

Learning Tool Code	Title
SDG16-SDGfP	<b>Stopping bullying for stronger schools!</b>
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>- Students understand the effects of bullying;</li> <li>- Students develop solutions to stop bullying in schools;</li> <li>- Self-regulation in social behaviour;</li> <li>- To learn from others and contribute to other people's learning;</li> <li>- Ability to raise innovative ideas and non-traditional solutions;</li> <li>- Apply critical thinking and problem solving to evaluate different sources of information and arguments relevant to SDG16;</li> <li>- Respond positively towards achieving SDG16</li> </ul>	
<b>Activity details</b>	
<p>Material – white papers, markers, colour pencils, also see annex</p> <p>Duration – 3h 30 min</p> <p>Group number                      -5                      groups,                      3                      students                      each</p> <p>(5TH grade, age 10-11)</p>	
<b>Instructions</b>	
<p><b>Lesson one (1 hour)</b></p> <p>Each student is given two pieces of paper- one with a sad, red smiley and one with a happy, green smiley face on it. As the students are set the teacher reads aloud situations with different behaviour. After each situation, the students are supposed to raise one of the papers depending if they find the situation to be bad or not. (See annex)</p> <p>After the statements are all read the teacher starts a discussion.</p> <ol style="list-style-type: none"> <li>1. <i>What actions of the other child made you feel good? Why?</i></li> <li>2. <i>What actions of the other child did not make you feel good? Why?</i></li> <li>3. <i>Is a child allowed to treat you in a way that offends or hurts you?</i></li> <li>4. <i>Is an adult allowed to treat you in a way that offends or hurts you?</i></li> <li>5. <i>If someone treats you in one of the ways we mentioned, which makes you feel bad, and you do not react at all to it, what can happen?</i></li> <li>6. <i>And what will happen if you react in the same way as them?</i></li> </ol>	

## Lesson two (1h 30 min)

The teacher forms 5 groups of 3 students each. The teacher chooses five situations (from lesson one) and each group is given one of the situations to perform. One student will be the bully, one student will be the victim, and one student will be a teacher/parent. The victim addresses the bully with the phrase **"I do not like it when someone ....."** and states the abusive situation, but the bully continues so the child goes to the teacher/parent. The third child (teacher/parent) confronts both parties and asks the bully **"How would you feel if someone did..."** and states the abusive situation.

When all the performances are finished the teacher starts a discussion.

1. *Have you seen situations like these happen in your school?*
2. *How do you think situations like these affect the lives of the students?*
3. *How can these situations affect students' education?*
4. *How can these situations affect the school as an institution?*
5. *Would the students and the school show good results if they are constantly faced with such situations?*

## Lesson three (1 hour)

The teacher forms 5 groups of 3 students each, but the students are now mixed from the previous activity. Each group works on ideas on how can we stop bullying and how happy students show better results, thus the school becomes a stronger institution. They write down ideas and phrases and create posters. (The students are asked to find pictures for the posters before working on this activity).

The posters can later be made into brochures for anti-bullying campaign and spread in the school.

## Tips for the facilitator

- 1) Teacher gives sheets and invites students to participate in the activity
- 2) Teacher starts discussions and tries to ask as many students possible.
- 3) Teacher creates groups, gives assignments and explanations.
- 4) Teacher helps students create posters.

## Debriefing

Posters can be digitalized and posted on the school's website or social media to raise awareness on the topic.

### Follow-up/Inspiration for the future

Students can start an anti-bullying corner, where they can show the posters and brochures and start sessions where they can talk about the problems they may be facing and get advice on how to solve them peacefully.

### References/Further reading

[https://www.youtube.com/watch?v=OxbfjxyPEPk&ab\\_channel=UNVienna](https://www.youtube.com/watch?v=OxbfjxyPEPk&ab_channel=UNVienna)

[https://www.youtube.com/watch?v=EBQROPrum2U&ab\\_channel=United4SocialChange](https://www.youtube.com/watch?v=EBQROPrum2U&ab_channel=United4SocialChange)

[https://www.youtube.com/watch?v=xonBEFWin74&ab\\_channel=OIDP](https://www.youtube.com/watch?v=xonBEFWin74&ab_channel=OIDP)

<https://www.un.org/sustainabledevelopment/peace-justice/>

### Annex

Lesson one

Happy sad faces



Lesson one

Situations

1. You play football with your classmates. You have the ball, you shoot, but you miss. One of the kids on your team starts **screaming** at you because you have missed.
2. You really like the sharpener that the child sitting next to you has. You take it briefly just to see it up close, and the kid starts **making fun** of you with the words "What is it? Haven't you seen what a sharpener looks like?"
3. A child brought a picture book to school that you had never seen before. Another classmate wants to look as well and they **ask** if you can look at it together.
4. You are trying to solve a math problem. The result doesn't come out right. A child **shouts** at you "Wow you are so stupid."
5. A child in the class thinks you told on them to the teacher. They come to you and **pull** you by the hair.
6. You bring a picture album at school to show to your friends. A child, after seeing that you have collected more pictures than him, comes and **threatens** to tear them if you do not give him the missing pictures.
7. You go to the schoolground to play on the slide. But at the same time another child comes who wants to slide as well. He **asks** you if you can toss a coin to see who goes first.
8. On a school break you go out to play basketball with few children. At one point you try to catch the ball, but another child also goes. You crash into one another and the kid starts **cursing** you.
9. You are waiting your turn on the swing. Just when it is your turn, another child comes, **pushes** you and starts swinging.
10. Going out the door, a child inadvertently steps on your leg. They immediately **apologize** saying that they accidentally stepped on you.
11. A child in the class can't find their color pencils anywhere. You have the same as theirs, but they think you took theirs and they start **hitting** you.
12. You want to drink water, but another child starts **pulling** your clothes so he can drink first.
13. You go to get a ball to play with. As soon as you take it, another child comes and starts **pinching** your hands to release the ball.
14. You take the sponge to wipe the board. Another child who is on duty that day comes and **asks** you to give them the sponge so they can wipe the board.
15. You walk down the hall to the classroom when several children from the higher classes appear around the corner. One of them puts on their leg and you stumble, fall, and your backpack spills. The other children **laugh** at you aloud.
16. On a break with the children from the class, you discuss which game to play. You suggest a chase and all the children agree. At that moment, the friend's older brother comes, **pulls** you by the ear and says that he does not want to repeat hundred times that his brother must not run and sweat.
17. You want to see the toy that a child brought to class. At the same time, another child wants to see it also, so they **suggest** that you see it first, then give it to them when you are done.