the bullied child and the observer.

The user of the tool has the possibility to choose each time the viewpoint from which he/she wishes to attend the story, while at the same time there is the possibility to choose the development of the story depending on the “protagonists’ reactions”<sup>1</sup> which are provided.

It is suggested that the use of the tool has the following form:

**MEETING 1:** INTRODUCTION IN THE BULLYING PHENOMENON

**MEETING 2:** VERBAL AND PHYSICAL VIOLENCE STORY – FROM THE VIEWPOINT OF THE BULLIED CHILD

**MEETING 3:** VERBAL AND PHYSICAL VIOLENCE STORY – FROM THE VIEWPOINT OF THE CHILD WHO BULLIES

**MEETING 4:** VERBAL AND PHYSICAL VIOLENCE STORY – FROM THE VIEWPOINT OF THE OBSERVER

**MEETING 5:** CONCLUSION

**MEETING 6:** INTRODUCTION TO THE CYBER BULLYING STORY – THE CYBER BULLYING PHENOMENON

**MEETING 7:** CYBER BULLYING STORY - FROM THE VIEWPOINT OF THE BULLIED CHILD AND OF THE CHILD WHO BULLIES

**MEETING 8:** CYBER BULLYING STORY - FROM THE VIEWPOINT OF THE OBSERVER

**MEETING 9:** CONCLUSION

**MEETING 10:** SUGGESTED ACTIONS FOR UNDERSTANDING

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<sup>1</sup> The selection of the specific reactions has been made so that the teachers get involved in the problem’s solution (based on the results of the research) and also in order to encourage people to seek for specialist’s help. On the other hand, the protagonists’ passive attitude appears. The teacher in the classroom has the possibility to analyse the above mentioned choices.

Each meeting can have a duration of 2 teaching hours (minimum) and will include the projection of the specific footage and the related to the topic discussion as well. This manual gives the teacher – who is the team coordinator as well – the possibility to raise specific issues related to the bullying phenomenon.

## 1<sup>st</sup> Meeting

## Introduction in Bullying phenomenon

**PURPOSE:** Introduction to Bullying phenomenon and group acquaintance

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**TOOL:** Bibliographical presentation of Bullying. The teacher can study the related bibliography in the website [www.e-abc.eu](http://www.e-abc.eu) and more specifically in the collection of the digital library [www.e-abc.eu/gr/psifiaki-vivliothiki/psifiaki-vivliothiki-2](http://www.e-abc.eu/gr/psifiaki-vivliothiki/psifiaki-vivliothiki-2)

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### STEP 1: GROUP ACQUAINTANCE

The teacher and the other members of the group make an acquaintance. They can have a general chat about the phenomenon of violence and more specifically about bullying phenomenon.

### STEP 2: BULLYING

The bullying phenomenon had been firstly studied in 1978 in Norway, and 9 years afterwards, in 1987, the term “bullying” made its appearance in many scientific reviews. Despite the fact that the phenomenon was pointed out and recorded during the years 1970, it has not made its appearance by then. Besides, it is one more expression of the violent behavior which exists since the birth of the human.

In bullying phenomenon there are many parts involved

- The bullied child
- The child or the small group who bullies
- The observers of the phenomenon
- The teachers
- The parents

In Oliver Twist story – which is taking place in the 19<sup>th</sup> century – there is significant violence evidence among children, an attitude that survives till today.

According to Olweus<sup>2</sup> school violence and bullying happens when a child

“is exposed, repeatedly and for a certain period of time, to negative actions by one or more persons.”

The term “negative action” refers to the action that

“an individual causes intentional harm or emotional trouble to another person through physical touch, verbally or through other ways.”

A significant parameter here is the idea of repetition and that of power imbalance. The bullying phenomenon is not an isolated fact. It is not a simple accidental fight between two children in the school yard. In addition, it includes a lack of power or force balance between the bullied child and the child who is bullying.

The result of this action is the second major parameter. The bullying actions have as a result, or they could have as a result, a physical harm or emotional trouble (behavioral trouble) of the child.

The last parameter is related to the forms of bullying which can take place physically, verbally or in any other form.

Generally speaking, the violence between children can comprise:

- physical violence, hitting, pinches, bites, pushes
- Intentional or repeated exclusion of some students from social activity, social isolation or exclusion
- sexual harassment
- Use of insulting or ribbing expressions, teasing, nicknames
- Threats and extortion
- insulting or ribbing expressions related to the race, nationality, religion, physical disability or sexual identity of the victim
- Thefts and/or damages of the victim’s personal belongings
- Intended estrangement of the friends

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<sup>2</sup> Dan Olweus is Professor of Psychology at the University of Bergen, in Norway, who has a significant scientific work on bullying and victimization phenomenon among children

- Transmission of malignant and false rumors
- cyber bullying (cyber bullying is described as “the repeated and intentional harm which is caused through the use of personal computers, mobile telephones and other electronic devices”. Cyber bullying takes place in the internet and appears more often in websites where numerous adolescents are gathered)

### An important notice

Olweus emphasizes the difference between bullying and “teasing” in the frame of playing. “Teasing” happens usually between friends and does not include causing of physical pain to others. On the contrary, bullying involves individuals with no friendly relationship between them. The characteristic power imbalance, as Olweus mentions in his term, may refer to the individual or social characteristics of the child who bullies and the child who experiences the bullying. “Teasing” may easily turn to bullying if it happens for a long period of time and, mainly, when the child feels that the others’ actions are not funny anymore and are not taking place within the frame of playing.

### STEP 3: CONVERSATION

At this point, the teacher may ask from the children to express their opinion as far as the existence or not of the bullying phenomenon is concerned, without however mentioning any specific incidents from their environment. On the contrary, the teacher and the students may refer to the reportage related to the phenomenon (the teacher may be have relative information at <http://www.e-abc.eu/gr/nea/teleutaia-nea-tou-horou>)

### STEP 4: ORGANISING

While wrapping up the group, the teacher will set the target of the group, he /she will give specific directions about the time and place of the group meeting, as well as about the time schedule of the meetings, while he/she can grant specific roles to the students.

For example:

- Keeping the records
- Relative reportage follow-up
- Responsible of technical / electronic equipment

Additionally, any other role that might arise from the group needs.

## 2<sup>nd</sup> meeting

Introduction in the story of physical, psychological and verbal violence

From the viewpoint of the bullied child

**PURPOSE:** The understanding of the emotional world of the bullied child and the available choices or “reaction”.

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**TOOL:** Interactive Training Tool (Part : Bullied child)

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### STEP 1:

Presentation of the story where Philippos is being bullied by Babis. Babis and his best friend annoy Philippos in many ways, inside and outside the classroom, in the school corridors and yard.

### STEP 2:

Clarification of the term “BULLIED CHILD”

#### **NOTE FOR THE TEACHER**

The teacher may take related information from the link <http://www.e-abc.eu/gr/sholikos-ekfovismos/to-paidi-pou-vionei-ekfovismo/> as well as from articles <http://www.e-abc.eu/gr/psifiaki-vivliothiki/psifiaki-vivliothiki-2/>

The child who bullies chooses the child who he/she is going to bully in a very specific and not incidental way. Usually he/she chooses the child that

- Is different in a way from the others (i.e. he/she comes from another country, has a different religion, wears braces, and generally speaking a child who is different from the average image of a student)

- It is not likely to be helped by anyone (we are talking about lonesome children who do not make easily friends)
- Who are “less” powerful

However, the child who experiences bullying generates very often contradictory feelings. It is often to have anger feeling towards the parents, the teachers and the co-students, because whether they do not recognize his/ her weakness to react, or they consider him/her responsible for the experienced bullying.

Generally speaking, many of the bullied child’s personality elements favor them being an easy target.

At this point, we shall mention that the bullied children present the following:

- Weakness to solve problems,
- Elements of depression,
- Emotional trouble,
- Loneliness feeling,
- Low grades at school, and absenteeism,
- Behavioral disorders
- Psychological / psychosomatic problems (headaches, abdominal aches, tinkle, sleeping disorders)
- Stress
- Low self-esteem
- Fears
- Cannot stay alone
- They avoid eye contact

Children’s emotional world should be taken into consideration, which, in the case of bullying does not differ from any other form of violence. Children experience

- **Anger**

For what is happening to them, for not being able to react. Anger is usually expressed to close persons like father, mother or brother.

- **Shame**

They are ashamed of what is happening to them and they think that all their co-students consider them to be cowards. In this way it is really hard for them to make friends because

they think a priori that nobody wants to be their friend. They also are ashamed to reveal to their parents what is happening to them because they think that they will “disappoint” them.

- **Guilt**

They consider themselves responsible for what is happening

(for example “they call me ‘four-eyes’ -} I wear glasses -} hence they are right -} I am a ‘four-eyes’).

- **Fear**

They always live with the feeling that they are going to be teased, that they are going to laugh on them

The combination of anger – fear – shame and guilt drives children not to tell anyone what is happening to them and therefore not to ask for help.

This emotional isolation drives to the general isolation of the children.

### STEP 3:

Watching Philippos’ profile and the incident.

Conversation topic 1: Is it bullying what Philippos is experiencing?

#### **NOTE FOR THE TEACHER**

It is **bullying since the power imbalance is obvious** (“some kids at school,... and specifically Babis and his friends” a group of kids against one kid) but also the frequency («They have been disturbing me for a year now” and “Lately I don’t have such a good time at school”) signify that this is neither an accidental incident, nor teasing .

Conversation topic 2: Why has been chosen the specific kid?

#### **NOTE FOR THE TEACHER**

To this question, the students can freely express themselves, based on their opinion and also on their experience. At the same time, the teacher should focus on the issue of being different and also on that of power imbalance.



Conversation topic 3: How does the kid feel?

**NOTE FOR THE TEACHER**

All the time Philippos is bending his head down, speaks slowly and he is very close to the camera (just like confiding in it a secret, while the tone of his voice is low and the rhythm very slow). All these are signs of the big shame that he feels for what is happening to him. His shame is also obvious in his wording as he is saying ... *I don't know where to tell it, to whom I should talk, I feel embarrassed to talk about it with the teachers or with some kid...*

Fear is also present at the point "The hours, the moments at school feel like an eternity to me"

The emotional and physical isolation that the kid is experiencing is obvious in his wording. *"I don't have any friends anymore" – "I hope ... I am not completely alone"*.

Additionally the sense of helplessness is obvious, especially at the point: *"And I don't know where to tell it, to whom I should talk. I feel embarrassed to talk about it with the teachers or to another kid, while I cannot discuss it with my family because they have the problems of their own, financial ones, and... I don't want to bother them with my problems"*.

**STEP 4:**

At this point the kids will be asked to choose the story development.

The rank under which the possible choices are presented has not been valued, since this is a matter of choice.

The choice can be made by voting. However, all choices will be presented, starting with the ones with the most votes.

Generally speaking the solutions that can be chosen by a kid who experiences violence are numerous and they depend on the personal characteristics of the kid, the family characteristics, the climate in school, the teachers, the nature of bullying and many others. In the specific story the protagonist can react in three ways:

**"DOES NOT REACT"**: In this choice the interesting thing is the emotional world of the kid which is impressed on his face – fear and shame. He "freezes" when the kid who bullies him addresses to him and there is no effort from his behalf in order to leave. Additionally, the

protagonist chooses the absolute silence, he accepts the hits and the teasing without trying to stop them. According to professor Dan Olweus, this is the most common type of kid – target, who accepts silently what happens, does not react and does not have any secret friends in the classroom. Actually, this is not a solution, since in this way the bullying is being continued. The reason the kids choose this kind of behaving is because they are not able to react (power imbalance), or due to the absence of a supportive network and at the same time due to fear and shame.

**«HELP LINE»:** This is a possible solution that the kids can choose since it is immediate, free and the kids can talk with a specialized scientific personnel who is appropriately trained in order to be able to give answers to the kids' problems. Taking into account the feelings of fear, shame and guilt, the help like is anonymous and all basic rules of confidentiality apply. The telephone call does not provide with the solution... but the appropriate emotional elaboration of the incident, gives the kid the possibility to realize the wideness of the solutions that can be tried and in this way, avoid the choice **"I DO NOT REACT"**.

**"TALKING TO THE TEACHER":** During a bullying incident that takes place in the school environment, the teacher is the person that will contribute the most in the incident's solution. The kid in this story discuss with the teacher in order to find a solution. Usually, the kids reject this solution because they feel that in this way they will never be accepted by the other kids and the ones who bully. The teacher should, however, stress the following:

- The incident will be recycled unless an immediate action is taken (combination with the choice **THE CHILD ACCEPTS WHAT IS HAPPENING IN A PASSIVE WAY**)
- The basic characteristic of bullying is the power imbalance while the teacher is the one that can bring back this balance
- The difference between the idea of "asking for help" and that of "I want someone to be punished". When a kid asks for help, he/she does so in order to be safe and not in order to have someone punished
- The teacher can help at the gradual solution of the phenomenon. In this story, after the teacher's interference, the kid who bullies when he meets again the kid-target does not attack him again. His eyes show his intension to bully but he finally does not do it. Gradually, and with the right frame, the phenomenon can be eliminated.

## STEP 5:

Watching the story based on the kids' choice. Introduction of supplementary suggested choices from behalf of the kids and the teacher. It is mentioned

- The possibility of communication with parents
- The possibility of communication with individuals of the same age

General conversation and conclusions from behalf of the group.

## 3<sup>rd</sup> Meeting

The story of physical, psychological and verbal violence

From the viewpoint of the child who bullies

**PURPOSE:** Understanding the personality of the kid who bullies and the choices that he has.

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**TOOL:** Interactive Training Tool (Part: The kid who bullies)

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## STEP 1:

Clarification of the term "A KID WHO BULLIES"

### **NOTE FOR THE TEACHER**

The teacher may receive relative information form the link <http://www.e-abc.eu/gr/sholikos-ekfovismos/to-paidi-pou-ekfovizei> as well as from the articles <http://www.e-abc.eu/gr/psifiaki-vivliothiki/psifiaki-vivliothiki-2/>

Speaking of the manifestation of the Bullying phenomenon what is really interesting is the kid (or the group of kids) who bullies, who, very often, motivates contradictory feelings. Many people feel anger and frustration, while many others recognize the need for support that this kid has.

We should always remember that behind a kid who bullies we will meet

- Need for domination over others
- Weakness of impulses control
- Reduced capability of self-control

- Weakness of keeping close to norms and limits
- Unusual lack of stress
- Enlarged self-image
- Lack of measure
- Their popularity is medium or low and it is getting lower while the educational grades are developing
- Aggressiveness towards the close environment (especially towards parents and teachers)
- Complete absence of empathy
- It is possible to be surrounded by other co-students who do not bully directly but they encourage the kid who bullies

If the appropriate care is not taken immediately there is an increased percentage of a future

- Delinquent behavior,
- Drug use χρήσης ουσιών και
- Trouble with the law

The kids who bully have a directly aggressive behavior. However, many times it is mentioned that they develop passive-aggressive behavior. Kids with passive-aggressive behavior whether they have experienced themselves violence and bullying (and they reproduce the violence that they have experienced), or they adopt such a provocative attitude in order to motivate another kid against them, providing to that kid such a continuous motivation.

## STEP 2:

Watching of the Interactive Training Tool (Part: The kid who bullies)

In the first part, the kid who is violent introduces himself. There are some interesting points which can be used by the teacher in order to motivate a discussion in the classroom.

Discussion topic 1: Is he teasing or bullying?

**NOTE FOR THE TEACHER**

Most of the kids, among those who bully, assume that they just have fun “Everybody likes me, I have a lot of friends and we are having great fun, we are laughing...” says Babis. The attitude of their co-students, in the development of his story, supports their self-confidence. However, in such situations, the fact whether an attitude is “fun” or not, depends on the way that the kid who receives this kind of attitude feels about it.

Discussion topic 2: Why is he doing that?

**NOTE FOR THE TEACHER**

The kid says “...I chat with my father and you know, we laugh because he used to do the same when he was a kid and it's really cool...”. The family environment plays a major role in the manifestation of aggressive behavior. Research has shown that the fathers who used to be a victimizer at school might have sons who are also victimizers (Smith et al., 2003). The word of the kid gives another information about the family environment “OK, you know, my father sometimes becomes really hard...”. In a family without warmth and care, it is likely that violence becomes the way of communicating and the rules of discipline alternate very easily (in the specific example we have on one hand ...we laugh... and on the other hand my father sometimes becomes really hard..) helping the manifestation of this attitude (Smith et al., 2003). Many kids take advantage of the weakness of the bullied kids to react and through bullying, they try to become accepted and increase their popularity “everybody laughs and it's really cool...”, and goes on by saying “and the teachers don't even understand what is going on...”. The fact that he is presenting this kind of relationship with the teachers comes in accordance with the point according to which, the kids who use violence, interfere from very early to anti-social actions and show disobedience to rules (Panoussis 2008). The phrases “we like to tease some kids because it's really funny” and “is a real jerk you know... every day we find something new... he's stuck to his mother, he snivels” show the cruelty and the lack of sympathy that these kids show towards the kids who are victims (Panoussis 2008), and, at the same time their incapability to feel the sentimental world of the kid-target.

Discussion topic 3: Why choosing the specific child?

**NOTE FOR THE TEACHER**

*"We like to tease some kids because it's really funny"* starts saying, but, however, he doesn't tease some kids generally, but a very specific kid. The reason that he presents for the specific kid is that *"is a real jerk, every day we find something new... he's stuck to his mother, he snivels"*. However, generally speaking, the kid who is bullied

- Is different in a way from the others (he/she comes from another country, has a different religion, wears braces, and generally speaking is a child who is different from the average image of a student)
- It is not likely to be helped by anyone (we are talking about lonesome children who do not make easily friends)
- Who are "less" powerful

In the story, can anyone observe the differences of Philippos as they are described by Babis?

- *he's stuck to his mother, he snivels*. These are characteristics that "take him away" from the typical image of a boy during adolescence
- Philippos seems to be less strong than Babis or thinks he is less strong and thus he does not react.

**STEP 3:**

At this point the kids are going to be asked to choose the way the story develops.

The order in which the choices are presented has not been rated since it is a matter of choice.

The choice can be made by voting. However all choices will be presented, starting by the one who has the most of the votes.

The development of the situations of bullying for the kid who bullies varies and depends on the personal characteristics of the kid, the family characteristics, the climate in school, the teachers, the nature of bullying and many others. In the specific story the attitude of the child who uses violence.

**CONTINUES:** There is no reaction to the action of bullying. The kid who uses violence will go on bullying.

**STOPS AFTER AN OBSERVER INTERFERES:** The phrase *“everybody laughs and it's really cool”* seems that loses its strength in this choice and the kid who uses violence does not receive the feedback that he needs in order to keep on having the same attitude. In this choice the teacher can separate the idea of *“being popular”* from *“causing fear”*, since the latter loses its strength while time passes by.

**STOPS AFTER THE TEACHER INTERFERES:** In this choice, the interesting point is the act of putting the attitude of the kid in a frame of order rehabilitation, from behalf of the teacher, and therefore the digression from the status *“the teachers don't even understand what is going on”*. The words of the teacher are not present, but however, the immediate reaction of hers drives the kid who uses violence to put a frame in his attitude. His mood may stay the same but the phenomenon has started being defused. It doesn't seem that the student has been punished but either he seems to be frightened. The first step towards the solution is the substantial communication and the acceptance that everybody can be different.

**STEP 4:**

Watching the story based on the kids' choice. General discussion and group's conclusion.

<b>4<sup>th</sup> Meeting</b>	The story of physical, psychological and verbal violence From the viewpoint of the observer
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**PURPOSE:** Understanding the sentimental world of the observer and the presentation of the choices she has regarding her reaction

**TOOL:** [Interactive Training Tool \(Verbal and physical violence story - Observer\)](#)

## STEP 1:

General information for the Observer

### **NOTE FOR THE TEACHER**

The teacher may obtain some relevant information from the link <http://www.e-abc.eu/gr/sholikos-ekfovismos/ta-paidia-theates> as well as from some articles <http://www.e-abc.eu/gr/psifiaki-vivliothiki/psifiaki-vivliothiki-2/>

During the manifestation of Bullying phenomenon the distinguished roles are those of the kid who uses violence, of the bullied child and of the non-involved observer (Smith P. et al., 2003). According to the research made by Salmivalli et al., (1996) one can also distinguish the roles of the followers bully, of the reinforcers and that of the bullied child defenders.

International researches show the importance of the observers' behavior as far as the phenomenon manifestation is concerned. Some finding of the York University at Toronto, shows that 60% of the ostensibly neutral students used to have a friendly relationship with the kids who used to bully, while more than half of them used to disapprove the bullied kids and to encourage the kids who used to bully.

## STEP 2:

Watching of the Interactive Training Tool (Part: Observer)

One of the viewpoints of the story is that of the kid who observes the phenomenon developing. Depending on the choice that he/she makes, he/she will automatically remain an observer or become whether a reinforcer or a defender of the bullied kid.

The observer of our story, at the moment where she's introducing herself and while she keeps a distance from the fact itself, is standing in favor of the bullied kid.

Discussion topic 1: How does the observer feel?

### **NOTE FOR THE TEACHER**

The answers will be numerous since it is easy for most of the kids to understand the role of the observer. It would be helpful if the teacher focuses on the feeling of being helpless, a feeling that is met at a kid when he/she is in such a position. She feels helpless because **she's afraid** ("...noone can stop him, not even Philippos" but also "looking at me as if he's asking for help , and me being present but not able to provide him with it") and also helpless



because she doesn't know how to react "I don't know what to do, nor what I should do". Fear and ignorance block kids, making them not able to react.

### STEP 3:

At this point kids are going to be asked to make their choice regarding the development of the story.

The rank under which the possible choices are presented has not been valued, since this is a matter of choice.

The choice can be made by voting. However, all choices will be presented, starting with the ones with the most votes.

**«ENCOURAGES THE KID WHO BULLIES»:** At this specific point the teacher can give the observer the major role that he/she has in the manifestation of the phenomenon. Reactions like those that the observer and the rest of the students have, such as laughing, smiling, being indifferent, talk with the student next to them and commenting what is happening whether in a positive or a negative way, or looking and doing nothing at all, have as a result:

- The specific reactions support the behavior of the kid who uses violence because when they laugh/ smile or they comment on the incident, this kid has succeeded in getting their attention.
- Other reactions, such as indifference or doing nothing, whether they have no significance or they intensify the aggressive behavior towards the kid in order to "gain their attention".
- On the other hand, the specific reactions influence significantly the bullied kid. Laugh, smile, indifference or doing nothing intensifies the loneliness that this kid feels and at a next level they also intensify the support towards the action of the kid who bullies and, finally, as a result they support the guilt of the bullied kid.
- Additionally, making comments on the incident intensifies the shame, and also the loneliness that the kid experiences.

**«STAY NEUTRAL»:** At the specific point the observer does not react at all. Fear can be seen in his/her eyes, a feeling that leads him/her to do nothing. This point makes easier for the teacher to blow down the image of admiring the kid who bullies and replace it by the image of the fear that he/she causes.

**«IS GETTING INVOLVED TO THE INCIDENT»:** During the specific bullying case, the observer is watching astonished what is happening. At the end of the incidence she supports

psychologically the bullied kid by integrating him in the company. After that, the kid who bullies does not disturb him again and apart from that the bullied kid becomes a key member of the company. At this point, the teachers can show the role that the observer has as far as loneliness is concerned. The idea of being lonely is the criterion for someone to become victimized and also the result of his/her victimization. The observer, by integrating the bullied kid to the company, he/she fights a major element of bullying without exposing him/herself to the aggressive behavior of the other kid.

**«DISCUSS WITH THE TEACHER»:** The solution of the bullied kid's problem comes from the kid who is the observer. The observer is getting involved and communicates with the teacher who is putting immediately the limits of this behavior. Why is she doing that? How are her co-students going to face her? These are two questions that will facilitate the beginning of the discussion with the kids from behalf of the teacher. The teacher can focus, on the one hand, on clarifying the difference between «telling on somebody” and “asking for help”, and on the other hand on how discreet the way of asking for help can be. The idea of secret is non-existing when someone is in danger and additionally anyone who can help, can be proud of that.

#### STEP 4:

Watching the story according to the kids' choices. Introduction of additional suggested solutions from behalf both of the kids and the teacher. The following are mentioned:

- The possibility of communication with parents
- The possibility of communication with individuals of the same age

General conversation and conclusions from behalf of the group.

5<sup>th</sup> Meeting

Story of physical, psychological and verbal violence

Conclusion

**PURPOSE:** The substantial understanding of the phenomenon

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**TOOL:** Interactive Training Tool – Verbal and physical violence story

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**STEP 1:**

Presentation of the story according to the choices made during the previous meetings.

**STEP 2:**

Discussion about the solutions. At this point the teacher can introduce further solutions.

Each member of the group could write down the solution that he/she considers to be the most successful, anonymously, and then put them all together into a box, so that they can create lists of possible solutions, evaluate them and conclude to the most appropriate solution according to the group as a whole.

Recording and description of the solution

**STEP 3:**

Discussion and suggestions about ways of taking preventing action in the school. Each member of the group could write down anonymously his/her preventing action and after that, proceed with relevant evaluation and conclusion to the most appropriate preventing action which is suggested by the whole group.

Recording and description of the action

**STEP 4:**

Wrap up

**6<sup>th</sup> Meeting**

Introduction to Cyberbullying phenomenon story  
– The CYBERBULLYING phenomenon

**PURPOSE:** Cyberbullying phenomenon presentation – Introduction to the second story heroes and analysis of their sentimental world.

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**TOOL:** Interactive Training Tool (story of cyberbullying - Kid who bullies, Bullied kid and Observer)

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### STEP 1:

The first group of kids presents the terms that they have found and are related to the phenomenon. The second group presents the kids' stories.

The group as a whole discusses how compatible are the terms to the specific stories. The teacher clarifies the term 'cyberbullying'.

#### ***NOTE FOR THE TEACHER***

The teacher can have relative information from articles <http://www.e-abc.eu/gr/psifiaki-vivliothiki/psifiaki-vivliothiki-2/>

Cyberbullying phenomenon refers to a conscious aggressive behavior from behalf of an individual (or a group of individuals) towards another individual who cannot defend him/herself. It is, practically, the transfer of the use of violence (in any form) from real life to cyber world. The attacks usually take place through the internet or any other electronic medium (eg mobile telephone) and some of the more characteristic examples are the transmission of threatening or derisive e-mails, harassment through texting, publishing of personal data and pictures without the consent of the person itself.

### STEP 2:

By using the training tool, the teacher presents the story of cyberbullying from the viewpoint of:

- The kid who bullies
- The bullied kid
- The observer

Discussion, based on cyberbullying term, about whether what the hero experiences is cyberbullying or not.

### STEP 3:

Based on previous meetings, the teacher analyses the feelings of the persons involved

**BULLIED KID:** Eleanna starts talking with a sigh which shows the deep sadness and sorrow that she's experiencing. The pauses in her speech and between the phrases prove the despair and maybe the shame that she feels about what is happening. The following phrases of hers are really interesting: "this goes on every day and it becomes more and more intense" and "all this becomes worse day by day", which are phrases that show the escalation of the phenomenon. The issue of feeling lonely becomes more vivid in the phrases: "other kids also have started participating in all this so I haven't got any friends anymore and I am always alone", "I can't talk to anyone at home about this because they are very busy with their problems".

**KID WHO BULLIES:** Io's talk is very determined, without any pauses or stumbling. She's lying on the bed in a comfortable way and she's talking about her own viewpoint. The most interesting phrases are "At school, I have a great time; not that I pay any attention to the lessons or anything like this, but I simply have a huge company, numerous friends and we have great fun". At this point Io is clarifying that to her eyes school and training procedure mean just having fun, while what makes her having a good time is the huge company. Later, she is making clear that "We tease some kids who snivel, who are pathetic, really alone and at last they live by themselves", in other words, they tease the kids who are different compared to her and additionally they are lonely. Why is she doing that? When she's referring to Eleanna's reactions, she's making it clear "she's afraid... she huddles up... she hides". Io cannot really feel the pain of the kid that she bullies while this kind of fear makes her feel "IMPORTANT".

However, the envy feeling that she has for Eleanna's handsome boyfriend is also obvious: "The funny thing is that she's got a boyfriend ... the most probable is that he's cheating on her". And while Io has numerous friends and all of them take care of her, her parents "Do not care, they have got their own problems, their own business... there is no possibility for them to deal with anything that I do". At this point the teacher can refer to the family problems and how the kids' behavior can be influenced by them.

**OBSERVER:** The observer starts with the phrase "I'm a little concerned" and goes on "At the beginning, I used to find it funny too ... I was part of the teasing together with other kids...

but...” even himself, at the beginning, was unable to understand Eleanna’s pain. However the word ‘but’ shows the fact that he has realized Eleanna’s loneliness “They stopped being her friends”, “They point at her and they laugh”, “They comment on anything that she posts on Facebook”.

However, he finds himself in ignorance and possibly in fear, and he doesn’t know how to help her, since he’s saying “What would you do if you were me?”.

#### STEP 4:

Summary and wrap up

<b>7<sup>th</sup> Meeting</b>	<b>Cyberbullying story</b> Viewpoint of the bullied kid and of the kid who bullies
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**PURPOSE:** The evaluation of the reactions both of the bullied kid and of the child who bullies.

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**TOOL:** Interactive Training Tool (Cyberbullying story – Bullied kid and Kid who bullies)

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#### STEP 1:

The group watches again the story from the viewpoint of the bullied kid.

At this point the kids are going to make a choice about the development of the story.

The rank under which the possible choices are presented has not been valued, since this is a matter of choice.

The choice can be made by voting. However, all choices will be presented, starting with the ones with the most votes.

Generally speaking the solutions that can be chosen by a kid who experiences violence are numerous and they depend on the personal characteristics of the kid, the family

characteristics, the climate in school, the teachers, the nature of bullying and many others. In the specific story the protagonist can react in two ways:

**COMMUNICATING THE PAIN:** This choice shows the hero announcing to everybody what is happening to her and says that in a while she's going to be free. In this story she presents herself abandoning the cyber world after deleting all her friends and her profile as well. At this point the kids can discuss about what FREEDOM means to them in such a situation and after that see the explanation of the term according to the story. The term FREEDOM, in this specific story, can have three forms:

**ABANDON.** In this choice, the teacher can let the kids evaluate the effectiveness of the solution. The idea is that abandoning never gives a solution, but instead creates more problems.

**FRIENDS' INVOLVEMENT.** In this choice, the teacher can let the kids evaluate the effectiveness of the solution. The idea is to make the kids focus on how the hero's attitude is changing and how the observers' involvement can change the story development.

**MOTHER INTERFERING.** In this choice the teacher can let the kids evaluate the effectiveness of the solution. The idea is to make the kids focus on how immediate is the mother's interfering. Additionally, the group can focus on the importance of informing the parents on such phenomenon.

**TELEPHONE HELP LINE:** This is a solution that can be chosen by the kids since it is immediate, and free while the kids can talk to a group of specialized scientific personnel who is appropriately trained in order to give solutions to the kids' problems. Taking into account the feelings of fear, shame, guilt the help line is anonymous and all rules of confidentiality are applied. The telephone call does not give the solution... but the appropriate sentimental processing of the incident, gives the kid the possibility to realize the range of the solutions that can be tried.

The kids can discuss further possible solutions and reactions.

## STEP 2:

During the second part of the meeting, the group is watching again the story from the viewpoint of the bullied child.

At this point the kids are going to make a choice about the development of the story.

The rank under which the possible choices are presented has not been valued, since this is a matter of choice.

The choice can be made by voting. However, all choices will be presented, starting with the ones with the most votes.

The development of the bullying situations for a kid who bullies are numerous and they depend on the personal characteristics of the kid, the family characteristics, the climate in school, the teachers, the nature of bullying and many others. In the specific story the behavior of the kid who uses violence can,

### **GO ON BUT...**

**SHE REALISES:** At this point it is important to point out that Io, seems to realize for the first time Eleanna's feelings. She is concerned, but this does not last more than a few seconds, because it is Io herself that understates her concern. However, at that moment she stops bullying. The teacher can discuss with the kids whether she is going to maintain this attitude in the future or not.

**THE TEACHER INTERFERES:** The key phrase at this point is "Before it is too late, I would like to advise you to think seriously about what you are doing, before all your future is changed". The teacher reacts directly and in a determined way and according the development of the story in a very efficient way too. Io changes her attitude, not because of fear. She realizes the long term effect of her actions. At this point, the students can freely discuss on the effect.

**STOPS AFTER THE OBSERVERS INTERFERING (REPORT):** Through this choice, it is the importance of the kids – observers that is stressed, since they "make a report" and due to that she is driven to give up this attitude. In this choice the teacher can define the difference between the idea of "being popular" and "being scaring", but also underline the power of interfering when we are talking about the development of violence related incidents.



#### STEP 4:

Assign to a group of kids to find information about:

- How can themselves or others be mentioned in an undesirable or insulting uploading
- Ways of limiting uploading comments from behalf or others
- Account deactivation

Wrap up

<b>8<sup>th</sup> Meeting</b>	Cyberbullying story From the viewpoint of the observer
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**PURPOSE:** Evaluation of the observer's reaction and pointing out the importance of the observer's role in such incidents

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**TOOL:** Interactive Training Tool (Cybebullying story – Observer)

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#### STEP 1:

Presentation of the story from the viewpoint of the observer

At this point the kids are going to make a choice about the development of the story.

The rank under which the possible choices are presented has not been valued, since this is a matter of choice.

The choice can be made by voting. However, all choices will be presented, starting with the ones with the most votes.

Generally speaking the solutions that can be chosen by a kid who experiences violence are numerous and they depend on the personal characteristics of the kid, the family characteristics, the climate in school, the teachers, the nature of bullying and many others.

In the specific story the protagonist can react in two ways:

**ENCOURAGES THE KID WHO BULLIES:** The observer, in the specific choice, supports the attitude of the kid who uses violence and makes it seem as IMPORTANT (declaration in her profile). The kid who uses violence receives the message to keep on doing what he/she does since he/she has the approval of the group.

**INTERFERES (BLOCKS) THE KID WHO BULLIES:** The observer, in this specific choice realizes the feelings of the kid who experiences violence and interferes directly, blocking in this way the user who uses violence. At the same time he/she 'weakens' the kid who uses violence and 'strengthens' the kid who experiences violence.

**TALKS TO THE TEACHER:** the solution of the bullied kid's problem comes from the kid – observer. The observer interferes and communicates the situation to the teacher who immediately puts the limits to this attitude.

At this point, the teacher can again, clarify the difference between “telling on somebody” and “asking for help”, and additionally explain how discreet one can be when asking for help. The idea of secret does not exist when an individual is in danger, while everyone should be proud when he/she acts in order to help.

## STEP 2:

Discussion on reactions. At this point each member of the group could write down anonymously the reaction that he/she thinks is the most successful and then put them all together into a box, so that they can create lists of possible reactions, evaluate them and conclude to the most appropriate reaction according to the group as a whole.

Recording and description of the action

## STEP3:

Presentation and discussion on the research results about

- How can themselves or others be mentioned in an undesirable or insulting uploading
- Ways of limiting uploading comments from behalf or others
- Account deactivation

## STEP 4:

Watching of the story according to the chosen development

Creation of three subgroups

GROUP 1. BULLIED KID

GROUP 2. KID WHO BULLIES

GROUP 3. KIDS – OBSERVERS

Based on both stories, each group is going to prepare a text for the kid with which his/her group is dealing, and will present the feelings of this kid as well as the reactions that he group chooses.

WRAP UP

<b>9<sup>th</sup> Meeting</b>	Cyberbullying story Conclusion
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**PURPOSE:** The substantial understanding of the phenomenon

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**TOOL:** The kids' reports

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**STEP 1:**

Presentation of the first group BULLIED KID

Commenting and advices list design

**STEP 2:**

Presentation of the second group KID WHO BULLIES

Commenting and advices list design

**STEP 3:**

Presentation of the third group KIDS - OBSERVERS

Commenting and advices list design

#### STEP 4:

Wrap up

#### 10<sup>th</sup> Meeting

Suggested actions for understanding

**PURPOSE:** Communicating the conclusion to all members of the school community

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**TOOL:** Interactive Training Tool– Kids' reports

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#### STEP 1:

During the last meeting, the group should decide how they are going to communicate the conclusion to the rest of the school's students.

Suggested ways:

- Organising a conference
- Design a school newspaper
- Design a leaflet
- Design a poster

#### STEP 2:

After the group has chosen the way of communication, an organizing committee will be appointed in order to coordinate the necessary actions.

There should be a time schedule for the actions completion while they should be the result of group working.

#### STEP 3:

Wrap up and evaluation of the program from behalf of students and teachers.

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