



VALUES EDUCATION

“Learning to prevent bullying”

Ref. 20840



LEARNING TO PREVENT BULLYING

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CONTENTS:

The game comprises 20 large, square cards made from thick, strong, high quality cardboard. Dimensions of the cards: 11.5 x 11.5 cm.

DESCRIPTION OF THE CARDS:

- 20 cards with large photos for working towards the prevention of bullying and violence in schools. The cards are grouped into five different sequences with four steps each. Each sequence has a different coloured border to make it easier to recognise and group the cards in the same sequence.

RECOMMEND AGES AND INSTRUCTIONS:

For ages 4 to 8, although the characteristics of the material mean the cards are also very suitable for older children and even teenagers, adapting the activities and the depth with which you explore the bullying situations shown on the cards to the age group in question.

The purpose of the game is to raise children's awareness and teach them how to prevent situations of bullying at school. The aim is also to provide children with certain strategies to help them deal with bullying. The game is planned as a tool to help teachers work on concepts related to peer group bullying, even long before these situations actually arise.

EDUCATIONAL OBJECTIVES:

- To prevent situations of school bullying from arising.
- To identify the initial signs in order to prevent a situation of school bullying from developing: exclusion, false accusations, aggression, mockery and scorn.
- To develop a sense of empathy and respect for others.
- To encourage communication and dialogue among schoolmates as a basis for harmonious coexistence.
- To develop social intelligence in order to identify situations of exclusion and bullying.
- To prevent the problems of intolerance, exclusion and discrimination.
- To understand the need to belong to a peer group; to be accepted, respected and recognised by your schoolmates.
- To raise children's awareness in order to foster their participation in the prevention of bullying situations and get them to become true agents of change.
- To promote the development of skills such as conflict resolution and team building.



METHOD OF PLAY:

1. Group all the cards from the same sequence together. These are easy to identify because each sequence has a different coloured border.
2. Put the cards in a sequence in order according to the actions shown in the photos. You can check to see if it is correct using the self-correction system on the back of the cards.
3. Analyse each sequence: the situation generated and the context in which it took place, the protagonists, the behaviour of each of them, the feelings aroused, the ways of solving the problem and the positive consequences of the situation.

GROUP ACTIVITIES:

1. We're a team.

- Age: from 4 upwards
- Objective of the game: for all the participants to put the 20 cards in order and understand the common meaning of the five sequences.
- Before starting:
 - Explain to the children that the objective of the game is to understand what is happening in each sequence and think about what they all have in common.
 - Divide the classroom into five areas and assign one of the sequence colours to each one (light blue, red, green, dark blue and yellow).
- Procedure:
 1. Place all the cards face down. Each participant should pick up a card and put it in the area of the classroom corresponding to the coloured border of the card. The card colour will be his/her team colour.
 - With more than 20 students, you can assign one card to two children, and tell them to go to the area of the classroom with the corresponding colour.
 - With fewer than 20 participants, repeat the process of picking up cards until all of them have been distributed. The colour of the border of the first card will determine which team they belong to. Once the groups have been created, a volunteer from each team – the explorer – should exchange cards with the explorers from the other groups until they finally have the four cards in the same sequence in their team.
 2. The members of the team should try to put the cards in the correct order (according to how they think the actions in the images take place).
 3. When they have put the sequence in order, the whole team should shout out their colour so the other teams know they have completed their sequence.
 4. The teacher should ask each group to explain their sequence to the other children, describing what is happening in the images on the cards, how the victims of the bullying feel, and how to resolve the situation.
 5. Each group should write their conclusions on the blackboard. The importance of each of them can then be considered and discussed.
 6. The conclusions of all the groups can be included in drawing up a Mandate of Good Team Conduct.



Remarks:

- It should be understood that although dividing the children into teams by colour will introduce a certain factor of speed and competition, the goal is the same for all the teams.
- Summarising the conclusions of the five teams will help children to understand the participative nature of achieving a common goal.

2. Let's talk... about school bullying

- Age: from 4 upwards
- Objective of the game: to distinguish between the proper way to treat people and abusive behaviour.
- Before starting:
 - Keep to the teams formed in the previous activity, or create new ones by assigning a complete sequence to each group.
- Procedure:
 1. The teacher asks each group if they have any cards which show that all the schoolmates are happy and integrated, and asks them to bring up those cards. The images on the cards, placed in a visible position, can be used to initiate a discussion involving everyone about the good behaviour exhibited by them, the things they can do together, and how it feels when everyone feels good.
 2. Next, the teacher can ask which cards show examples of abusive behaviour in which a child or children are isolated, unhappy or excluded. (*Distinguishing abusive forms of behaviour and highlighting them as unacceptable in human relations is a preliminary step to preventing people from become acclimatised to violence and stamping out an attitude of denial and indifference to bullying activities.*)
 3. Separating the conduct from the person helps children to understand the right to make mistakes and start afresh. It should be explained that the unacceptable and punishable thing is the conduct itself, and that the person can change and choose to behave differently.
 4. Always in reference to the cards, ask if there is anyone who can do anything to prevent these situations of exclusion, manipulation of the social environment, false accusations, mockery, aggression or isolation? After asking the question, the teacher should ask for the cards that show someone helping to resolve an abusive situation.
 5. The teacher can ask how these different people can help to stamp out the abusive situation that appears in the cards. Next, he/she can ask the children to produce the cards that illustrate the different ways in which different people put an end to school bullying.

3. Four questions to tackle school bullying: Where, Who, How and Why?

- Age: from 7 years upwards



- Objective of the game: to identify the common denominators of situations of school bullying.
- Before starting:
 - Set up a mural on the wall with four quadrants. Head each quadrant with one of these words: *Where*, *Who*, *How* and *Why*. At the end of the activity, the students will classify their cards in the corresponding quadrant of the mural.
- Procedure:
 1. The teacher starts by assigning each participant a number from 1 to 4.
 2. The class is then divided into four sections: numbers 1, 2, 3 and 4. Each participant heads to the zone corresponding to the number he/she has been allocated.
 3. All the cards are mixed up and placed in the middle of the classroom, face up.
 4. The teacher asks each group in turn to go over to the cards. The teacher will ask a question (* see the section on 'questions for teams') and the team will need to choose a card that they believe answers the question. Each of the teams is asked a question in turn. The turns continue until all the cards have been chosen and each team has five cards.
 5. If, once all the cards have been picked up, one of teams believes they need to exchange a card for one they are missing, they can exchange cards between the teams.
 6. When the team has got all the cards they think are the right ones, they can prepare the replies to the question allocated to them, seeking out the common points in all of them. A spokesperson from each team will explain their answers aloud to the other teams. Another member of the team will affix the cards on the mural in the relevant quadrant.
 7. The teacher can also ask, if he/she thinks it appropriate, that the children write down their answers in short sentences on cards affixed to the wall, always within the area of their own quadrant.
 8. When all the teams have given their answers, the teacher can conclude by asking: *What can WE do when presented with an abusive situation that could turn into a process of school bullying?* For example, complaining about a social network account (Instagram, Facebook, Twitter, YouTube) on which someone is uploading offensive or derogatory messages: if the social network receives enough complaints about the account, it will shut it down. The teacher can also offer the students the possibility of signing a manifesto against school bullying on an attractive poster which can be passed around the four teams and then hung up in the classroom.
- Questions for teams:
 - Team 1 should answer the question: Where can you see abusive behaviour which, if repeated and continued over time, could turn into school bullying?
 - Team 2 should answer the question: Who could help to stop school bullying?
 - Team 3 should answer the question: How can we help to stop abuse and stamp out school bullying at source?
 - Team 4 should answer the question: Why do we need to prevent school bullying? (learning about the benefits of tolerance and a culture based on respect and courtesy).

