

Reading Activity: Fostering Respect and Combating Bullying through Stories

Description of the educational activity:	<p>Duration: 1 teaching period (45 minutes)</p> <p>Pupils' age: 8-12</p> <p>Organisation of the class: groups, class as a whole</p> <p>Pupils' tasks: <i>Note: This activity requires that the students have already read the book at home or in school.</i></p> <p>Step 1: Divide the class into groups.</p> <p>Step 2: Ask each group to select one scene/chapter of the book that describes a bullying incident (you may preselect a few for your students and ask the groups to pick between them)</p> <p>Step 3: Ask each group to:</p> <ol style="list-style-type: none"> a) Identify the characters involved in the scene and their respective role/stance in the bullying incident (child who bullies, child who is bullied, bystander, etc.). b) Discuss and identify the potential thoughts, emotions and behaviour of each of the characters involved in this incident. c) Discuss and come up with an alternative, positive way this scene could develop in a way that could have prevented or resolved the bullying incident. <p>Step 4: Reconvene the class as a whole and have each group act out the scene, as well as, their alternative ending.</p> <p>Step 5: Have a concluding discussion with the whole class where each group shares their insight on theirs and their peers' scenes, noting the take home points on the board.</p> <p>Evaluation and assessment method: Creating a set of "take home points" that came out of this exercise and displaying them in class or around the school (and/or the school's website).</p> <p>Effect of the activity on combating bullying: The activity aims to help students reflect on the issue of respect and bullying through engaging with the stories in the books they have read.</p>
Books:	<p>This activity could be implemented based on any book on the issue of bullying, including Greek books 7 and 8 proposed for Greek-speaking students. Namely: ΜΗΠΩΣ ΕΙΜΑΙ ΒΛΑΚΑΣ; – Could I be acting like an idiot? (ages: 8-10) and ΘΕΑΤΗΣ... Ή ΤΟ ΕΠΟΜΕΝΟ ΘΥΜΑ; – BYSTANDER: A BYSTANDER? OR THE BULLY'S NEXT TARGET? (ages: 11-13)</p>

Tags:	Bullying from the Perspective of the Child Who Bullies, How to Deal with the Child Who Bullies, Causes of Bullying, Bullying from the Perspective of the Bystander, Speaking Up or Staying Silent, Conspiracy of Silence, Roles in Bullying
Objectives:	This activity intends to enable students to: <ol style="list-style-type: none"> 1. Identify the causes of bullying. 2. Understand the potential motivation behind bullying behaviour. 3. Describe ways of approaching the actors of a bullying incident in an effective, non-punitive way. 4. Empower themselves in order to speak up when experiencing or witnessing bullying.
Material:	Books (see above), Board, Writing material (pen/pencils, papers, or electronic equipment)
Notes for the teacher:	Please AVOID LABELS: Each child under the right conditions can choose to alter his/her behaviour. We should therefore avoid using labels . Labeling a child as "the bully", or "the victim" may send the wrong message that these roles are fixed and cannot be changed. It is important to use language that reminds us that that a behaviour is not permanently attached to a child, and that the child can exhibit a different behaviour if he/she is enabled and chooses to do so . Thus, instead of calling a child a "bully," refer to them as "the child who bullied"; instead of calling a child a "victim," refer to them as "the child who was bullied", etc. and please make sure you students do so as well.
Recommendations for additional activities:	Creating a school-play acting out the story of the book. Creating t-shirts with drawings and sayings inspired by the book.