



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



## A METHODOLOGY OF TEACHING HEALTHY HABITS



***This e-book has been funded with support from the European Commission through the Erasmus+ project no. 2018-1-RO01-KA229-049364\_1***

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### **PREFACE**

This e-book is the result of the collaboration of five schools from Romania, Italy, Spain, Portugal and Macedonia involved in an Erasmus+ project – exchange of good practices with contract no. **2018-1-RO01-KA229-049364\_1**, co-funded by the European Commission. The partner institutions decided not only to show what health education is and why it is important but also how to teach it to the students in a way that matches their learning styles. In a more dynamic and interactive format and environment the students are given the opportunity to learn about healthy nutrition, the advantages of an active life and the importance of a bully-free and safe school environment.

The increasing effects of bullying based on body shape and discrimination on social and economic issues, the high number of children prone to weight problems and food borne diseases due to their sedentary lifestyles, lack of physical activity and information about healthy and balanced lifestyles, the risky behaviors, poor school performance and early school dropout lead to the creation of an intervention strategy that can help the students raise awareness on these issues and help them to integrate in the school environment.

The e-book contains activities structured on three sections:

- Section 1 – Healthy lifestyles and nutrition
- Section 2 – Active life
- Section 3 – Anti-bullying and safety at school

Each activity has the following structure:

Activity – Title:

1. Photo and Quotation
2. Duration
3. Objectives
4. Materials
5. Warm up
6. Methodology
7. Digital Tool – link
8. Reflection worksheet and Evaluation

The project „Healthy Habits, Happy Minds” was developed to raise students’ awareness on the importance of a healthy life, its objectives being to improve long-term students' lifestyles, eating habits, social and active life and to provide them with key competences for a balanced life and for further learning. It is addressed to students aged 7 -18, an appropriate age where interventions such as this one can have a great impact.

Introducing new teaching methods can be stressful at the beginning, but the teachers’ responsibility is to develop a positive attitude and behaviour towards healthy lifestyles, to provide a positive emotional atmosphere, supporting and encouraging equal participation and involvement in the activities, thus ensuring the effectiveness of the project.

At the end of each resource the teacher has to give each student some time to reflect on the issues presented in the activity and time to evaluate the activity and his/her involvement in it.

The teachers should make sure that:

- They use teaching methods that are ready to participate in
- They give clear instructions
- They accept the way their students think and learn

- The teaching methods generate positive effects: improvement of students' communication, acquisition of new skills, a relaxed and motivating atmosphere

## **EXPERIENTIAL LEARNING**

Experiential Education means learning by doing. It is an active process in which the student gets involved, it is not a passive process that happens to him/her. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting, and may include exchanges of good practices, study visits, field and live research, learning projects etc.

Most European projects, especially Erasmus + exchange of good practices projects, apply non-traditional teaching methods which create a positive and motivating atmosphere which can transform learning into a memorable experience.

## **TEAM WORK**

Recent studies show that team work is an effective working method. In small groups of 4-6, students can collaborate efficiently, communicate and work together to achieve a task or common goal. Team work has become an important part of the working culture and teamwork skills are more and more important when evaluating a person for a job. Thus, it is important that students learn how to work in a team environment so that they can have teamwork skills when they enter the workplace. Also, recent research tells us that students learn best from tasks that involve social interactions.

## **METHODS**

### **A.DEBATE:**

It is a teaching and learning methods and refers to a discussion between two or more people on a topic advocating opposing positions. This approach can be used in a variety of disciplines. Non-competitive debates where the discussion of different positions is more important can help students express their points of view.

### **B.ROLE PLAYING:**

It is a method through which a certain situation from the real world is carried into the classroom in order to analyze certain behaviours in a safe and controlled environment.

### **C.ARTISTIC CREATIONS: drawings, paintings, collages**

It is a method through which the students are allowed to express themselves and their skills not necessarily to create a work of art but to feel free to express their ideas, feelings and emotions.

### **D.CASE STUDIES:**

It is a method through which a real or a hypothetical problem is brought into the classroom environment to be discussed and analyzed in order to help students understand the complexities of real life and what decisions to make.

### **E.BRAINSTORMING:**

It is a creative method that can help students to come up with new ideas on certain topics. It is an informal approach to problem solving and it provides a free and open environment that encourages participation and involvement.

## **EVALUATION**

Evaluation is the process which estimates the effectiveness of an activity or a project and it should be part of the teaching and learning procedures. The purpose of the evaluation is to examine the following aspects:

1. Appropriateness - the project covers students' interests and needs
2. Effectiveness - the fulfilment of the aim and the objectives of the project
3. Methodology - the appropriateness of the methods

#### EVALUATION METHODS

The students and the teachers involved in the project will contribute to the evaluation of the project through:

1. Self-observation
2. Critical reflection and self-assessment
3. Students' feedback
4. Students' assessment tasks

The methods of obtaining students' feedback will be consultations and surveys

## SECTION 1, ACTIVITY 1

### A BALANCED DIET

#### FOOD PROCESSING TECHNOLOGY CLASS

#### ***“CREATE YOUR OWN FOOD PLATE”***

**DURATION:** 45 MINUTES

**LEVEL:** INTERMEDIATE

**OBJECTIVES:**

- to encourage students to eat healthy meals
- to understand the importance of having a balanced, healthy meal
- to recognize difference, encourage acceptance and find methods of improving their diet



**MATERIALS:** magazines, supermarket ads, paper plates, glue, internet, worksheets

**METHODS:** brainstorming, research, debate, group work

**WARM UP:**

The students are given magazines, supermarket ads and similar and are asked to cut the food they think is healthy.

**METHODOLOGY:**

The teacher divides the students in several groups and encourages them to create their own healthy breakfast, lunch and dinner plate. The students glue the ingredients they have chosen to a paper plate. The students are asked to walk around and see what the others have chosen for their healthy meal. After this part, the teacher encourages the students to discuss on several questions.

Do you think you have the healthiest meal? Why/ Why not?

Do our bodies need a variety of food?

What do you think it is the best meal for our bodies?

What ingredients do you have on your everyday menu?

Do you eat fast food? Why/ Why not?

What do you think about fast food in your diet?

After the discussion the teacher encourages the students to choose the best breakfast, lunch and dinner plate.

**REFLECTION WORKSHEET AND EVALUATION:**

**QUESTION 1:** What does a healthy meal consist of?

**QUESTION 2:** What type of food is not good for our bodies?

Activity created by Macedonia

## SECTION 1, ACTIVITY 2

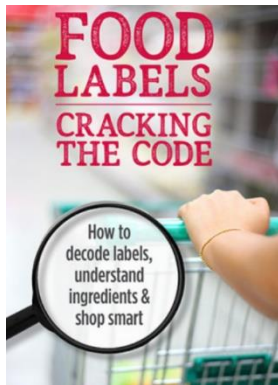
### A BALANCED DIET

#### FOOD PROCESSING TECHNOLOGY CLASS

#### *“WHAT LIES BENEATH”*

**DURATION:** 45 MINUTES

**LEVEL:** INTERMEDIATE



**OBJECTIVES:**

- to learn some important things related to the food we consume every day
- to understand the importance of knowing how to read the food declaration
- to recognize difference between healthy food and food produced to attract consumers with good taste packed with lots of sugar and preservatives
- to learn about the diseases which might appear as a consequence of consuming unhealthy food every day

**MATERIALS:** worksheets

**METHODS:** brainstorming, research, debate, group work

**WARM UP:**

The students are divided into group and encouraged to start a conversation about their favourite food, and if it is healthy or unhealthy.

**METHODOLOGY:**

The teacher forms work groups and each group gets worksheets. On one side of the worksheet there are statements and on the other there are questions for the students to answer with True/ False.

Each group reads the statements and chooses their answer to the question. At the end, the teacher reads the correct answers.

The teacher encourages a debate about products offered on every corner, with strong smell, colourful, in adverts with various effects made to attract the buyers.

The students debate if these products affect our health and they share with the others if they found some of the information shocking.

At the end, they sum up the facts the students did not know about.

**REFLECTION WORKSHEET AND EVALUATION:**

**QUESTION 1:** What can we do to protect ourselves from the food industry that does not take care of the customers' health?

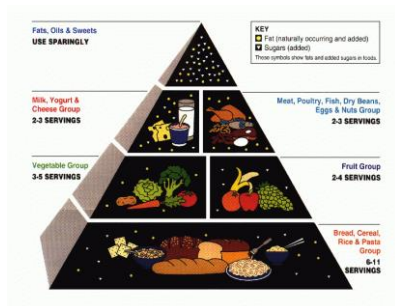
**QUESTION 2:** How can we apply what we have learnt in this lesson?

Activity created by Macedonia

## SECTION 1, ACTIVITY 3

### HEALTHY FOOD

#### THE ENGLISH CLASS



“HEALTH is a treasure that few know to cherish, although almost all are born with it” Hippocrates

**DURATION:** 50 MINUTES

**LEVEL:** intermediate

#### OBJECTIVES:

- to identify the fruits and vegetables characteristic of the seasons
- to list the benefits of consuming fruits and vegetables
- to establish hygiene rules to be followed when consuming fruits and vegetables

**MATERIALS:-** fresh fruits and vegetables, fruit and vegetable chips, food pyramid sheet, worksheets, flipchart, CD, DVD player, colored pencils.

**METHODS:** conversation, explanation, exposition, exercise.

#### WARM UP:

The teacher presents to the students a basket with fresh vegetables and fruits and asks them to recognize the types. Emphasizes the importance of fruits and vegetables in our diet, and tells them that if they pay attention, at the end of the hour, they can identify the fruits and vegetables characteristic of each season, to list the benefits of the consumption of fruits and vegetables and to establish hygiene rules that must followed when eating fruits and vegetables.

#### METHODOLOGY:

The teacher writes the concept “fruits and vegetables” on the whiteboard and elicits some responses about characteristics. He/she asks them what they think about properties and what their favorite fruit or vegetable is for each season.

The teacher shows the students for 5 – 6 seconds, 7 or 8 photos representing different types of fruits and vegetables and asks them to highlight their role and vitamin intake.

The teacher sticks the photos on the whiteboard and asks them to list the benefits of consuming fruits and vegetables, under each photo and to establish hygiene rules that must followed when eating fruits and vegetables.

The students are divided in groups and create A Health Care Calendar with methods of improving food health, images and tips.

#### REFLECTION WORKSHEET AND EVALUATION:

**QUESTION 1:** Name a reason why you consider important the consumption of fruits and vegetables.

**QUESTION 2:** What are the hygiene rules for the consumption of fruits and vegetables?

Activity created by Romania



## SECTION 1, ACTIVITY 4

### THE MAGIC PAN

#### THE SCIENCES CLASS

**DURATION:** 50 MINUTES

**LEVEL:** Elementary; Intermediate

**OBJECTIVES:**

- To educate students about the importance of eating soup;
- To give the students information about the nutrients that they can find in soup

**MATERIALS:** recipes, leaflets

**METHODS:** debate; hands-on; group work

**WARM UP:**

The teacher invites the students to share their typical diet. Have they got a balanced diet? Is soup included? Why?

**METHODOLOGY:**

1. This activity can be done according to the available resources:

a. If students have space to cook or prepare fresh food:

Teacher divides students in small groups and gives them a healthy recipe of a soup; they have to prepare food according to all hygiene and safety rules. In the end, they eat the cooked soup.

2. If no kitchen equipment is available, students can make “make-believe” soup with food cuttings.

The teacher asks students to bring leaflets with food pictures. In small groups, they can make soup from a recipe given by the teacher or create themselves a recipe.

3. Using a powerpoint presentation, the teacher explains the concept of nutrients in food that are healthy for bodies and help them grow such as: vitamins, protein, or minerals and asks the students to identify these nutrients in the soups they prepared.

**REFLECTION WORKSHEET AND EVALUATION:**

On an individual worksheet, each student mentions:

One thing, he/she already knows about the topic \_\_\_\_\_

One thing, he/she has learned today \_\_\_\_\_

One thing, he/she would like to learn \_\_\_\_\_

Activity created by Portugal

## SECTION 1, ACTIVITY 5

### TRADING CARD BOOKLET

#### THE SCIENCES CLASS

**DURATION:** a week/ a month

**1. LEVEL:** Elementary; Intermediate

**OBJECTIVES:**



- To combat childhood obesity and promote healthy eating in schools.

**MATERIALS:** Booklet, trading cards

**METHODS:** debate; hands-on

**WARM UP:**

The teacher challenges students to the activity that aims to replace the calorically or nutritionally unsuitable foods that students often take from home with a healthy snack consisting of a bread mix with cheese, ham or marmalade, and accompanied by milk, fruit juice or yogurt.

**METHODOLOGY:**

1. Every day the teacher checks the snacks students bring to school.
2. Students who eat the five healthy snacks of the week are given a chromium to stick on the booklet on Friday, and when it is completed they receive the Nutrikids Certificate.
3. Once a month, on "Nutrient Day", the teacher addresses a nutrient ( proteins, carbohydrates (carbohydrates), fats (lipids), vitamins, minerals, fiber and water,...), stating its importance and what foods contain this nutrient.

**REFLECTION WORKSHEET AND EVALUATION:**

The teacher monitors the activity over the course of each month, identifying problems and finding solutions that may need family involvement.

Students receive the teacher's feedback, and little by little they reflect on how to make appropriate choices for their food.

Activity created by Portugal

## SECTION 1, ACTIVITY 6

### HEALTHY EATING “A HEALTHY AND YUMMY DISH”

#### THE ENGLISH/SCIENCE (CLIL) CLASS



**DURATION:** 60 minutes

**LEVEL:** UPPER - INTERMEDIATE

**OBJECTIVES:**

- to become aware of how important it is eating a nutritional balanced dish
- to understand that a nice-to- see and coloured dish can be healthy
- to learn how to prepare a meal that is complete in its nutritional ingredients

**MATERIALS:** - photos, book, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, reflection, pair and group work

**WARM UP:**

The students are asked to think about the food they prefer and to consider if it is balanced with vegetables, fruits, grains, protein, dairy. They are asked to work in pairs first and then in group.

**METHODOLOGY:**

The teacher writes the concept “HEALTHY DISH” on the whiteboard and elicits some responses about what it means. He/she asks them what they think a balanced menu means.

The teacher shows the students for 5 – 6 seconds, 7 or 8 photos representing different dishes and are asked to write down the answers to the following questions:

What are the first words and impressions that come to your mind when you see them?

What do you think about them?

The teacher shows the photos on the whiteboard and asks them to write and describe the dishes in a small paragraph.

Debate: The topic: What is the healthiest dish?

The students are divided in groups and prepare different healthy menus.

**REFLECTION WORKSHEET AND EVALUATION:**

QUESTION 1: What are the dishes or food that young people like?

QUESTION 2: How can people maintain good health and reduce their risk of disease?

Activity created by Italy.

## SECTION 1, ACTIVITY 7

### HEALTHY FOOD

#### THE ENGLISH CLASS

### ***“SUPERDOOPERFOODELICIOUS EATING HEALTHY IS NUTIRTIIOUS”***

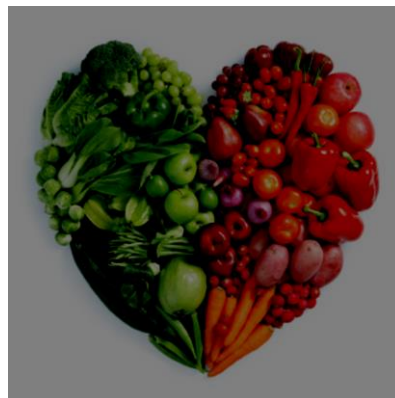
**DURATION:** 55 minutes.

**LEVEL:** Upper - intermediate.

**OBJECTIVES:**

- to become aware of their responsibility in the consumption of healthy food.
- To involve parents in school activities.

**MATERIALS:** internet, photos, cards, worksheets.



**METHODS:** brainstorming, collaborative work with the families, debate, group work.

**WARM UP:** students have been asked, in a previous session and with their parents' help, to work out at home a weekly calendar with the food they eat every day.

**METHODOLOGY:**

- The teacher writes the concepts “healthy” and “unhealthy” on the board and asks the students to organise, looking at their calendars, the food they eat in the right group.
- Students are divided into 2 groups: “The Healthy Group” and “The Unhealthy Group”.

The teacher sticks photos/cards of healthy and unhealthy food on the board and asks each group, in turns, to pick the right card for them.

- The teacher asks the students to consider whether they eat in a healthy or unhealthy way.

Debate: The topic: “How healthy do you eat?”.

<https://www.youtube.com/watch?v=FEL4CA7RNW0>

- Students are divided into collaborative groups of 4 people. Each group will be a “Healthy Food Restaurant”. They must give their restaurants an attractive name and work out a menu with starters, main courses, desserts and drinks that are healthy.

[https://www.youtube.com/watch?v=Gmh\\_xMMJ2Pw](https://www.youtube.com/watch?v=Gmh_xMMJ2Pw)

#### **REFLECTION WORKSHEET AND EVALUATION**

\*QUESTION 1: Do you eat healthy enough?

\*QUESTION 2: What would you like to change in your eating habits?

\*QUESTION 3: How can you do it?

## **REFLECTION WORKSHEET AND EVALUATION**

**NAME:**..... **DATE:**.....

**TOPIC OF REFLECTION:**.....

Question 1:.....

Answer: .....

Question 2 : .....

Answer: .....

Question 3 : .....

Answer: .....

Things I've learnt with this activity: .....  
.....  
.....

What I liked about the activity was: .....

What I didn't like about the activity was: .....

I was good at: .....

Next time, I would like to try: .....

Activity created by Spain

## SECTION 1, ACTIVITY 8

### HEALTHY FOOD “A HEALTHY FOOD FOR A WEALTHY MOOD!”

#### THE ENGLISH CLASS



**DURATION:** 55 minutes.

**LEVEL:** Upper - intermediate.

**OBJECTIVES:**

- To become aware of their responsibility in the consumption of healthy food.
- To face daily life situations related to healthy eating.

**MATERIALS:** internet, photos, cards, worksheets, items in a restaurant.

**METHODS:** brainstorming, debate, group work, role-play

**WARM UP:** students have been asked, at the end of the previous session, to bring the menus they worked out for their “Healthy Food Restaurant”.

**METHODOLOGY:**

- Each group will show its restaurant and its menu to the class. They can use different resources: songs, advertising slogans...
- The teacher asks the students to consider which restaurant they like most.

Debate: The topic: “What's your favourite restaurant? Why?”

- Role-play: Simulation (as realistic as possible) of a restaurant in the classroom. In turns, each group will perform the situation of eating at a restaurant, following the dialogue structure the teacher has shown in order to establish communication.

<https://www.youtube.com/watch?v=7Wop7lwO3Z8>

<https://www.thoughtco.com/beginner-dialogues-at-a-restaurant-1210039>

#### **REFLECTION WORKSHEET AND EVALUATION**

\*QUESTION 1: What do you usually order when you eat out?

\*QUESTION 2: What restaurant will you choose? Why?

## ***REFLECTION WORKSHEET AND EVALUATION***

***NAME:***..... ***DATE:***.....

***TOPIC OF REFLECTION:***.....

Question 1:.....

Answer: .....

Question 2 : .....

Answer: .....

Things I've learnt with this activity: .....  
.....  
.....

What I liked about the activity was: .....

What I didn't like about the activity was: .....

I was good at: .....

Next time, I would like to try: .....

Activity created by Spain

## SECTION 1, ACTIVITY 9

### HEALTHY AND RELAXING ACTIVITIES “PEACE OF MIND”

#### THE ENGLISH CLASS

**DURATION:** 60 minutes

**LEVEL:** UPPER - INTERMEDIATE

**OBJECTIVES:**

- to become aware of how important is to recover from stress and stop from thinking about difficulties and worries.
- to understand the different ways people can reach to mental serenity
- to recognize how different people find different ways to relieve from work/study pressure



**MATERIALS:** - photos, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, reflection, pair and group work

**WARM UP:**

The students are asked to think about the ways they feel comfortable, where and with whom. They are asked to ask and answer as a pair work activity. A group work activity follows.

**METHODOLOGY:**

The teacher writes the concept “relax” on the whiteboard and elicits some responses about what it means. He/she asks them what they think and feel about relaxing activities.

The teacher shows the students for 5 – 6 seconds, 7 or 8 photos representing different ways people relax and asks them to write on paper:

- a) What are the first words and impressions that come to your mind when you see them?
- b) What do you think about them?

The teacher shows the photos on the whiteboard and asks them to write and describe in a small paragraph one particular aspect about how people relax.

Debate: The topic: How do people relax during their holidays?

The students are divided in groups and plan their future summer holidays.

#### 2. REFLECTION WORKSHEET AND EVALUATION:

QUESTION 1: How do people relax during their holidays?

QUESTION 2: What is the way you recover from stress?

Activity created by Italy.



## SECTION 1, ACTIVITY 10

## HEALTHY BODY IMAGE

### “DON’T JUDGE A BOOK BY ITS COVER”

## THE ENGLISH CLASS

**DURATION: 50 MINUTES**

**LEVEL: UPPER - INTERMEDIATE**

**OBJECTIVES:**

- to become aware of their body image and others' diverse body images
- to understand the influence of media on body image
- to recognize difference, encourage acceptance and find methods of improving body image



**MATERIALS:** - photos, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, debate, group work

## WARM UP:

The students are asked to close their eyes and imagine themselves in a place where they feel relaxed. The teacher asks them to describe the place, the people who are there, the atmosphere...

## METHODOLOGY:

The teacher writes the concept “body image” on the whiteboard and elicits some responses about what it means. He/she asks them what they think and feel about their body image, what their favorite aspect of their body is, what they notice in others when they first meet.

The teacher shows the students for 5 – 6 seconds, 7 or 8 photos representing different types of people from media and asks them to write on paper:

- c) What are the first words and impressions that come to your mind when you see them?
- d) What do you think about them?

The teacher sticks the photos on the whiteboard and asks them to write and describe in a small paragraph one particular aspect they like about one of the persons in the photos and stick it under the photo.

The teacher asks the students to consider where they get their ideas about body image, who or what influences them.

Debate: The topic: How do media influence the perceptions of body image, behaviours, fashion and trends?

The students are divided in groups and create A Health Care Calendar with methods of improving body image, images and tips.

### REFLECTION WORKSHEET AND EVALUATION:

QUESTION 1: What kind of stereotypes do media promote?

QUESTION 2: What do think about the body image promoted by media and what you do in this respect?

Activity created by Romania

## SECTION 2, ACTIVITY 1

### TRADITIONAL GAMES



### THE SPORTS CLASS

**DURATION:** 50 MINUTES

**LEVEL:** Elementary; Intermediate; Upper-intermediate

### OBJECTIVES:

- To know traditional games;
- To reduce students' sedentary time during breaks and free time;
- To promote the practice of physical activity, team spirit and fun.

**MATERIALS:** rope, elastic, burlap bags, chalk; spoon, limon

**METHODS:** Execution; group work

### WARM UP:

#### 1 - Start Wheel

The teacher begins by asking students "What are the games you have played and the names of games that you have heard or seen someone play?" Teacher asks students to organize themselves into groups, and each group will present a list of known games and select a game to play in class. Playlists and games should be displayed for everyone to access..

### METHODOLOGY:

Each team presents the selected game, explaining the rules and providing all the necessary material. (The teacher may already bring a set of common gaming materials in advance).

### REFLECTION WORKSHEET AND EVALUATION:

The assessment will be made by observing compliance with the rules of the game at the time of completion.

After the experiences, students should report orally the difficulties they had while playing the game. Each group, after the experiences and oral expositions mediated by the teacher, may present:

- Suggestions with various proposals, rules, spaces, subjects and time of accomplishment.
- Strategies to minimize personal and interpersonal difficulties in order to enhance the participation of all students.

Activity created by Portugal.

## SECTION 2, ACTIVITY 2

### YOGA

#### THE SPORTS CLASS

**DURATION:** 50 MINUTES

**LEVEL:** Elementary; Intermediate; Upper-intermediate; High School

**OBJECTIVES:**

- To contribute to a healthy body and mind:

Promotes relaxation and concentration; Stimulates creativity; Increases self-esteem; Encourages correct posture; Improves physical-motor coordination; Corrects poor breathing patterns; Balances the nervous system and strengthens the immune system.

**MATERIALS:** Comfortable clothing, yoga mat

**METHODS:** demonstration and execution

**WARM UP:**

Teacher introduces yoga to students saying that it helps them establish healthy habits at an early age. Yoga can enhance child's strength, coordination and flexibility, while encouraging body awareness and self-esteem. It can reduce child's anxiety and stress and promote a sense of calmness.

**METHODOLOGY:**

It is through stories, music, games and relaxation that the teacher teaches yoga: how to live in society; respect for nature and animals; respect for each other; correct breathing; coordination of movements with music, developing concentration; relaxation using tools that will be very useful in the child's daily life, thereby improving concentration and learning. Most of all, is to make a yoga class a fun time, where the child feels loved, respected, safe and joyful, which will undoubtedly contribute to his/her happiness.

**REFLECTION WORKSHEET AND EVALUATION:**

On an individual sheet, students express their opinion:

What I liked about the activity was:.....

What I didn't like about the activity was:.....

Activity created by Portugal.



## SECTION 2, ACTIVITY 3

### SPORTS ACTIVITIES “DANCE, MUSIC AND LANGUAGE”

#### THE ENGLISH/DANCE (CLIL) CLASS

**DURATION:** 60 minutes

**LEVEL:** UPPER - INTERMEDIATE

**OBJECTIVES:**

- How Dance improves your well being
- How it helps pupils develop their personality and their capability to establish social relationships
- How dance develops self- esteem
- Learning vocabulary in context



**MATERIALS:** - photos, book, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, reflection, pair and group work

**WARM UP:**

The students are asked to think about dance and music, about the dances they are able to perform, the dances they like, about their vocabulary about dance and music.

They are asked to work in pairs to exchange what they know.

**METHODOLOGY:**

The teacher writes the concept “DANCE and WELL-BEING” on the whiteboard and elicits some responses about what it means. He/she asks them what they think of the connection between the two words. Debate follows.

The teacher shows the students for 5 – 6 seconds, 7 or 8 photos representing a traditional Apulian dance: PIZZICA and are asked to write down the answers to the following questions:

- e) What are the origins and the meaning of Pizzica?
- f) What do you think about it?

The teacher explains the steps of that dance in English in photos and asks them to imitate each step.

Dance lesson: they practice the different steps and the rules and directions are given in English. Music starts and accompanies the steps.

**REFLECTION WORKSHEET AND EVALUATION:**

QUESTION 1: What are the social skills that can be learnt from dance?

QUESTION 2: What are the words, the questions, the orders that can be used by the dance teacher?

Activity created by Italy.

## SECTION 2, ACTIVITY 4

### SPORTS ACTIVITIES “MOVEMENT AND LANGUAGE”

#### THE ENGLISH/SPORTS (CLIL) CLASS



**DURATION:** 60 minutes

**LEVEL:** UPPER - INTERMEDIATE

**OBJECTIVES:**

- How Physical Education offers the opportunity to teach life skills
- How it helps pupils develop their personality and their capability to establish social relationship
- How to develop different skills and aspects of their personality like being fair, capable of taking responsibility, being creative.

- Learning sports vocabulary in context

**MATERIALS:** - photos, book, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, reflection, pair and group work

**WARM UP:**

The students are asked to think about the sport they prefer and to check how many words they know about that sport (equipment, players, places, rules)

They are asked to work in pairs to exchange what they know.

**METHODOLOGY:**

The teacher writes the concept “SPORTS RULES” on the whiteboard and elicits some responses about what it means. He/she asks them what they think of rules in sports and in life.

The teacher shows the students for 5 – 6 seconds, 7 or 8 photos representing different sports and to look for the rules involved in each sport and are asked to write down the answers to the following questions:

- g) What are the common rules in the sports you have considered?
- h) What do you think about them? Can they be applied to social life?

The teacher shows the photos of different sports on the whiteboard and asks them to choose one of them, the one they all can play.

Match/game: They go to the gym and establish the rules.

The students are divided in teams and play the game.

**REFLECTION WORKSHEET AND EVALUATION:**

QUESTION 1: What are the social skills that can be learnt from sports?

QUESTION 2: What are the words, the questions, the orders that can be used in a gym by the players and the teacher/instructor?

Activity created by Italy.

## SECTION 2, ACTIVITY 5

### SPORT ACTIVITY “BULLYING BRILÉ”

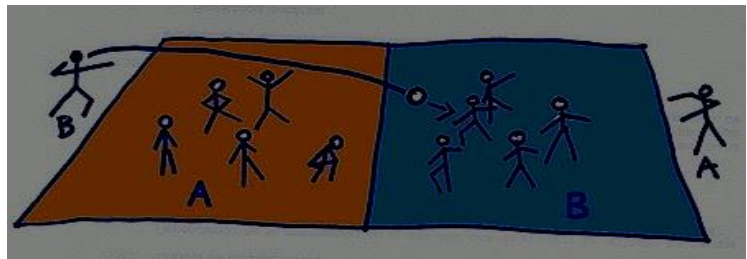
#### **THE P.E. CLASS**

**DURATION:** 55 minutes.

**LEVEL:** Upper - intermediate.

**OBJECTIVES:**

- To know Bullying basic vocabulary.
- To know phases of any Bullying cases.



**MATERIALS:** internet (Prezi presentation, Kahoot, ProProfs), cards, balls, chest guard.

**METHODS:** brainstorming, discussion, group work.

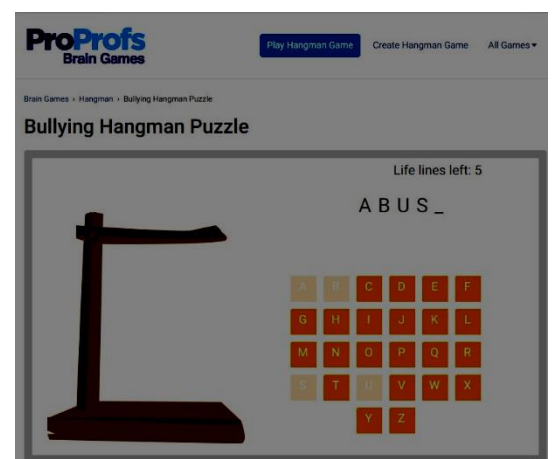
**WARM UP:** students have been asked, in a previous session about Bullying and words related to it (taunt, insult, threaten, abuse, violence, anxiety, defenceless, cry, depression, suicide) and put them in order according to the importance.

**METHODOLOGY:**

- The teacher explains what's the main objective of the game.

<https://www.youtube.com/watch?v=YmSzzVoxr7Q>

- Using a Prezi presentation, the teacher describes how to play it, the different roles and what colour each team has.
- Students are divided into 2 teams.
- Each team has an almost whole alphabet (21 players and one letter each one excluding some consonants). The teacher hands out the letters cards.
- Start the game: players throw the ball each other to touch adversaries. If anybody is touched must show the card (letter) and check in the tablet Hangman game



#### **8.- REFLECTION WORKSHEET AND EVALUATION(COOL-DOWN)**

- \*QUESTION 1: What is the first phase of Bullying?
- \*QUESTION 2: What is the last one?
- \*QUESTION 3: What is the right order of the Bullying phases?

## **REFLECTION WORKSHEET AND EVALUATION**

**NAME:**..... **DATE:**.....

**TOPIC OF REFLECTION:**.....

Question 1:.....

Answer: .....

Question 2 : .....

Answer: .....

Question 3 :.....

Answer: .....

Things I've learnt with this activity: .....  
.....  
.....

What I liked about the activity was: .....

What I didn't like about the activity was: .....

I was good at: .....

Next time, I would like to try: .....

Activity created by Spain.



## SECTION 2, ACTIVITY 6

### SPORTS AND ACTIVE LIFE “A HEALTHY MIND IN A HEALTHY BODY”

#### P. E. CLASS

**DURATION:** 2 lessons (55 minutes each).

**LEVEL:** Upper - intermediate.

**OBJECTIVES:**

- to become aware of the possibilities of physical exercise

**MATERIALS:** internet, photos, cardboard (mural).

**METHODS:** brainstorming, group work.

**WARM UP:** we introduce the importance of the physical activity using next video

[https://www.youtube.com/watch?v=yTL\\_bNvXJ9s](https://www.youtube.com/watch?v=yTL_bNvXJ9s)



**METHODOLOGY:**

- We introduce, using a few photos, the difference between sport and physical activity.
- Students are divided into 5 groups: childhood (-12), adolescence (12-18), young adult (18-40), adulthood (40-65), maturity (+65). Each group will think about different physical activities that can be performed by the people of the corresponding age.
- Students will search the web for the advantages of each physical activity chosen.
- Each group will make a mural (cardboard) explaining the most age-appropriate activities. They will explain it to their classmates.

#### 8.- REFLECTION WORKSHEET AND EVALUATION

\*QUESTION 1: Do you do enough physical activity?

\*QUESTION 2: What would you like to do to increase your physical activity?

\*QUESTION 3: What physical activity can you do with your family?



## **REFLECTION WORKSHEET AND EVALUATION**

**NAME:**..... **DATE:**.....

**TOPIC OF REFLECTION:**.....

Question 1:.....

Answer: .....

Question 2 : .....

Answer: .....

Question 3 : .....

Answer: .....

Things I've learnt with this activity: .....  
.....  
.....

What I liked about the activity was: .....

What I didn't like about the activity was: .....

I was good at: .....

Next time, I would like to try: .....

Activity created by Spain.

## SECTION 2, ACTIVITY 7

### ACTIVE LIFE “CHASE THE RABBIT”

#### PHYSICAL EDUCATION CLASS

**DURATION:** 45 MINUTES

**LEVEL:** INTERMEDIATE

**OBJECTIVES:**

- to encourage students to develop their motor skills (speed, precision..)
- to teach them how to relax and socialize through games
- to encourage their competitive spirit



**MATERIALS:** whistle, animal toys

**METHODS:** group work

**WARM UP:**

The students are instructed to form a circle and they spend 5 minutes warming up.

**METHODOLOGY:**

The teacher hands over the rabbit toy to the students on his/her right side, the goal of the game is to pass the toy as fast and precise as they can.

After a while the teacher, introduces another toy, for example a fox, and instructs the students that the rabbit should run away from the fox.

The third toy to be introduced is the wolf that chases the fox. Now the students should pass the three toy to the other students very fast. They should not have two or three toys in their hands at the same time. They have to be fast and precise so as not to drop any of the toys.

The game stops when a student has more than one toy in his/her hand or if the student drops any of the toys.

**REFLECTION WORKSHEET AND EVALUATION:**

**QUESTION 1:** Did you like the game?

**QUESTION 2:** Is the game relaxing?

Activity created by Macedonia.

## SECTION 2, ACTIVITY 8

### ACTIVE LIFE “THE BALLOON GAME”

#### PHYSICAL EDUCATION CLASS

**DURATION:** 45 MINUTES

**LEVEL:** INTERMEDIATE

**OBJECTIVES:**

- to encourage students to develop their motor skills (speed, precision..)
- to teach them how to relax and socialize through games
- to encourage their talent for music and dancing



**MATERIALS:** whistle, chairs, balloons, CD player

**METHODS:** group work, pair work

**WARM UP:**

The students warm up by running in the gym. At the sound of the whistle every student should sit on a chair. There are chairs placed in the gym, but fewer than students. So, the ones who are faster than the others and find the chairs first, stay in the game.

**METHODOLOGY:**

The teacher starts the second game. The students are divided into pairs. Each pair gets a balloon which should be placed between the students in the pair. The teacher plays music, but occasionally changes the rhythm and the type of the songs. The students should dance and follow the rhythm of the music, keeping the balloon between them all the time. If the balloon drops or accidentally pops, the pair is disqualified. The winner is the pair who stands the most.

**REFLECTION WORKSHEET AND EVALUATION:**

**QUESTION 1:** How did you feel after the game ended?

**QUESTION 2:** Was the music stimulating while you were playing the game?

Activity created by Macedonia.

## SECTION 3, ACTIVITY 1

### BULLYING X-RAY

#### THE CITIZENSHIP CLASS

**DURATION:** 50 MINUTES

**LEVEL:** Elementary; Intermediate; Upper-intermediate

**OBJECTIVES:**

-to [characterize](#) students [who engage in](#) bullying behaviors.



**MATERIALS:** 3 worksheets ( Bullying [aggressor](#) RX; bullying [victim](#) RX; bullying [bystander](#) RX)

**METHODS:** debate; group work

**WARM UP:**

The students are asked to watch the video [Silent](#) and to identify the different roles (victims, aggressors, witnesses (passive or active)). The teacher asks them to describe the place, the people who are there, the atmosphere...

**METHODOLOGY:**

The students are divided in three groups:

One group receives the activity “**Aggressor RX**”, where students are asked to try to characterize their aggressor colleagues, giving them some attributes. This sheet already includes three characteristics - manipulative, aggressive and impulsive - and there are seven spaces to be filled in by the students, with other suggestions.

Another group receives the activity “**Victim RX**” where students are asked to characterize colleagues who are victimized. There are three characteristics already included, shy, insecure and submissive, remaining seven spaces to be filled by students, with other suggestions.

Another group receives the activity “**Bystander RX**” where students are asked to characterize peers who observe bullying behavior, even if they are not directly involved in the incident. This sheet already includes three characteristics, responsible, insecure and smart, and there are seven spaces to be filled in by students, with other suggestions.

If you want to access the previous conceptions that students have of their peers, victims or observers, we suggest that you remove the three characteristics placed in the three files, so as not to bias your lines of thought with any kind of prior suggestion.

**REFLECTION WORKSHEET AND EVALUATION:**

Groups have 5 minutes to present the results of their work so that the behavioral, communicative, and relational characteristics they consider fit most into each of the three target student groups: victims, perpetrators and bystanders.

Activity created by Portugal.

## SECTION 3, ACTIVITY 2

### HOW TO BE AN ANTI-BULLYING FIGHTER

#### THE CITIZENSHIP CLASS

**DURATION:** 50 MINUTES

**LEVEL:** Intermediate; Upper-intermediate

**OBJECTIVES:**

-To identify and to characterize the behaviors of the students that favor their intervention and action to combat bullying.

**MATERIALS:** 1 worksheet

**METHODS:** debate; group work

**WARM UP:**

The students are asked to watch the video [Our special superpower](#), an animated video for students to help them learn how to be a safe and supportive bystander if they see bullying happening.



**METHODOLOGY:**

This activity works best in small groups, encouraging discussion and the emergence of creative ideas or strategies for dealing with bullying. Students are asked to identify the most important “superpowers” in the fight against bullying.

Students are invited to present the results of their work.

Freeze frame

The class work together to create a freeze frame that captures the topic “Be active against bullying”. The teacher asks the class to think of a freeze frame movement that they can all do together to show they are all taking a stand together. Teacher can suggest:

- Make the movement so it is obvious.
- Put some levels in so we can see everyone, some students may stand, and others may be on the ground.
- Use facial expressions to suggest group solidarity and standing together;
- capture the moment by taking a class photo.

**REFLECTION WORKSHEET AND EVALUATION:**

Whole class discussion:

- Why should I be an active bystander?
- How can I be an active bystander?


Teacher concludes the lesson by saying that anyone can be an active bystander and being an active bystander is important to help people when bullying happens.

After task 3, the students/teacher share the photo with others on the website of school or facebook profile, and includes a post lesson activity to demonstrate to the wider school community what the class have learnt.

Activity created by Portugal.

## How to be an anti-bullying fighter

We must all be anti-bullying fighters. What do you think could be the most important "superpowers" in this battle? (Place a proposal in each of the blank spaces.)

## SECTION 3, ACTIVITY 3

### BULLYING “BEFORE IT'S TOO LATE”

#### THE ENGLISH CLASS

**DURATION:** 50 minutes.

**LEVEL:** Upper - intermediate.

**OBJECTIVES:**

- To delve into knowledge and topic of bullying.
- To become aware of the need to report and ask for help.

**MATERIALS:** internet, photos, videos, newspaper articles.

**METHODS:** brainstorming, watching videos, debate, group work.

**WARM UP:** The students are asked to close their eyes and imagine themselves studying in a new school, in a new city. The teacher asks them to describe their feelings, the people who are there, the place, the atmosphere...

**METHODOLOGY:**

- The teacher writes the concept “Bullying” on the board and asks the students what they know, think and feel about this topic and “Cyber-bullying” too. With all the contributions, they will work out a mind map and write up a definition for both words.

To help students in this task, the teacher shows them different images in the film “Bullying”.

The are asked to work out a broucher with the mind map and the definitions which will be pasted on the classroom wall.

- Students watch 3 short videos on the topic.

<https://www.youtube.com/watch?v=916K8xRxQZw>

<https://www.youtube.com/watch?v=SpSBM2G6mGM>

<https://www.youtube.com/watch?v=3241Mrlxf5o>

- The teacher asks the students to consider the emotions and feelings the videos aroused on them

Debate: The topic: “Do you know anybody being bullied? Why do you think this happens?” “How can we help a person suffering from bullying?”

#### 8.- REFLECTION WORKSHEET AND EVALUATION

\*QUESTION 1: Has anybody bullied you ?

\*QUESTION 2: If you were in this situation, who would you ask help to?



## ***REFLECTION WORKSHEET AND EVALUATION***

***NAME:***.....

***DATE:***.....

***TOPIC OF REFLECTION:***.....

Question 1:.....

Answer: .....

Question 2 : .....

Answer: .....

Things I've learnt with this activity: .....  
.....  
.....

What I liked about the activity was: .....

What I didn't like about the activity was: .....

I was good at: .....

Next time, I would like to try: .....

Activity created by Spain.



## SECTION 3, ACTIVITY 4

### BULLYING AGAINST BULLYING, MUSIC TAKES ACTION!



<b>Subject</b>	Music
<b>Related subjects</b>	English-ICT-Art-Citizenship
<b>Class</b>	Music / ICT
<b>Duration</b>	165 minutes (3 sessions)
<b>Level</b>	Upper-intermediate
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To know what bullying is and the types we can find in our society.</li><li>• To react against bullying and prevent it through posters and music.</li><li>• Create a poster and a rap about types of bullying to be showed at the school.</li></ul>
<b>Materials</b>	Internet, cards, worksheets, paper, colour pencils, instrumental beats, audio recorder.
<b>Methods</b>	Debate, personalized learning, collaborative work, group work

### METHODOLOGY

1. WARM UP. In a previous session, students have written on the board words related to bullying in order to create their own definition.
2. We start by watching a video and showing students the meaning of the four types of bullying. Then, we divide the class into four groups and each of them has to provide a few examples of one type.

<https://www.youtube.com/watch?v=w6FfxnhRssw>

3. The teacher distributes cards with words and sentences related to the four types of bullying to the groups (hitting, threats, teasing, spreading rumours, spitting, excluding, rude comments on facebook...). Students classify according to the worksheet given.

Types of bullying	Definition	Examples
PHYSICAL		
VERBAL		
SOCIAL		
CYBER		

4. Each group of students will choose a type of bullying to illustrate in a poster. The poster has to depict one of the four types of bullying through pictures, text, etc. On the back of the poster they write 3 positive ways to change the bullying that is being displayed on the poster. (tell adult, walk away, speak up and defend yourself, stick with a buddy, etc.).
5. Students compose a rap using the words and sentences of the posters and with the support of an instrumental beat. Each group composes a verse according to the type of bullying they have worked previously.

<https://www.youtube.com/watch?v=A8ri9nw6LA4>

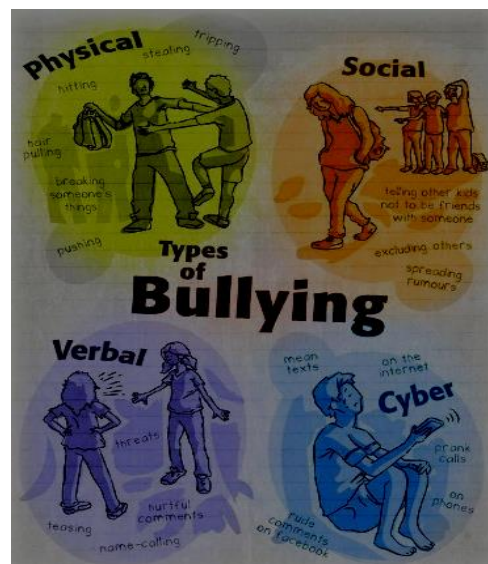
6. The productions will be showed to the other classes at the school.

### REFLECTION AND EVALUATION WORKSHEETS

REFLECTION
<b>Name:</b>
<b>Topic of Reflection: BULLYING</b>
Question 1: Have you ever been a victim of bullying?
Answer:
Question 2: What have you done to prevent bullying in your everyday life?
Answer:
Question 3: How can music help to prevent bullying?
Answer:
Question 4: What type of music would you use to do it and why?
Answer:
Question 5: Do you know any song that is dedicated to school bullying? What is the message?
Answer:

EVALUATION
Things that have changed my point of view about the topic we have dealt with.
What I liked most about this activity was...

What I didn't like about this activity was...
What I really did well was...
What I would change for the next time is...
What I would add to this activity is...



Activity created by Spain.

## SECTION 3, ACTIVITY 5

### BULLYING “THE CLOCK'S ALWAYS TICKING”

#### THE ENGLISH CLASS

**DURATION:** 50 minutes.

**LEVEL:** Upper - intermediate.

**OBJECTIVES:**

- To walk a mile in somebody's shoes.
- To become aware of the need to report and ask for help.

**MATERIALS:** internet, photos, videos, newspaper articles.

**METHODS:** brainstorming, watching videos, debate, group work.

**WARM UP:** The students are asked to tell which film related to Bullying they've seen.

**METHODOLOGY:**

- \* Students are given the synopsis of the film “Bullying” and an extract of it.
- \* After reading both texts, the teacher asks the students what they know about bullying now and what they knew before.
- \* The students are divided in groups and create a collage about different types of bullying.

<https://sites.google.com/site/bullyingpdspdi/home/un-analisis-mas-profundo>

[https://en.wikipedia.org/wiki/Bully\\_\(2011\\_film\)](https://en.wikipedia.org/wiki/Bully_(2011_film))

- \* The teacher gives the students a newspaper article about Amanda Todd's death.

Amanda is a teenager who committed suicide one month after publishing a video explaining her suffering because of bullying.

- \* Debate: In the case of Amanda, what would you have done?

- \* The students are divided in groups and create a brochure about different ways of asking for help in case of being bullied.

<https://www.newyorker.com/culture/culture-desk/the-story-of-amanda-todd>



#### REFLECTION WORKSHEET AND EVALUATION

\*QUESTION 1: What do you think about a bully's behaviour?

\*QUESTION 2: And, what about a bullied's reaction?

## ***REFLECTION WORKSHEET AND EVALUATION***

***NAME:***.....

***DATE:***.....

***TOPIC OF REFLECTION:***.....

Question 1:.....

Answer: .....

Question 2 : .....

Answer: .....

Things I've learnt with this activity: .....  
.....  
.....

What I liked about the activity was: .....

What I didn't like about the activity was: .....

I was good at: .....

Next time, I would like to try: .....

Activity created by Spain.

## SECTION 3, ACTIVITY 6

### “DEALING WITH BULLYING”

#### Class with the Psychologist

**DURATION:** 60 minutes

**LEVEL:** UPPER - INTERMEDIATE

**OBJECTIVES:** recognizing bullying and dealing with it

**MATERIALS:** - photos, book, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, reflection, pair and group work



#### WARM UP:

The students are asked to consider: Who is the bully and what is made fun for (appearance, behavior race or religion, social status, sexual identity)

They are asked to work in pairs first and then in group.

#### METHODOLOGY:

The teacher writes the concept “What does a bully bully?” on the whiteboard and elicits some responses about what it means. He/she asks them: What different types of bullying do you know? What are they like?

- Physical bullying
- Verbal bullying
- Psychological bullying
- Cyberbullying

Debate: What kind of person is the bully?

The teacher shows the students for 5 – 6 seconds, 7 or 8 photos representing different kinds of people: outgoing and aggressive; quiet and sneaky; friendly and fake. Students give their opinion and decide if bullies:

1. like to be in control of others
2. are focused on themselves
3. have poor social skills and have a hard time getting along with people
4. might not care about people, or lack empathy
5. are often insecure and bully others to make themselves feel better

#### REFLECTION WORKSHEET AND EVALUATION:

QUESTION 1: What can you do if you're being bullied or know someone who is?

QUESTION 2: What If I'm the Bully?

Activity created by Italy.

## SECTION 3, ACTIVITY 7

### “HELP THE BULLY”

#### A Class with the Psychologist

**DURATION:** 60 minutes

**LEVEL:** UPPER - INTERMEDIATE

**OBJECTIVES:** recognizing bullying and dealing with it

**MATERIALS:** - photos, book, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, reflection, pair and group work

#### WARM UP:

The students are asked to consider who the bully is and work in pairs first and then in group to share their opinions.

#### METHODOLOGY:

The teacher writes the concept “HELP THE BULLY” on the whiteboard and elicits some responses about what it means. He/she asks them: Does a bully need your help? Why?

Debate: Why do children resort to bullying?

The teacher gives students a multiple choice exercise; students give their opinion on the following reasons. The debate aims at deciding whether bullies:

- Want to be in control.
- Lack empathy and compassion for others' feelings.
- May be expressing anger about certain events in their lives.
- Have low self-esteem.
- May be trying to impress their peers.
- Come from families where parents or siblings bully and have learned this behaviour.
- Do not receive adequate parental attention or supervision.
- Have parents that do not enforce discipline.
- May be victims of bullying and are trying to retaliate.
- Feel insecure.
- Follow a crowd to fit in.
- Have friends that bully.

#### REFLECTION WORKSHEET AND EVALUATION:

QUESTION 1: How to stop a child from bullying others?

QUESTION 2: What should your parents do if someone calls you a bully?

Activity created by Italy.



## SECTION 3, ACTIVITY 8

### MANNERS ON THE SOCIAL MEDIA “DON'T @ ME”

#### ENGLISH LANGUAGE CLASS



**DURATION:** 45 MINUTES

**LEVEL:** UPPER- INTERMEDIATE

**OBJECTIVES:**

- to explore cyber-bullying
- to distinguish different ways of behavior on social media
- to recognize the difference and encourage positive behavior on social media.

**MATERIALS:** prepared drama text, internet, worksheets

**METHODS:** dramatizing, brainstorming, research, debate, group work

**WARM UP:**

The students are given prepared drama text and are asked to do the dramatization of the text in front of the class. The texts are real life situation lines with comments that real people post online. (some comments are offensive and quite shocking)

**METHODOLOGY:**

After the dramatization of the text the teacher encourages a discussion on the following questions:

Have you ever sent a mean message to someone online?

What did you say?

Would you say it to their face?

How would you feel if someone wrote something mean to one of your Facebook or Instagram posts?

Would you feel better or worse than if they said it to your face?

Does reading something mean online impact the rest of your day?

Why do you think people feel able to bully others online?

After the discussion the teacher asks the students to stand in the middle of the room. The teacher reads sentences to the students and instructs them to move to the left if they think that the sentence counts as cyber-bullying and to the right if they think it is not. Once the students take side, the teacher asks one student from each group to discuss their reasoning and justify their answer by taking into account how the person affected might feel and what the consequences would be.

This exercise should demonstrate that online behaviors are subjective, that different people have different opinions about what counts as bullying or not.

**REFLECTION WORKSHEET AND EVALUATION:**

**QUESTION 1:** Have you ever made an offensive comment to someone you do not know online? How did you feel afterwards?

**QUESTION 2:** What type of cyber-bullying do you know?

Activity created by Macedonia.



## SECTION 3, ACTIVITY 9

### MANNERS AT SCHOOL “FIGHT BACK”

#### ENGLISH LANGUAGE CLASS

**DURATION:** 50 MINUTES

**LEVEL:** INTERMEDIATE

**OBJECTIVES:**

- to learn about bullying
- to identify the victims of bullying
- to recognize bullying, to be aware of bullies, to learn how to report it and fight back.



**MATERIALS:** worksheets

**METHODS:** brainstorming, research, debate, group work

**WARM UP:**

The teacher asks the students if they have ever heard about bullying, or have ever been exposed to harassment and insults from other students.

**METHODOLOGY:**

The students are divided into groups of three. In this activity the students should play roles: a role of a bully, a role of a victim and a role of an observer. They should play each role for 10 minutes, so each student gets the chance to be the bully, the victim and the observer.

After the role play, each student should write down how he/she felt during each role. Then the teacher asks a volunteer from each group to read their impressions from the role play.

The teacher encourages discussion on following questions:

How did you feel when you acted each of the roles?

Which role was the hardest to play?

Who can be identified as the victim of bullying?

How would you feel if you were bullied for a longer period of time from someone from your school?

Are there any students in your school who tend to behave as bullies?

**REFLECTION WORKSHEET AND EVALUATION:**

**QUESTION 1:** Is there bullying in your school? Are the students the only victims of bullying?

**QUESTION 2:** Does anyone take care of the victims of bullying in your school?

Activity created by Macedonia.

## SECTION 3, ACTIVITY 10

### SOCIAL AND EMOTIONAL HEALTH „ION” BY L. REBREANU. A LITERARY CASE IN THE COURTROOM

#### Literature Class

**DURATION:** 50 MINUTES

**LEVEL:** the 11<sup>th</sup> grade



#### OBJECTIVES:

- to understand the influence of the citizens in a village community on the general opinion concerning people's lifestyle;
- to understand the importance of your own manner of thinking when taking decisions;
- to accept other people's points of view.

**MATERIALS:** - „Ion” – the film, internet, a classroom arranged as in a courtroom

**METHODS:** debate, role play, group work

**Context:** The pupils were previously asked to read the novel. The teacher asks the pupils to play a role in the lawsuit against Ion. So, there will be a judge, a prosecutor, a lawyer, Ion, peasants who defend or accuse Ion, audience. The audience will pay attention in order to defend or accuse the main character after the end of the process.

#### WARM UP:

The pupils watch a few sequences from the film “Ion” in order to understand what happened in the novel and how Ion committed a crime.

The pupils are asked to remain silent and to listen for 5 minutes to the indictment in the process. A special atmosphere is created as in a courtroom.

#### METHODOLOGY:

The teacher presents three points of view concerning the subject:

- writer's vision who said that the lack of honesty must be sanctioned;
- the tragic vision: death is not a sanction for the main character but the redemption of others' sins (the society and its mentality: the land imposes respect);
- the fatalistic vision: “so, it was written to him to live that”

The teacher asks the students to consider what the prosecutor, the lawyer and the other people said about the case and to express their own opinion in order to accuse or defend the main character.

Debate: Is the social and economic situation of a person a source of continuous fighting for survival?

#### REFLECTION WORKSHEET AND EVALUATION:

1: What would you have done to have a good social and economic situation if you were in Ion's shoes?

2: Do you think that the economic situation of a person is what counts for a better life?

Activity created by Romania.

## SECTION 3, ACTIVITY 11

### BULLYING AND ME

#### THE ENGLISH CLASS

**DURATION:** 50 MINUTES

**LEVEL:** UPPER – INTERMEDIATE

#### OBJECTIVES:

- define philanthropy as giving time, talent, and treasure and taking action for the common good.
- define bullying as repeated negative behavior with a desire to harm someone with less power (size, strength, or other perceived imbalance of power). The aggressor appears to enjoy the interaction, and the victim feels oppressed.
- identify the causes and effects of bullying behavior.
- identify bullying as a civil rights issue.

**MATERIALS:** - photos, internet, notepads, markers, worksheets

**METHODS:** brainstorming, research, debate, group work

#### WARM UP:

Anticipatory Set:

Share some of the following statistics with the students and discuss their reaction to these numbers and statements.

- 1 in 12 students who stay home from school do so because they are afraid to go to school.
- 3 out of 4 students report that they have been bullied at some time while they were in school.
- Bullying is reported as most severe in grades 7-9, with grades 4-6 being next in severity, but it can happen in any grade.
- 60 percent of victims/targets report being bullied by boys, and 40 percent report being bullied by girls.

#### METHODOLOGY:

- Give the students some defining information about bullying behavior. Bullying involves repeated negative behavior with a desire to harm someone with less power (size, strength, or other perceived imbalance of power). The aggressor appears to enjoy the interaction, and the victim feels oppressed. Discuss how bullying differs from an unkind act.
- Have students describe what bullying behavior looks like at school (in their high school or from their middle school or elementary experiences).
- Display the Forms of Bullying.
  1. Unkind remarks and name-calling
  2. Exclusion from social situations or work groups
  3. Physical contact: Hitting, kicking, or shoving
  4. Rumors and lies
  5. Damage to or theft of personal property
  6. Threats or forcing the victim to do something he or she doesn't want to do
  7. Racial, religious, or homophobic bullying
  8. Sexual bullying
  9. Cyber bullying (texting or Internet)

- Read through the list together and allow time for discussion of examples or personal observations, including how bullies benefit and why victims choose not to speak up.
- Ask the students to share their thoughts about what they believe are some of the effects of bullying behavior on the individuals involved, the school, and the community. Draw four columns on the board with the titles Bully, Victim, School Community, and Community. Write in the chart, their brainstormed ideas about the effects of bullying on these different people.
- Share with students that bullying affects how people feel about themselves, one another, and the safety of the school or community. The victims of bullying have lower attendance, grades, and graduation rates. And in extreme cases, victims react with violence or commit suicide as a direct result of bullying (Columbine Incident, Virginia Tech Shootings). Bullying affects more than the victim. The bystanders are traumatized as they agonize over how to respond. The school climate of communication and safety decreases with tolerance for bullying. The whole community is affected when its youth are violent or traumatized. Youth who bully may have violent tendencies, and aggression does not stop at the school door. People who are involved carry the issues into other areas of their lives.
- Ask the students what they would do if they saw a bully in action. Write the following options on the board:
  1. step in to help the victim,
  2. tell a teacher,
  3. ignore it so the bully doesn't get attention,
  4. ignore it so the bully doesn't pick on you,
  5. talk to the bully and/or victim later.
- Have the students share their response by holding up their hand with one of the above number of fingers (e.g., three fingers mean "ignore it so the bully doesn't get attention"). You may give some different scenarios to get different responses. Scenarios may come from the forms of bullying on the handout or some of the following examples: a sixth-grader is often knocked off his bike on the way to school, a high school student is getting beat up regularly, a girl is left out and laughed at, a hurtful rumor is passed around by text message, and a boy is regularly pushed against his locker by a classmate.
- Ask, "Why would someone try to stop bullying behavior if they weren't involved?" Ask, "Why should we care about other people's rights?" (Make sure students recognize that addressing bullying is good for the whole community.)
- Tell the students that some forms of bullying behavior may be a civil rights violation. Define civil rights as the rights of freedom (legal, social and economic equality) guaranteed by law. Discuss what freedoms or rights are taken from the victims and the larger community as a result of bullying (right to an equal and safe education, freedom from persecution based on race, religion, or gender).
- Define minorities as people who are either perceived to have less power or have had their power taken away by an oppressive group. Laws protect minorities from unfair treatment from more powerful groups, but everyone has a choice to call attention to the oppression because the less powerful person/group may not have the courage or resources to stand up to the oppressor.
- Ask how citizens should respond when they see others' rights violated. Discuss. Say, "People who stand up to injustice are called advocates, which is a form of philanthropy." Define philanthropy as giving time, talent, or treasure and taking action for the common good. Challenge the students to take action to promote empathy and address bullying behavior at school.

## **REFLECTION WORKSHEET AND EVALUATION:**

1. What are some forms of bullying?
2. How should we react when we see a bullying act?

- Activity created by Romania

## INTERNATIONAL PROJECT TEAM

*This e-book was possible due to the work and the dedication of the international team involved in this project.*

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