

Lesson Plans

Croatia

Preventing Bullying in Primary Schools at the Mediterranean Region



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April, 2026



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PREMEDBULLYING LESSON PLAN 1

Lesson Plan Title

Introduction to the Four Rooms of Change: Emotions and Behaviours

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

30.4.2026.

- **Duration**

90 minutes (2 school periods)

- **Location**

School library / classroom

General Lesson Description

This introductory lesson familiarises students with the Four Rooms of Change approach through observation and discussion of four facial expressions representing different emotional states. Students explore emotions and behaviours associated with each facial expression and begin developing a shared emotional vocabulary.

The lesson focuses on recognising emotions, connecting emotions with behaviours, and creating a safe environment where students can express different interpretations and perspectives. Students' own words and ideas become the foundation for future workshops.

Lesson Objectives

- **Knowledge**

Students will:

- recognise that people may experience different emotions in different situations;
- understand that emotions can be connected to behaviours;
- recognise that people may interpret emotional expressions differently.

- **Skills**

Students will:

- identify and name emotions based on facial expressions;
- describe behaviours connected to emotional states;
- share ideas and listen to the perspectives of others;
- contribute to a shared emotional vocabulary.

- **Attitudes**

Students will:

- develop curiosity about emotions and human behaviour;
- respect different interpretations and viewpoints;
- participate in a safe and supportive learning environment.

Materials Needed

- Four facial expression illustrations (Face 1–4)
- Flipchart paper or large posters
- Markers
- Sticky notes (optional)
- Whiteboard / flipchart stand

Subject Areas

- Social and Emotional Learning
- Personal and Social Development
- Citizenship Education
- Language Development

Lesson at a Glance

Activity	Time	Method
Introduction and presentation	10 min	Discussion

Activity	Time	Method
Individual reflection and pair discussion	15 min	Individual and pair work
Group exploration of emotions	25 min	Guided discussion
Exploring behaviours connected to emotions	25 min	Collaborative work
Reflection and closing discussion	15 min	Whole-class discussion

Detailed Lesson Description

- **Activity 1: Introduction to the Workshop**
- **Purpose**

To introduce students to the workshop programme and create curiosity about emotions and behaviour.

- **Duration**

10 minutes

- **Procedure**
- Facilitators introduce themselves and explain that students will participate in a series of workshops focused on emotions, behaviour and understanding themselves and others.
- Students are informed that there are no right or wrong answers.
- Four facial expression illustrations are presented.

Activity 2: Recognising Emotions

- **Purpose**

To encourage students to identify and name emotions based on facial expressions.

- **Duration**

25 minutes

- **Procedure**
- Students are divided into two groups working separately.
- For each facial expression, students first reflect individually.
- Students then discuss their ideas in pairs.

- Finally, they share their observations with the larger group.
- Facilitators record all suggested emotion words without evaluating or filtering responses.
- Students discuss questions such as:
 - How do you think this person feels?
 - What might be happening to this person?
 - What clues helped you decide?

Activity 3: Connecting Emotions and Behaviours

- **Purpose**

To help students understand the relationship between emotions and behaviour.

- **Duration**

25 minutes

- **Procedure**

- Students continue working with the same facial expressions.
- For each emotion identified, students suggest behaviours that a person in that emotional state might display.
- Facilitators record all ideas.
- Students discuss how people may behave differently even when experiencing similar emotions.

Activity 4: Sharing and Reflection

- **Purpose**

To consolidate learning and prepare students for the next workshop.

- **Duration**

15 minutes

- **Procedure**

- Groups briefly review the emotions and behaviours they identified.
- Facilitators highlight the variety of responses and emphasise that emotions can be expressed in different ways.

- Students are informed that their ideas will be used in future workshops.

Assessment and Reflection

Assessment is based on:

- participation in discussions;
- ability to identify and describe emotions;
- ability to connect emotions with behaviours;
- contribution to the shared emotional vocabulary.
- **Reflection Questions**
- Which facial expression was easiest to understand?
- Which one was most difficult?
- Did you hear any new emotion words today?
- What did you learn about emotions and behaviour?

Expected Outcomes

Students create an initial shared vocabulary of emotions and behaviours that will serve as the foundation for future Four Rooms of Change workshops. The collected student responses provide authentic material for the development of the classroom's shared emotional language.

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PREMEDBULLYING LESSON PLAN 2

- **Lesson Plan Title**

Creating a Shared Emotional Language and Naming the Rooms

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

6.5.2026

- **Duration**

90 minutes (2 school periods)

- **Location**

School Library

General Lesson Description

This lesson builds on the work completed in the previous session using Face 1–4. Students compare and discuss the emotional vocabulary and behavioural descriptions generated by different groups. Through guided discussion, they identify similarities and differences in interpretation and gradually develop a shared understanding of the emotional states represented by each face.

The lesson culminates in a collaborative process of naming the four rooms, creating a common emotional language that will be used throughout the remainder of the programme.

Lesson Objectives

- **Knowledge**

Students will:

- recognise that people may interpret emotions differently;
- understand that emotions and behaviours can be grouped into broader patterns;
- understand the purpose of a shared emotional vocabulary.

- **Skills**

Students will:

- compare different perspectives;
- discuss and negotiate meaning with peers;
- identify common themes in emotional and behavioural descriptions;
- participate in collaborative decision-making.
- **Attitudes**

Students will:

- respect different viewpoints;
- appreciate diversity in emotional experiences;
- develop openness towards discussing emotions and behaviours.

Materials Needed

- Flipcharts from Session 1
- Face 1–4 posters
- Markers
- Sticky notes
- Whiteboard or flipchart stand
- **Subject Areas**
- Social and Emotional Learning
- Personal and Social Development
- Citizenship Education
- Language Development

Lesson at a Glance

Activity	Time	Method
Review of previous session	15 min	Whole-class discussion
Comparing group responses	25 min	Guided discussion
Identifying common themes	20 min	Collaborative work

Activity	Time	Method
Naming the four rooms	20 min	Group discussion and consensus-building
Reflection and closing	10 min	Whole-class discussion

Detailed Lesson Description

Activity 1: Revisiting Face 1–4

- **Purpose**

To reconnect students with the emotional vocabulary developed during the previous session.

- **Duration**

15 minutes

- **Procedure**

- Students review the words and behaviours collected during Session 1.
- Facilitators encourage students to identify recurring themes and patterns.
- Similarities and differences between the two groups' responses are discussed.

- **Activity 2: Comparing Perspectives**

- **Purpose**

To help students understand that emotions can be interpreted in different ways.

- **Duration**

25 minutes

- **Procedure**

- Students compare responses generated by different groups.
- Facilitators guide discussion about why different people may interpret the same facial expression differently.
- Students identify words and behaviours that appear most frequently.

- **Activity 3: Creating Shared Meanings**

- **Purpose**

To develop a common emotional language within the class.

- **Duration**

20 minutes

- **Procedure**
- Students work together to organise emotions and behaviours into broader categories.
- Facilitators support discussion and encourage justification of ideas.
- Key concepts for each room are identified.
- **Activity 4: Naming the Rooms**
- **Purpose**

To create student-generated names for the four rooms.

- **Duration**

20 minutes

- **Procedure**
- Students propose names that best represent each room.
- Suggestions are discussed and refined.
- Through discussion and consensus, the class agrees on a name for each room.
- The agreed names become part of the shared language used in future workshops.
- **Activity 5: Reflection**
- **Purpose**

To consolidate learning and prepare for the next workshop.

- **Duration**

10 minutes

- **Procedure**
- Students reflect on the process of naming the rooms.
- Facilitators highlight the importance of having a common language for talking about emotions and behaviours.
- Students are informed that the room names will be used throughout future sessions.

Assessment and Reflection

Assessment is based on:

- participation in discussion;
- ability to compare perspectives;

- contribution to the shared emotional vocabulary;
- participation in the room-naming process.
- **Reflection Questions**
- What did you learn from hearing other students' ideas?
- Was it easy or difficult to agree on names for the rooms?
- Why is it useful to have a shared language for talking about emotions?
- Which room name do you find most interesting and why?

Expected Outcomes

Students create a shared emotional language by collaboratively naming the four rooms. The agreed room names provide a foundation for future discussions about emotions, behaviour, empathy and personal change.

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PREMEDBULLYING LESSON PLAN 3

- **Lesson Plan Title**

Music and Emotions: Recognising, Naming and Understanding Feelings

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

14.5.2026

- **Duration**

90 minutes (2 school periods)

- **Location**

School Library

General Lesson Description

This lesson uses music as a tool for developing emotional awareness, emotional vocabulary and empathy. Students explore how different musical compositions influence their feelings, thoughts and memories. Through guided listening, individual reflection and group discussion, students learn to identify, name and express emotions while recognising that people may experience the same piece of music differently.

The lesson builds on the Four Rooms of Change model and encourages students to use the shared emotional language developed in previous workshops. Music becomes a safe starting point for discussing emotions before moving towards personal experiences and reflections.

Lesson Objectives

- **Knowledge**

Students will:

- recognise that music can evoke different emotions and associations;

- understand that emotional experiences are personal and subjective;
- expand their emotional vocabulary through listening and discussion;
- understand that emotions can change over time and in different situations.
- **Skills**

Students will:

- identify and name emotions experienced while listening to music;
- use emotional vocabulary to describe feelings and reactions;
- listen respectfully to the experiences of others;
- reflect on their own emotional states;
- connect emotions, experiences and behaviours.
- **Attitudes**

Students will:

- develop openness towards discussing emotions;
- show curiosity about their own and others' emotional experiences;
- respect different interpretations and perspectives;
- increase empathy through listening to others' experiences.
- **Materials Needed**
- Four Rooms of Change posters displaying the class-created room names
- Students' name magnets
- Emotion Wheel handouts
- Laptop with internet access
- Speakers
- Flipchart paper and markers
- Music playlist:
 - Ludwig van Beethoven – Für Elise
 - Richard Wagner – Ride of the Valkyries
 - Nikolai Rimsky-Korsakov – Flight of the Bumblebee
 - Frédéric Chopin – Nocturne in E-flat Major, Op. 9 No. 2

- W. A. Mozart / Sigismund Thalberg – Lacrimosa
- Edvard Grieg – In the Hall of the Mountain King

- **Subject Areas**
- Social and Emotional Learning
- Music Education
- Language Development
- Personal and Social Development
- Citizenship Education
- **Lesson at a Glance**

Activity	Time	Method
Check-in and introduction	15 min	Reflection and discussion
Breathing and grounding exercise	10 min	Guided practice
Guided music listening	30 min	Individual reflection
Discussion and emotional vocabulary building	25 min	Whole-class discussion
Check-out and reflection	10 min	Reflection circle

Total: 90 minutes

- **Detailed Lesson Description**
- **Activity 1: Check-in and Introduction**
- **Purpose**

To reconnect students with the Four Rooms of Change and prepare them for emotional exploration through music.

- **Duration**

15 minutes

- **Procedure**
- Students place their name magnets in the room that best represents how they feel at that moment.
- Facilitators invite several students to explain their choice if they wish.

- The class revisits the Four Rooms of Change and the room names they created during the previous workshop.
- Students are reminded that the Four Rooms provide a shared language for talking about feelings and behaviours.
- Facilitators introduce the theme of the lesson: exploring emotions through music.

Activity 2: Breathing and Grounding Exercise

- **Purpose**

To help students focus, relax and prepare for attentive listening.

- **Duration**

10 minutes

- **Procedure**
- Students sit comfortably and are guided through a simple breathing exercise (4-7-8 breathing).
- Students are encouraged to notice how their body feels before and after the exercise.
- Facilitators explain that slowing down and paying attention can help us better recognise our feelings.

Activity 3: Guided Music Listening

- **Purpose**

To encourage emotional awareness and help students recognise and name feelings.

- **Duration**

30 minutes

- **Procedure**
- Students receive an Emotion Wheel worksheet.
- Facilitators explain that there are no right or wrong answers.
- Students listen to six short music excerpts.
- During each excerpt students:
 - listen quietly,
 - focus on their emotional reactions,

- write down one or more emotion words,
 - record thoughts, associations or draw simple symbols if they prefer.
- Students are encouraged to focus on how the music makes them feel rather than identifying the composer or musical style.

Suggested listening sequence:

1. Ludwig van Beethoven – Für Elise
2. Richard Wagner – Ride of the Valkyries
3. Nikolai Rimsky-Korsakov – Flight of the Bumblebee
4. Frédéric Chopin – Nocturne in E-flat Major
5. W. A. Mozart / Sigismond Thalberg – Lacrimosa
6. Edvard Grieg – In the Hall of the Mountain King

Activity 4: Discussion and Emotional Vocabulary Building

- **Purpose**

To expand emotional vocabulary and explore similarities and differences in emotional experiences.

- **Duration**

25 minutes

- **Procedure**
- After each musical excerpt students share their emotional responses.
- Facilitators record emotion words on flipchart paper.
- Students compare similarities and differences in their reactions.
- Discussion focuses on:
 - which emotions appeared most frequently,
 - how different students experienced the same music differently,
 - connections between music, emotions and personal experiences.
- Facilitators encourage students to use increasingly precise emotional vocabulary.

Activity 5: Check-out and Reflection

- **Purpose**

To consolidate learning and reflect on emotional experiences.

- **Duration**

10 minutes

- **Procedure**

- Students revisit the Four Rooms posters.
- They may move their magnets if their emotional state has changed during the workshop.
- Students are invited to share one feeling, thought or insight from the lesson.
- Facilitators summarise key messages:
 - emotions can change,
 - people experience emotions differently,
 - having words for emotions helps us understand ourselves and others.

Assessment and Reflection

Assessment is based on:

- participation in listening and discussion activities;
- ability to identify and name emotions;
- use of emotional vocabulary;
- respectful listening to others' experiences;
- engagement in reflection activities.

Reflection Questions

- Which piece of music affected you the most and why?
- Which emotions appeared most often while listening?
- Did any music surprise you?
- Did you discover any new words for emotions today?
- Did someone else's interpretation help you see the music differently?

Expected Outcomes

Students expand their emotional vocabulary and develop greater awareness of their own emotions. Through music and discussion, they practise recognising, expressing and reflecting on feelings while building empathy and respect for different emotional experiences.

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PREMEDBULLYING LESSON PLAN 4

- **Lesson Plan Title**

Emotional Vocabulary, Idioms and Understanding Feelings

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

20.5.2026

- **Duration**

90 minutes (2 school periods)

- **Location**

School Library

General Lesson Description

This lesson focuses on expanding students' emotional vocabulary through idioms and metaphorical expressions commonly used in everyday language. Students explore how language can describe emotions, bodily reactions and emotional experiences. Through group discussion, collaborative meaning-making and real-life examples, students connect idioms with emotions and the Four Rooms of Change model.

The lesson also introduces a safe and anonymous reflection activity that allows students to share experiences related to school life and classroom relationships. These reflections provide valuable qualitative insights while maintaining students' emotional safety and anonymity.

Lesson Objectives

- **Knowledge**

Students will:

- recognise that emotions can be expressed through idioms and metaphorical language;
- understand connections between emotions, behaviours and bodily reactions;
- recognise that the same expression may have different meanings depending on the situation;

- strengthen their understanding of the Four Rooms of Change model.

- **Skills**

Students will:

- identify emotions represented by idioms;
- connect idioms with emotional categories;
- explain the meaning of metaphorical expressions;
- apply emotional vocabulary to real-life situations;
- work collaboratively to discuss and negotiate meaning.

- **Attitudes**

Students will:

- develop curiosity about emotions and language;
- respect different interpretations and perspectives;
- increase awareness of their own and others' emotional experiences;
- participate in a safe and respectful learning environment.

- **Materials Needed**

- Four Rooms of Change flipchart with student-created room names:
 - Fake Smijanje
 - Pravi se važan
 - Zabio gol
 - Ugodno iznenađen
- Lists of emotions and behaviours developed during previous workshops
- Post-it notes
- Magnets
- Emotion Wheel handouts
- Idiom cards (4 sets of 6 idioms)
- Flipchart paper or whiteboard
- Anonymous reflection worksheets
- Pens and pencils

- **Subject Areas**
- Social and Emotional Learning
- Language Development
- Personal and Social Development
- Citizenship Education
- **Lesson at a Glance**

Activity	Time	Method
Check-in and Emotion Wheel reflection	20 min	Discussion and reflection
Group work: Idioms and emotions	25 min	Small-group collaborative work
Whole-class discussion and connecting idioms to the Four Rooms	20 min	Guided discussion
Real-life situations and mini role-play	15 min	Group work and presentation
Anonymous reflection and closing	10 min	Individual reflection

Total: 90 minutes

- **Detailed Lesson Description**
- **Activity 1: Check-in and Emotion Wheel Reflection**
- **Purpose**

To reconnect students with the Four Rooms of Change model and reflect on emotional awareness developed since the previous workshop.

- **Duration**

20 minutes

- **Procedure**
- Students receive a post-it note, write their name and place it in the room that best represents their current emotional state.
- The facilitator invites students to observe the room names and emotional vocabulary previously developed by the class.
- Students are reminded that it is normal not to know exactly how they feel and that choosing the closest room is sufficient.
- Several students are invited to share their choice voluntarily.

- The facilitator then revisits the Emotion Wheel activity from the previous workshop.
- Students discuss:
 - whether they used the Emotion Wheel,
 - what they noticed about their feelings,
 - whether any emotions were difficult to identify,
 - whether they discovered new emotion words.
- New Emotion Wheel handouts are distributed if needed.

Activity 2: Group Work – Idioms and Emotions

- **Purpose**

To strengthen emotional vocabulary through metaphorical language and collaborative meaning-making.

- **Duration**

25 minutes

- **Procedure**
- Students are divided into four groups.
- Each group receives a set of six idioms.
- Emotional categories are displayed for reference:
 - happiness,
 - sadness,
 - anger,
 - fear,
 - surprise,
 - disgust/aversion.
- Each group is asked to:
 - read the idioms,
 - discuss their meanings,
 - connect each idiom with an emotional category,
 - identify which room it best relates to,
 - prepare a shared explanation.

- Students organise roles within the group, including reading, explaining and presenting.

Activity 3: Whole-Class Discussion – Connecting Idioms and the Four Rooms

- **Purpose**

To compare interpretations and deepen understanding of emotions, language and behaviour.

- **Duration**

20 minutes

- **Procedure**
- Discussion proceeds in a rotating format.
- One idiom at a time is presented by a student group.
- Students explain:
 - the emotional category they selected,
 - the meaning they assigned to the idiom.
- Other students are invited to offer alternative interpretations.
- The facilitator records key ideas and encourages reflection through questions such as:
 - Can the same idiom express different emotions in different situations?
 - Could this idiom belong to more than one room?
 - What behaviours might accompany this emotion?
- Students connect idioms with the Four Rooms model and previously identified emotional vocabulary.

Activity 4: Applying Idioms to Real-Life Situations

- **Purpose**

To help students connect emotional language with everyday experiences.

- **Duration**

15 minutes

- **Procedure**
- Each group selects at least one idiom from its set.
- Students create a short real-life example illustrating the idiom.

- Groups may:
 - describe the situation verbally,
 - present a brief role-play,
 - explain how the person in the situation might feel.
- Following each presentation, the class discusses:
 - which emotion is represented,
 - whether the idiom fits the situation,
 - whether another expression might also be appropriate.

Activity 5: Anonymous Reflection and Closing

- **Purpose**

To collect qualitative insights about students' experiences while providing a safe space for reflection.

- **Duration**

10 minutes

- **Procedure**

- Each student receives an anonymous reflection worksheet.
- Students are informed that they do not need to write their names.
- The facilitator emphasises that honest answers are more important than long answers.
- Students respond to the following prompts:
 - I feel good at school when...
 - School is difficult for me when...
 - I would like there to be more... in our classroom.
 - Sometimes I feel sad at school when...
- Worksheets are collected anonymously.
- The facilitator explains that responses will be used to help plan future workshops while protecting students' privacy.

Assessment and Reflection

Assessment is based on:

- participation in discussions;
- ability to identify and explain emotions;
- ability to connect idioms with emotional categories;
- application of emotional vocabulary to real-life situations;
- engagement in reflection activities.
- **Reflection Questions**
- Which idiom was easiest to understand?
- Which idiom was most difficult to interpret?
- Did you hear any new emotional expressions today?
- Can language help us better understand emotions?
- Did any idiom remind you of a real-life situation?

Expected Outcomes

Students expand their emotional vocabulary through metaphorical language and idioms. They strengthen their ability to recognise, name and discuss emotions while connecting language, behaviour and emotional experiences. The anonymous reflections provide valuable insights into students' experiences of school and classroom life and help inform future workshop planning

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PREMEDBULLYING LESSON PLAN 5

- **Lesson Plan Title**

Emotions, Idioms and Calm in the Classroom – Learning Through Play

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

27.5.2026

- **Duration**

90 minutes (2 school periods)

- **Location**

School Library

General Lesson Description

This lesson combines emotional literacy, emotional regulation and game-based learning. Building on the previous workshop about emotions and idioms, students deepen their understanding of metaphorical language connected to emotions through visualisation, discussion and a structured team quiz.

The lesson also responds directly to students' anonymous reflections from the previous workshop, where many expressed a desire for greater calm and quiet in the school environment. Students are introduced to a brief breathing and grounding technique as a practical strategy for self-regulation. Through collaborative learning and friendly competition, students strengthen their emotional vocabulary while preparing for the more active pantomime activities planned for the following workshop.

Lesson Objectives

- **Knowledge**

Students will:

- recognise emotions represented through idiomatic expressions;

- understand connections between emotions, bodily reactions and metaphorical language;
- deepen their understanding of the Four Rooms of Change model;
- recognise simple self-regulation strategies that can help create calm and focus.
- **Skills**

Students will:

- identify emotional categories connected to idioms;
- connect emotions with physical sensations and behaviours;
- participate in collaborative problem-solving and group decision-making;
- practise a simple breathing and grounding technique;
- use emotional vocabulary with increasing confidence.
- **Attitudes**

Students will:

- develop curiosity about language and emotions;
- appreciate different interpretations of emotional expressions;
- demonstrate cooperation and fair play during group activities;
- recognise the value of calm, focus and self-regulation.

Materials Needed

- Four Rooms of Change flipchart with student-created room names:
 - Fake Smijanje
 - Pravi se važan
 - Zabio gol
 - Ugodno iznenađen
- Students' post-it notes from the previous workshop
- Magnets
- Emotion category cards (3 sets):
 - happiness
 - sadness

- anger
- fear
- surprise
- disgust / aversion
- A4 papers for team names
- Flipchart or whiteboard for scoring
- Markers
- Idiom cards
- Reward (three boxes of biscuits/cookies)
- **Subject Areas**
- Social and Emotional Learning
- Language Development
- Personal and Social Development
- Citizenship Education

Lesson at a Glance

Activity	Time	Method
Check-in and reflection	15 min	Discussion and reflection
Breathing and grounding exercise	10 min	Guided practice
Guided visualisation of idioms	15 min	Visualisation and discussion
Emotions and idioms quiz	40 min	Team-based game
Pantomime teaser and closing	10 min	Demonstration and reflection

Total: 90 minutes

Detailed Lesson Description

Activity 1: Check-in and Reflection

- **Purpose**

To reconnect students with the Four Rooms of Change model and revisit emotional awareness developed during previous workshops.

- **Duration**

15 minutes

- **Procedure**

- Students locate their post-it notes from the previous workshop.
- They reflect on whether their emotional state has changed and move their post-it note if necessary.
- Several students are invited to share their choice voluntarily.
- The facilitator briefly revisits the room names and emotional vocabulary developed during previous sessions.
- Practical classroom arrangements are completed before moving to the next activity.

Activity 2: Breathing and Grounding Exercise

- **Purpose**

To introduce a simple self-regulation strategy and respond to students' expressed need for greater calm and quiet.

- **Duration**

10 minutes

- **Procedure**

- The facilitator refers to anonymous reflections collected during the previous workshop, highlighting that many students expressed a desire for more peace and quiet at school.
- Students are invited to sit comfortably with both feet on the floor.
- A short breathing exercise is introduced:
 - inhale,
 - brief pause,
 - slow exhale.
- Three breathing cycles are completed together.
- Students then participate in a brief grounding exercise by noticing:
 - their feet touching the floor,

- the chair supporting their body,
 - their breathing.
- The facilitator concludes by inviting students to reflect on whether they feel calmer than before.

Activity 3: Guided Visualisation – Understanding Idioms Through Images

- **Purpose**

To help students understand metaphorical language through mental imagery and bodily sensations.

- **Duration**

15 minutes

- **Procedure**

- The facilitator explains that idioms often sound unusual because they describe emotions indirectly.
- Students remain seated and listen to a series of emotional idioms.
- For each idiom, the facilitator briefly guides students through an imagined situation connected to the expression.

Examples include:

- My heart sank.
- Swallowing tears.
- Everything went black before my eyes.
- Frozen in place.
- My knees were shaking.
- Cold sweat.
- My stomach turned.
- Left speechless.
- Students are encouraged to imagine the situation and notice what emotions and bodily sensations might accompany it.
- Short comments and reactions are collected after selected examples.

Activity 4: Emotions and Idioms Quiz

- **Purpose**

To strengthen emotional vocabulary through active participation, cooperation and game-based learning.

- **Duration**

40 minutes

- **Procedure**

- **Team Formation**

- Students are divided into three teams.
- Each team creates a team name and receives an A4 sign displaying the name.
- Each team receives a set of coloured emotion-category cards.
- Two student assistants are appointed:
 - one keeps score,
 - one monitors whether all teams raise their cards before time expires.

- **Practice Round**

- The facilitator explains the rules.
- Two practice idioms are used without scoring.
- Students practise discussing answers and raising cards within the time limit.

- **Main Quiz**

- The facilitator reads idioms aloud one at a time.
- Teams have five seconds to discuss and select the emotion category they believe best matches the idiom.
- All team members must agree before raising their card.
- Correct answers earn points.
- Scores are recorded throughout the game.
- The sequence progresses from simpler to more challenging idioms in order to maintain engagement and confidence.

The quiz uses twenty-four idioms covering:

- happiness,
- sadness,

- anger,
- fear,
- surprise,
- disgust/aversion.

Activity 5: Pantomime Teaser and Closing

- **Purpose**

To introduce the main activity of the next workshop and maintain student motivation.

- **Duration**

10 minutes

- **Procedure**

- The facilitator explains that students will soon be using pantomime to communicate emotions and idioms.
- Several idioms are demonstrated non-verbally.
- Students guess:
 - the idiom,
 - the emotion connected to it.
- The facilitator announces that students themselves will perform pantomimes during the following workshop.
- The winning team is announced.
- A small reward is presented.
- Students are praised for their participation, teamwork and enthusiasm.

- **Assessment and Reflection**

Assessment is based on:

- participation in discussions and activities;
- ability to connect idioms with emotional categories;
- understanding of metaphorical language;
- collaboration within teams;

- engagement in self-regulation activities.

Reflection Questions

- Which idiom was easiest to understand?
- Which idiom was most difficult to interpret?
- Did imagining the situations help you understand the idioms?
- Which emotion category appeared most often?
- Did the breathing exercise help you feel calmer or more focused?

Expected Outcomes

Students deepen their understanding of emotions through idiomatic language and strengthen their emotional vocabulary. They experience a simple self-regulation technique, participate in collaborative game-based learning and prepare for more active emotional expression through pantomime in the following workshop.

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PREMEDBULLYING LESSON PLAN 6

- **Lesson Plan Title**

Emotions, Idioms and Pantomime – Learning Through Play and Movement

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

28.5.2026

- **Duration**

90 minutes (2 school periods)

- **Location**

School Library

General Lesson Description

This lesson builds on the emotional vocabulary and idiom work developed in previous workshops. Students revisit idioms connected to emotions and explore how emotions can be communicated through body language, facial expressions and movement. Through discussion, reflection and a structured pantomime game, students strengthen their understanding of emotional language while developing empathy, cooperation and non-verbal communication skills.

The lesson also reinforces the Four Rooms of Change as a shared emotional framework and introduces a short grounding activity designed to support focus, calm and self-regulation.

Lesson Objectives

- **Knowledge**

Students will:

- reinforce their understanding of idioms connected to emotions;

- recognise links between emotions, bodily reactions and metaphorical language;
- understand that the same idiom may express different emotions depending on the situation;
- deepen their understanding of the Four Rooms of Change model.
- **Skills**

Students will:

- identify emotions represented through idiomatic expressions;
- connect emotional language with real-life situations;
- communicate emotions through non-verbal expression;
- interpret body language and emotional cues;
- participate in collaborative and game-based learning activities.
- **Attitudes**

Students will:

- develop confidence when expressing emotions;
- appreciate different interpretations of emotional experiences;
- demonstrate cooperation and fair play;
- recognise the value of emotional awareness and self-regulation.

Materials Needed

- Four Rooms of Change flipchart with student-created room names:
 - Fake Smijanje
 - Pravi se važan
 - Zabio gol
 - Ugodno iznenađen
- Students' post-it notes from previous workshops
- Magnets
- Printed list of 24 emotional idioms (one copy per student)
- Additional "mixed idioms" cards
- Coloured emotion category cards

- Pantomime cards
- Box or container for drawing cards
- Flipchart or whiteboard for scoring
- Markers
- Timer or stopwatch
- Optional instrumental background music
- Small prizes (cookies)
- **Subject Areas**
- Social and Emotional Learning
- Language Development
- Personal and Social Development
- Citizenship Education

Lesson at a Glance

Activity	Time	Method
Four Rooms check-in	15 min	Reflection and discussion
Calm and focus reset	5 min	Guided grounding exercise
Revisiting and extending idioms	20 min	Discussion and analysis
Emotional idiom pantomime game	40 min	Game-based learning
Reflection and closing	10 min	Whole-class discussion

Total: 90 minutes

Detailed Lesson Description

Activity 1: Four Rooms Check-in

- **Purpose**

To reconnect students with the Four Rooms of Change and encourage reflection on their current emotional state.

- **Duration**

15 minutes

- **Procedure**

- The Four Rooms flipchart is displayed using the names created by the students:
 - Fake Smijanje
 - Pravi se važan
 - Zabio gol
 - Ugodno iznenađen
- Students locate their post-it note from the previous workshop.
- They reflect on whether their emotional state has changed and move their post-it if necessary.
- The facilitator models the process by moving her own post-it and briefly explaining her choice.
- Volunteers are invited to share their choices and reflections.
- Students are reminded that the Four Rooms serve as their shared emotional language and emotional compass.

Activity 2: Calm and Focus Reset

- **Purpose**

To help students transition into focused learning and practise a simple self-regulation strategy.

- **Duration**

5 minutes

- **Procedure**

- The facilitator refers to previous anonymous student feedback expressing a desire for more calm and quiet at school.
- Students sit comfortably with both feet on the floor.
- A short grounding activity is guided:
 - noticing their feet touching the floor,
 - placing hands on their legs,

- taking several slow breaths,
 - paying attention to physical sensations.
- Students briefly reflect on whether they feel calmer and more focused.

Activity 3: Revisiting and Extending Emotional Idioms

- **Purpose**

To reinforce previously learned idioms and introduce more complex emotional interpretations.

- **Duration**

20 minutes

- **Procedure**

- **Part A – Retrieval Practice**

- Each student receives the list of 24 emotional idioms introduced during Workshop 5.
- Students review the expressions individually.
- The facilitator asks:
 - Which idiom do you remember best?
 - Which idiom was the funniest?
 - Which idiom was the most difficult to understand?

- **Part B – Additional Idioms**

- Several new idioms are introduced.
- Students discuss:
 - possible meanings,
 - emotions connected to them,
 - situations in which they might be used.

- **Part C – Mixed Idioms**

- The facilitator introduces the concept of "mixed idioms".
- Students explore expressions that may belong to more than one emotional category depending on context, for example:
 - My skin is crawling.

- Left breathless.
 - A chill went through my heart.
 - Everything went black before my eyes.
- Students discuss different situations in which these idioms could represent different emotions.

Activity 4: Emotional Idiom Pantomime Game

- **Purpose**

To strengthen emotional understanding through movement, observation and non-verbal communication.

- **Duration**

40 minutes

- **Procedure**

- The facilitator presents coloured pantomime cards linked to emotional categories.
- Emotion category posters remain visible throughout the activity.
- Students are reminded that the goal is not acting ability but emotional understanding.

- **Rules**

- Volunteers take turns drawing a pantomime card.
- The selected idiom must be presented:
 - without speaking,
 - without making sounds,
 - without writing or spelling clues.
- One skip is allowed.
- The rest of the class guesses:
 - the idiom,
 - the emotion connected to it.
- Student assistants may support the activity by:
 - keeping score,
 - monitoring time.
- Correct guesses earn points.

- The game continues through multiple rounds using idioms from all emotional categories.

Throughout the activity the facilitator encourages students to:

- observe facial expressions,
- observe body language,
- think about emotional clues,
- connect the idiom with the Four Rooms model.

Activity 5: Reflection and Closing

- **Purpose**

To consolidate learning and reflect on the role of body language and movement in emotional communication.

- **Duration**

10 minutes

- **Procedure**

- Scores are reviewed and winners announced.
- Small rewards are distributed.
- Students discuss:
 - Which idiom was easiest to recognise?
 - Which idiom was most difficult?
 - Which pantomime was the funniest?
 - Which emotions were easiest to express without words?
- The facilitator concludes with the key message:

Emotions can be communicated not only through words, but also through facial expressions, body language and movement. Understanding these signals helps us better understand ourselves and other people.

Assessment and Reflection

Assessment is based on:

- participation in discussions and activities;

- ability to interpret emotional idioms;
- understanding of emotional categories;
- use of non-verbal communication;
- cooperation and engagement during the game.
- **Reflection Questions**
- Which idiom do you remember best?
- Which emotion was easiest to recognise?
- Did any idiom belong to more than one emotional category?
- What helped you understand a pantomime?
- What did you learn about emotions today?

Expected Outcomes

Students strengthen their emotional vocabulary and deepen their understanding of emotional idioms. Through movement and non-verbal communication, they develop greater awareness of emotional expression and improve their ability to interpret the feelings and intentions of others.

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PREMEDBULLYING LESSON PLAN 7

- **Lesson Plan Title**

How Can We Help Billy? – Empathy, Bullying Prevention and Support Networks

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

To be completed

- **Duration**

90 minutes (2 school periods)

- **Location**

School Library

General Lesson Description

This lesson introduces students to Billy, a fictional character experiencing peer bullying and social exclusion. Through discussion, visual storytelling, perspective-taking and collaborative problem-solving, students explore how bullying affects individuals and how different members of a support network can respond.

Students examine the difference between teasing, excessive teasing and bullying, discuss the influence of peer pressure, and learn about the importance of early intervention. The lesson reinforces empathy, emotional literacy and personal responsibility while encouraging students to identify concrete sources of support available both inside and outside school.

Lesson Objectives

- **Knowledge**

Students will:

- recognise the difference between teasing, excessive teasing and bullying;

- understand the concepts of empathy, prevention and intervention;
- identify different people and services that can provide support to children experiencing difficulties;
- understand the importance of seeking help before situations escalate.
- **Skills**

Students will:

- analyse a social situation from multiple perspectives;
- identify emotions experienced by a child affected by bullying;
- propose concrete actions that different people can take to provide support;
- connect emotions, behaviours and reactions to the Four Rooms of Change model;
- participate in collaborative problem-solving.
- **Attitudes**

Students will:

- develop empathy towards children experiencing bullying;
- recognise personal responsibility in creating a safe environment;
- appreciate the value of positive peer influence;
- understand that seeking help is a responsible action rather than "telling on someone."

Materials Needed

- Four Rooms of Change flipchart displaying student-created room names:
 - Fake smijanje
 - Pravi se važan
 - Zabio gol
 - Ugodno iznenađen
- Students' post-it notes
- Magnets
- Billy comic strip without text
- Billy comic strip with text
- Flipchart paper

- Markers
- Role cards:
 - Billy's Parent
 - Billy's Friend
 - Billy's Class Teacher
- Group worksheets
- Adhesive tape or magnets
- Information about Hrabri Telefon and Plavi Telefon
- **Subject Areas**
- Social and Emotional Learning
- Citizenship Education
- Personal and Social Development
- Language Development

Lesson at a Glance

Activity	Time	Method
Four Rooms check-in	15 min	Reflection and discussion
Grounding and focus exercise	5 min	Guided breathing
Teasing, bullying and peer pressure discussion	20 min	Guided discussion
Billy comic: observation and analysis	15 min	Visual literacy and discussion
Building Billy's support network	10 min	Whole-class brainstorming
Role-based group work	20 min	Small-group collaborative work
Reflection and closing	5 min	Whole-class discussion

Total: 90 minutes

Detailed Lesson Description

Activity 1: Four Rooms Check-in

- **Purpose**

To reconnect students with the Four Rooms of Change model and strengthen awareness of their own and others' emotional states.

- **Duration**

15 minutes

- **Procedure**

- Students locate their post-it notes and move them if their emotional state has changed since the previous workshop.
- Students are invited to observe not only their own position but also changes they notice among their classmates.
- Facilitators encourage reflection through questions such as:
 - Have any post-it notes moved since the last workshop?
 - What might that tell us?
 - How can we show interest and support when we notice that someone feels differently?
- Students are reminded that they may only move their own post-it note and that observing others should always be respectful.

The discussion serves as a bridge to empathy and noticing when someone may need support.

Activity 2: Grounding and Focus Exercise

- **Purpose**

To help students prepare for a more serious topic.

- **Duration**

5 minutes

- **Procedure**

- Students place both feet on the floor and sit comfortably.
- The facilitator guides several slow breathing cycles.
- Students are invited to notice:
 - their breathing,

- their feet on the floor,
 - physical sensations in their body.
- The exercise concludes with a brief reflection on feeling calmer and more focused.

Activity 3: Teasing, Bullying and Peer Pressure

- **Purpose**

To explore boundaries between joking, teasing and bullying while introducing the concepts of prevention and intervention.

- **Duration**

20 minutes

- **Procedure**

The facilitator leads a discussion using questions such as:

- What is teasing?
- When does teasing stop being funny?
- How can we tell when someone is hurt?
- When does teasing become bullying?

Students revisit the concept of empathy and discuss the meaning of:

- empathy,
- prevention,
- intervention.

The facilitator then introduces peer pressure through real-life examples and discusses both negative and positive peer influence.

- **Real-Life Situation 1: Positive Peer Pressure**

Students hear a real anonymised story about a group of classmates who prevented a student from physically attacking another student after school. Instead of encouraging the conflict, the group helped the student calm down, reflect on his emotions and consider alternative behaviours.

Discussion focuses on:

- positive peer influence,
- emotional regulation,

- using the Four Rooms of Change before acting impulsively.
- **Real-Life Situation 2: Early Intervention**

Students hear a second anonymised story illustrating how a situation involving social media, unwanted attention and threatening messages escalated because nobody sought help early enough.

Discussion focuses on:

- prevention,
- intervention,
- responsible help-seeking,
- the difference between reporting a serious concern and "telling on someone."

Activity 4: Billy's Story

- **Purpose**

To develop empathy and emotional understanding through visual storytelling.

- **Duration**

15 minutes

- **Procedure**
- **Part A – Comic Strip Without Text**

Students first receive Billy's comic strip without text.

They work in pairs or small groups and discuss:

- What is happening?
- What might Billy's problem be?
- Which image seems the saddest?
- Which image is upsetting or unfair?

Students share their observations with the class.

- **Part B – Comic Strip With Text**

Students then receive the version containing text.

The class compares their initial interpretations with the complete story.

Discussion focuses on:

- Billy's emotions,
- Billy's experiences,
- possible connections with the Four Rooms of Change,
- how bullying affects a child's feelings and behaviour.

Activity 5: Building Billy's Support Network

- **Purpose**

To identify people and services that can provide support.

- **Duration**

10 minutes

- **Procedure**

The facilitator writes "BILLY" in the centre of a flipchart.

Students brainstorm people and organisations that could help Billy.

Suggestions may include:

- parents,
- grandparents,
- friends,
- classmates,
- class teacher,
- school counsellor,
- psychologist,
- principal,
- Hrabri Telefon,
- Plavi Telefon.

Students discuss:

- Who could notice the problem first?
- Who could help most quickly?
- Who should be involved if the problem continues?

The facilitator briefly introduces support services available to children in Croatia.

Activity 6: Role-Based Group Work

- **Purpose**

To encourage perspective-taking and practical problem-solving.

- **Duration**

20 minutes

- **Procedure**

Students work in small groups.

Each group receives one of three roles:

- Billy's Parent
- Billy's Friend
- Billy's Class Teacher

Using role cards and worksheets, groups discuss:

1. How do you see Billy's problem?
2. How do you feel about what is happening?
3. How will you help Billy?

Groups also complete a support table:

| Who will you talk to? | What will you say? |

Students prepare a short presentation of their conclusions.

The activity encourages students to consider different perspectives while generating concrete support strategies.

Activity 7: Reflection and Closing

- **Purpose**

To consolidate learning and reinforce key messages.

- **Duration**

5 minutes

- **Procedure**

Groups briefly share their ideas.

The facilitator summarises key messages:

- empathy means trying to understand how another person feels;
- bullying problems should be addressed early;
- asking for help is responsible and courageous;
- positive peer pressure can prevent harm;
- everyone has a role in creating a safe school environment.

Assessment and Reflection

Assessment is based on:

- participation in discussions;
- ability to recognise bullying-related situations;
- quality of proposed support strategies;
- engagement in perspective-taking activities;
- use of emotional vocabulary and empathy.
- **Reflection Questions**
- How do you think Billy feels?
- Which person could help Billy the most?
- What is the difference between teasing and bullying?
- Why is it important to seek help early?
- What did you learn about empathy today?

Expected Outcomes

Students demonstrate increased empathy and a stronger understanding of bullying prevention, intervention and support networks. They identify concrete ways of helping a peer in difficulty and recognise the importance of early action, responsible help-seeking and positive peer influence.

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PREMEDBULLYING LESSON PLAN 8

- **Lesson Plan Title**

What Will We Take With Us to Grade 6? – Reflection, Responsibility and Class Agreements

- **School**

Primary School Žitnjak, Zagreb, Croatia

- **Target Group**

Grade 5 (Class 5.c)

- **Facilitators**

Gordana Radonić and Marijana Međugorac

- **Date**

11.6.2026

- **Duration**

90 minutes (2 school periods)

- **Location**

School Library

- **General Lesson Description**

This final workshop concludes the cycle of eight workshops by helping students reflect on what they have learned about emotions, empathy, relationships, bullying prevention and personal responsibility. Students revisit Billy's story and work in three groups representing different perspectives: Billy's parent, Billy's friend and Billy's class teacher. Through collaborative poster creation, presentations and guided discussion, students explore practical ways of helping a child experiencing bullying and identify the importance of prevention, intervention and help-seeking.

The second part of the workshop focuses on creating a shared set of agreements for the future Grade 6 class. Students reflect on their own responsibilities, the responsibilities of the class community and the role of the class teacher in creating a safe, supportive and respectful learning environment. The resulting document, *Agreements for Our Grade 6 Class*, serves as a collective commitment and a practical summary of the key lessons learned throughout the programme.

Lesson Objectives

- **Knowledge**

Students will:

- review key messages related to empathy, bullying prevention and help-seeking;
- recognise the importance of early intervention and preventing escalation of problems;
- understand that creating a positive classroom climate is a shared responsibility;
- revisit the Four Rooms of Change as a tool for understanding emotions.
- **Skills**

Students will:

- reflect on lessons learned throughout the programme;
- analyse situations from multiple perspectives;
- discuss and evaluate possible solutions to social and emotional challenges;
- formulate concrete agreements for future behaviour;
- participate in collaborative decision-making.
- **Attitudes**

Students will:

- strengthen empathy and personal responsibility;
- value cooperation and mutual support;
- recognise the importance of asking for help when needed;
- develop commitment to creating a safe and inclusive classroom community.

Materials Needed

- Four Rooms of Change flipchart displaying student-created room names:
 - Fake smijanje
 - Pravi se važan
 - Zabio gol
 - Ugodno iznenađen
- Students' post-it notes
- Magnets
- Flipchart paper
- Markers
- Role instructions:

- Billy's Parent
- Billy's Friend
- Billy's Class Teacher
- B1 posters:
 - ME
 - US AS A CLASS
 - CLASS TEACHER
- Final poster: Agreements for Our Grade 6 Class
- Squeaky toy used as a talking stick
- **Subject Areas**
 - Social and Emotional Learning
 - Citizenship Education
 - Personal and Social Development
 - Language Development

Lesson at a Glance

Activity	Time	Method
Four Rooms check-in and introduction	10 min	Reflection and discussion
Revisiting Billy's story: poster creation	10 min	Small-group collaborative work
Poster presentations and guided discussion	15 min	Presentations and discussion
Help-seeking and support networks	10 min	Whole-class discussion
Introduction to Grade 6 Agreements	5 min	Guided reflection
Creating the Grade 6 Agreements	25 min	Individual reflection and class activity
Analysis and adoption of agreements	10 min	Discussion and consensus building
Final reflection and programme closure	5 min	Reflection circle
Total: 90 minutes		

Detailed Lesson Description

Activity 1: Four Rooms Check-in and Introduction

- **Purpose**

To reconnect students with the Four Rooms of Change and prepare them for reflection on the entire workshop cycle.

- **Duration**

10 minutes

- **Procedure**

- Students locate their post-it notes and move them if their emotional state has changed.
- Students observe the positions of their classmates without moving anyone else's note.
- Volunteers are invited to share their choices.
- Facilitators encourage reflection on how students' positions may have changed throughout the workshop series.
- The Four Rooms are revisited as a shared language for understanding emotions.

The facilitator reminds students:

"Throughout these workshops we have used the Four Rooms of Change to better understand our own feelings, understand the feelings of others and become better people."

Activity 2: Revisiting Billy's Story – Poster Creation

- **Purpose**

To revisit the perspectives explored during the previous workshop and prepare visual summaries of possible support strategies for Billy.

- **Duration**

10 minutes

- **Procedure**

- Students return to the three roles explored during the previous workshop:
 - Billy's Parent
 - Billy's Friend
 - Billy's Class Teacher

- Students form three groups according to their chosen role.
- Each group receives flipchart paper and markers.
- Based on the discussions from the previous workshop, students create a poster addressing:
 1. How do you see Billy's problem?
 2. How do you feel about what is happening?
 3. How will you help Billy?
- Groups also complete a support table:
| Who will you talk to? | What will you say? |
- Groups organise their ideas and prepare for presentation.

Activity 3: Poster Presentations and Guided Discussion

- **Purpose**

To compare perspectives, identify support strategies and reinforce key messages related to empathy, prevention and intervention.

- **Duration**

15 minutes

- **Procedure**

- Each group presents its poster to the class.
- Students explain how their assigned role understands Billy's situation and what actions they would take.
- After each presentation, classmates may ask questions or add suggestions.
- Facilitators guide discussion focusing on:
 - similarities and differences between the three perspectives;
 - practical ways of helping a child experiencing bullying;
 - prevention and intervention;
 - the importance of acting before problems escalate;
 - empathy and perspective-taking.
- Students identify common themes across all three roles and discuss how different people can work together to support a child experiencing difficulties.

Activity 4: Help-Seeking and Support Networks

- **Purpose**

To reinforce the importance of seeking help and preventing escalation.

- **Duration**

10 minutes

- **Procedure**

The facilitator leads a discussion using questions such as:

- What was the most important lesson from Billy's story?
- Why is it important to react before a problem becomes bigger?
- Why is asking for help not the same as telling on someone?
- Who can help when a child has a serious problem?

Students revisit available support networks, including:

- parents,
- class teacher,
- school psychologist,
- school counsellor,
- Hrabri Telefon,
- Plavi Telefon.

The facilitator emphasises:

Asking for help is a responsible action aimed at solving a problem and protecting people from harm.

Activity 5: Introduction to the Grade 6 Agreements

- **Purpose**

To connect programme learning with future behaviour and classroom culture.

- **Duration**

5 minutes

- **Procedure**

The facilitator explains that students will now consider:

- what they want to keep from the workshops;
- what behaviours they want to strengthen;
- what kind of Grade 6 class they would like to create together.

Three posters are introduced:

- ME
- US AS A CLASS
- CLASS TEACHER

Activity 6: Creating the Grade 6 Agreements

- **Purpose**

To develop concrete commitments for the future Grade 6 class.

- **Duration**

25 minutes

- **Procedure**

Students move around the classroom and read all three posters.

Each poster contains statements related to:

- **ME**

Personal responsibility and behaviour.

- **US AS A CLASS**

Shared responsibility and classroom culture.

- **CLASS TEACHER**

Supportive practices and expectations of the class teacher.

Students:

- review the statements;
- place a check mark next to agreements they consider important;
- suggest additional ideas using the blank spaces provided;
- discuss which agreements are most important for the future Grade 6 class;

- contribute examples and ideas based on situations discussed throughout the workshop cycle.

Facilitators encourage students to think about:

- how they want to behave in Grade 6;
- how they want classmates to behave towards one another;
- what kind of support they expect from their class teacher;
- which practices from the workshops they would like to continue using in the future.

This extended activity allows students sufficient time to read, discuss, reflect and contribute to the final version of the Grade 6 Agreements.

Activity 7: Analysis and Adoption of Agreements

- **Purpose**

To identify priorities and create a shared commitment.

- **Duration**

10 minutes

- **Procedure**

The class reviews the completed posters together.

Discussion focuses on:

- Which agreements received the strongest support?
- Which ideas appear most important?
- Which agreements should definitely remain part of Grade 6?

The class teacher reflects on the agreements related to her role.

The facilitator highlights recurring themes, including:

- communication;
- empathy;
- responsibility;
- inclusion;
- help-seeking;
- using the Four Rooms of Change.

Activity 8: Final Reflection and Programme Closure

- **Purpose**

To provide closure and celebrate the completion of the workshop cycle.

- **Duration**

5 minutes

- **Procedure**

Using the squeaky toy as a talking stick, students are invited to complete one sentence:

- Today I am taking with me...
- The most important thing I learned was...
- I am proud that...
- I would like our Grade 6 class to be...

The facilitator thanks students for:

- participation;
- honesty;
- courage;
- cooperation;
- willingness to learn and support one another.

The programme concludes with appreciation for the students and the class teacher.

- **Assessment and Reflection**

Assessment is based on:

- participation in discussions and reflection activities;
- ability to analyse social situations from different perspectives;
- contribution to the Grade 6 Agreements;
- understanding of empathy, help-seeking and personal responsibility;
- engagement in collaborative decision-making.

- **Reflection Questions**

- What was the most important thing you learned during the workshops?

- What did Billy's story teach you?
- Why is it important to seek help when problems arise?
- Which agreement is most important to you personally?
- How can the Four Rooms of Change help you in the future?

Expected Outcomes

Students create a shared class document entitled *Agreements for Our Grade 6 Class*, reflecting the values, behaviours and practices they wish to continue in Grade 6. The document serves as a collective commitment to empathy, responsibility, inclusion, communication and mutual support, while reinforcing the Four Rooms of Change as a tool for understanding emotions, relationships and problem-solving.

Disclaimer

The Four Rooms of Change® is a registered methodology developed by Claes Janssen and owned by A&L Partners Consulting AB, Sweden. The programme for children and young people was developed in collaboration with Drusilla Copeland. The activities described in this lesson plan were facilitated by a certified Four Rooms of Change® practitioner within the framework of the Erasmus+ project PreMedBullying – Preventing Bullying in Primary Schools at the Mediterranean Region

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