BUILD FUTURE, STOP BULLYING

Combat bullying against children at school.

www.scosse.org

Starting Point

In agreement with the last important researchs and recommendations of the international bodies about bullying at school, we know that this is a complex phenomenon of violence (physical or psychological; virtual (ciber-bullying) or not) that mainly occurs at school.

A complex phenomenon needs complex approach.

- **The whole school approach** involves students, teachers and parents.

A special focus will be on the understanding of the values of the "third" position that offers potential strategies to interrupt bullying as well as to prevent it.

Starting Point

- **The improvement of school policies; measures and protocols for the prevention of bullying in schools**, and, definitely, the mutual learning and sharing practices among partners in other countries.

Without school policies to combat bullying every response programme will be inefficient over the short term.

Starting Point

- **The connection between prevention of bullying and cyberbullying and the importance to work on the emotional education and on the class group cohesion.**

Work in class on the capacity to recognise and to express the emotions is important to build a Personality with high level of self-esteem and psychological resilience.

Both in bully and in his/her victim, the researchs speaks about boys or girls with low level of emotional competence.

Formal education vs non formal education

Formal education principles and approach

Formal education corresponds to the education process normally adopted by our schools and universities.

Its main character is, for the most part, punitive, obeying a mono-directional methodology that fails to stimulate students and to provide for their active participation in the process.

In general, the objectives aimed at the personal growth of students are neglected and, the basic principles of learning fail to be considered in the planning and the performance of education systems. It is not excessive to say that in the case of formal education, for the most part teachers pretend to teach; students pretend to learn; and, institutions pretend to be really catering to the interests of students and of the society.

Formal education vs non formal education

Non formal education principles and approach

It's not easy give a strict definition of non formal education, but it's possible to identify two main features:

- centralization of the process on the student, as to his previously identified needs and possibilities;
- the immediate usefulness of the education for the student's personal and professional growth.

These preliminary considerations emphasize the need clearly and objectively to establish the possible basic features of non-formal education.
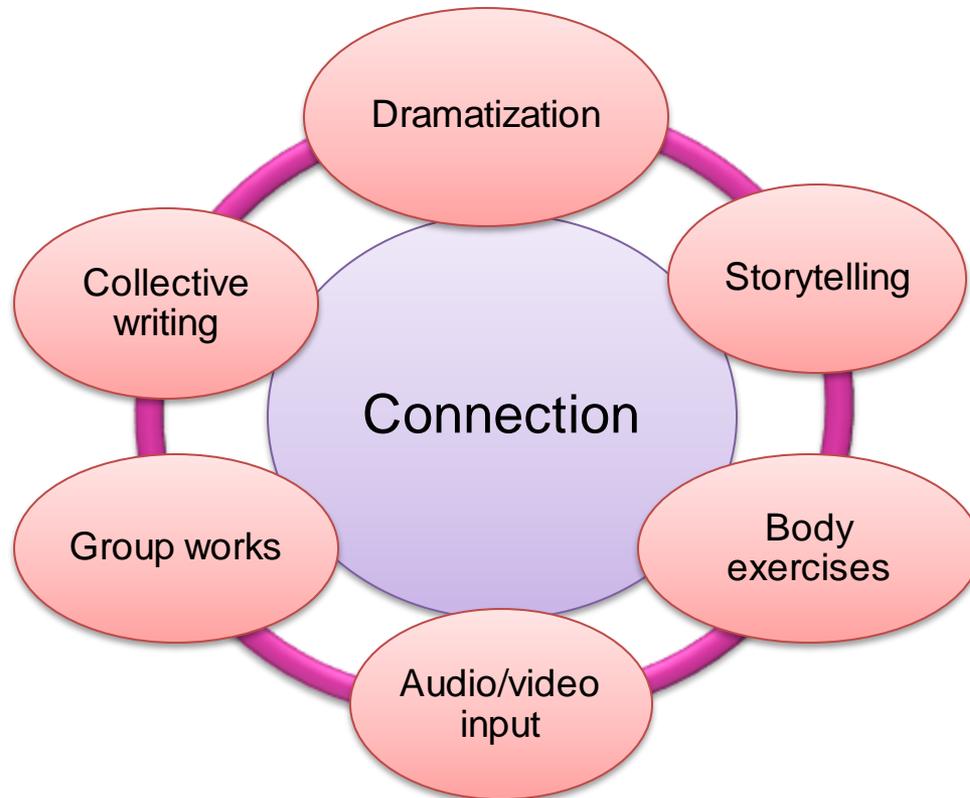
Formal education vs non formal education

As remarked by Ward and collaborators, "A comprehensive and standard definition of non-formal education is not yet available in common usage." As regards the distinction between both educational models, the same authors point out that "the implied and real distinctions between formal and non-formal education should be seen within a systematic and holistic view of education."

Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so-called non-formal education.

Tool Kit

Dramatization

Storytelling

Collective writing

Connection

Body exercises

Group works

Audio/video input

TRAINING COURSES

Students: MODULE A, 3 courses of 16 hours in 3 middle schools

Teachers: MODULE B, 1 courses of 8 hours in 3 middle schools

Families: MODULE C, 3 courses of 6 hours in 3 middle schools

OBJECTIVES

Link

Reflecting upon the system of prejudices and stereotypes that lie at the bottom of bullying in the age range taken into account and building shared paths of prevention, from the confrontation of the multitude of experiences in place.

MODULE A

Key points

The Module puts forth the idea of facing bullying and cyber-bullying through a path that leads students to express themselves and to confront in a space for sharing and interaction. The path faces the issue of (cyber)bullying through 8 steps, which start from the self and then expand to the group.

MODULE A

Steps 1/3

Introduction
- Individual and group introduction in order to reflect on the concept of identity

Stereotypes
- Experiencing the stereotypes for dismantling them through games and evocative tales

Affection
- Activity based on the recognition and expression of the emotions with the aim of stimulating a mechanism of empathy

scosse

MODULE A

Steps 2/3

BULLYNG
- Examples of 3 different types of bullying through different inputs
- We use parts of movies, songs, videos, with teenagers as main characters acting or suffering violence/discrimination/exclusion in order to impel strong emotional reactions from which they can start a debate

CYBERBULLYING
- Cyber-bullying: proposing activities which allow the students to be aware on the features of cyber-bullying on the web and to recognize them in their daily actions

RIGHTS ON THE WEB
- Remark on the dangers found on the web (sexting, on line enticement, etc…)
- Stipulation of the Online Rights Charter

MODULE A

Steps 3/3

WRITING/ CREATIVE ACTIVITY

- close examination and personal reworking of one of the main themes emerged to be shared with the group

RECAP

- report of the path followed

MODULE B

Key points

The Module puts forth the idea of involving the teachers in defining bullying and cyber-bullying phenomena starting from a reflection on the elements at stake:

- What are the factors that contribute to create a positive environment in the classroom?
- What are the factors that create, on the other hand, mechanisms for polarization, exclusion and non-communication?
- What is the teacher's role in this system of interactions?

MODULE B

Steps

FOCUS GROUP
- Presentation of the course
- Entry test for teachers/delivery questionnaires to students
- Introducing and questioning the role of the teacher

CASE STUDIES
- Project work in small groups on case study
- Return in plenary session

COUNTER MEASURES:
- Definition of countermeasure tools for short and long term

MODULE C

Key points

The Module puts forth the idea of making the families aware of (cyber)bullying sharing the path followed by students.

The active role of the families becomes thus bridge and engine at the same time for a process that stars in school, but continues outside, guaranteeing persistency and sustainability.

MODULE C

Key points

PRESENTATION

- Presentation of the project
- Case studies

FINAL EVENT

- Presentation of a final video

Associazione di Promozione Sociale

www.scosse.org
infoscosse@gmail.com