

Lesson Plans-GREECE

Preventing Bullying in Primary Schools at the Mediterranean Region



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Lesson Plans

Preventing Bullying in Primary Schools at the Mediterranean Region



MARCH, 2026



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Lesson Plan Title "Recognizing, Understanding and Responding to Bullying by Stepping into Someone Else's Shoes"

1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Distinguish what is considered bullying and what is not.
- Identify basic forms of bullying (verbal, social, physical, cyberbullying).
- Understand the link between lack of empathy and bullying behaviours.

B. Skills

- Recognise emotions in different social situations.
- Cooperate with peers and younger children.
- Suggest safe ways of intervention as active upstanders.

C. Attitudes

- Develop empathy towards victims, perpetrators and bystanders.
- Foster attitudes of solidarity, acceptance and support.
- Reject exclusion and silence in cases of bullying.

1.2 Target Grade Level

Recommended age group: 10–11 years old (Grade 5)

1.3 Materials Needed

- Storybook "*Walking in Someone Else's Shoes*"
- Ball of yarn
- Cardboard, A4 paper
- Markers, coloured pencils

- Role cards (victim – bully – bystander)
- Short descriptions of everyday school situations
- Whiteboard / blackboard

1.4 Estimated Time

90 minutes

1.5 Subject: Social and Emotional Learning

Interdisciplinary-Transdisciplinary approaches: Language Arts, Drama Education, Visual Arts

1.6 Lesson at a Glance

- Literary stimulus & awareness raising
- Emotional processing
- Experiential learning through activity
- Reflection and connection to everyday school life

2 Detailed Lesson Description

2.1.1 Introduction to the topic – Shared Experience

Duration: 15 minutes

Grade 5 students visit the kindergarten and read the story *“Walking in Someone Else’s Shoes”* to the preschool children. The reading is expressive and uses simple language so that it is engaging and understandable.

A short discussion follows with the preschoolers, focusing on questions such as:

- “How did the character feel?”
- “What changed when the character tried to step into someone else’s shoes?”

The Grade 5 students then return to their classroom and discuss the question:
“When did I feel that someone truly understood me?”

The concept of empathy is introduced in simple terms and connected to everyday school life.

2.1.2 Processing Emotions and Relationships

2.1.2.1 Title of 1st Activity : The Empathy Yarn

Purpose: Creating a sense of safety and connection within the group.

Duration: 15 minutes

Material: Ball of yarn

Steps:

Students exchange positive messages while passing the yarn, creating a visual network of connection. The activity highlights the importance of group cohesion and mutual support.

Students then draw and present emotions they experience at school and discuss ways to support someone who feels fear, sadness or loneliness. The teacher connects the discussion to bullying, emphasising that bullying often occurs when we ignore the emotions of others.

2.1.2.2 Title of 2nd Activity : Emotional Cards

Purpose: Recognition and understanding of emotions.

Duration: 15 minutes

Material: A4 paper, markers

Steps:

- Each student draws an emotion they have experienced at school.
- They present their card to the group.
- The class discusses how they can help someone who feels this way.

2.2 Activity Title: “If I Were in Their Shoes...”

Duration: 25 minutes

2.2.1 Activity Title: Perspective-taking in Bullying Situations

Purpose:

The activity aims to cultivate empathy among Grade 5 students through the exploration of bullying situations from different perspectives. Students are encouraged to understand the feelings and needs of the victim, the bully and the bystander, and to recognise the role of the bystander as a key factor in bullying prevention.

The activity builds on the students’ previous experience of visiting the kindergarten and reading the story “*Walking in Someone Else’s Shoes*”, using it as a trigger for deeper reflection and perspective-taking.

Duration: 25 minutes

Material:

- Role cards: victim, bully, bystander
- Short descriptions of everyday school situations (oral or written)
- A4 paper or flipchart paper
- Markers
- Board

Steps:

1. Introduction – Linking to previous experience (5’)
The teacher reminds students of the message of the story “*Walking in Someone Else’s Shoes*” that they read to the preschoolers, highlighting the importance of understanding another person’s perspective.

2. Presentation of a scenario (5')
A short and realistic school situation related to bullying is presented (e.g. social exclusion, teasing, mocking).
3. Group work with roles (10')
Students are divided into small groups, each assigned a role (victim, bully or bystander). They discuss and record:
 - how the child in that role feels,
 - what they might be thinking,
 - what they need at that moment.
4. **Presentation and discussion** (5')
Groups present their conclusions. The teacher facilitates the discussion, placing emphasis on the role of the bystander and the importance of empathy in preventing bullying.

2.3 Reflection – Evaluation

Duration: 25 minutes

2.3.1 Activity Title: “What I Keep – What I Change”

Purpose:

This activity aims to encourage reflection among Grade 5 students on what they experienced and processed during the lesson and to evaluate their understanding and attitudes towards bullying. Students are invited to connect empathy with their own school reality and to recognise personal choices and behaviours that contribute to bullying prevention.

Duration: 20 minutes

Material:

- A4 paper or small slips of paper
- Pencils or markers
- Board

Steps:

1. Circle discussion – Oral reflection (10')
Students sit in a circle and the teacher poses guiding questions such as:
 - “What did I think today that I hadn’t thought about before?”
 - “When did I truly feel that I stepped into someone else’s shoes?”
 - “Which role (victim, bully, bystander) felt most difficult and why?”

2. Individual written reflection – Attitude evaluation (5')

Each student individually completes one of the following sentences:

- “I understood that empathy means...”
- “If I see someone being hurt at school, I can...”

3. **Closure** – **Connection to everyday school life** (5')

The teacher summarises the key points and emphasises that empathy is not only a feeling, but also an attitude and an action that contributes to bullying prevention. Optionally, students may share one thought or personal commitment with the group.

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Lesson Plan Title" Communication and Interpersonal Relationships – Enhancing Children’s Communication Skills"

1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Identify the basic elements of the communication process (sender, receiver, message, feedback).
- Distinguish between verbal and non-verbal communication and understand their role in interpersonal relationships.
- Understand the importance of communication for cooperation and effective group functioning.
- Recognize that a person’s role and social position influence the way they communicate.

B. Skills

- Interpret verbal and non-verbal communication cues through images, facial expressions, and body language.
- Collaborate effectively in group activities by expressing opinions, making decisions, and resolving disagreements through dialogue.
- Adapt their communication style according to different roles and communication contexts.

Γ. Attitudes

- Demonstrate respect and empathy towards the feelings, opinions, and perspectives of others.
- Develop a positive attitude towards communication and cooperation as key elements of healthy interpersonal relationships.

1.2 Target Grade Level

Recommended age group: 10–11 years old (Grade 5)

1.3 Materials Needed

- A set of images depicting stories or communication situations (e.g. fairy tales, comics, photo stories).
- Paper cups (50–100 per group).

- Cards with short texts or greetings (e.g. “Happy New Year”, “Merry Christmas”).
- Paper sheets and pencils / markers.
- Whiteboard and markers (optional).

1.4 Estimated Time

90 minutes

1.5 Subject: Communication and Interpersonal Relationships

Interdisciplinary-Transdisciplinary approaches:

- Language Arts (oral expression, storytelling, meaning-making).
- Social and Emotional Learning (cooperation, empathy, emotional awareness).
- Drama / Theatre Education (role-playing, expression, non-verbal communication).

1.6 Lesson at a Glance

- Students explore verbal and non-verbal communication through experiential and cooperative activities.
- They develop collaboration skills, role awareness, and empathy, leading to reflection and synthesis of learning.

2 Detailed Lesson Description

2.1 Introduction to the topic

Duration: 5 minutes

The teacher presents images depicting communication situations without spoken words and asks students to observe facial expressions, gestures, and body posture. A short discussion follows about what might be happening in the images, introducing the concept of non-verbal communication.

2.1.1 Title of 1st Activity “Guess What They’re Saying”

Purpose: To understand the importance of non-verbal communication and to develop the ability to interpret emotions and situations through images.

Duration: 20 minutes

Material: A sequence of images forming a story without captions, paper and pencils.

Steps:

1. Students are divided into three groups.
2. The teacher presents a series of images that form a story without verbal explanation.
3. Each group observes the images and writes its own version of the story based on non-verbal communication cues.
4. A representative from each group reads the story to the class.
5. A discussion follows focusing on how non-verbal elements helped shape each story.

2.1.2 Title of 2nd Activity “The Tower of Cooperation”

Purpose: To understand the value of communication in improving cooperation and to become familiar with different ways of working collaboratively.

Duration: 20 minutes

Material: Paper cups (50–100 per group).

Steps:

1. Students are divided into groups of 4–6.
2. Each group is asked to build the tallest, most stable, and most creative tower using only paper cups.
3. The construction time is limited to 7 minutes.
4. When time is up, groups present their towers and share whether they completed the task.
5. Reflection and discussion follow regarding teamwork and communication.

2.2 Processing – Deepening Understanding

Duration: 20 minutes

2.2.1 Title of 1st Activity “Who Said What?”

Purpose: To recognize different communication styles depending on roles, develop empathy, and understand different perspectives.

Duration: 20 minutes

Material: Cards with short greetings (e.g. “Merry Christmas”).

Steps:

1. Students are divided into three groups.
2. Each group receives the same short text.
3. Each group is assigned a different role (e.g. politician, singer, student, priest).
4. Groups read the text using verbal and non-verbal communication appropriate to their role.
5. The other groups try to guess each role.
6. A class discussion follows on how roles influence communication

2.3 Reflection & Synthesis

Duration: 25 minutes

2.3.1 Title of 1st Activity “Communication in Practice”

Purpose: To reflect on and synthesize the knowledge and experiences gained during the lesson, and to raise awareness of effective communication in interpersonal relationships and cooperation.

Duration: 20 minutes

Material: Worksheet or A4 paper, pencils or markers.

Steps:

1. Students work individually or in small groups.
2. They write down:
 - one verbal or non-verbal communication element that helped them understand others better,
 - one important cooperative behavior,
 - one example of how understanding another person’s perspective improves communication.
3. Students may voluntarily share their thoughts with the class.

4. The teacher records key points and connects them to previous activities.

2.3.2 Title of 2nd Activity “Lesson Review and Closure”

Purpose: To review the key concepts of the lesson, connect activities to students’ everyday experiences, and reinforce the importance of effective communication and cooperation.

Duration: 5 minutes

Material: Whiteboard and marker (optional).

Steps:

1. The teacher asks students to share what they learned about verbal and non-verbal communication, cooperation, and the impact of roles on communication.
2. Key ideas are briefly written on the board.
3. The teacher summarizes the lesson, highlighting the importance of understanding others’ perspectives in everyday school and social life.

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Lesson Plan Title" Recognising and Managing My Emotions"



1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Identify basic and complex emotions (e.g. joy, sadness, anger, fear) in everyday school situations
- Understand the connection between emotions, thoughts and behaviour

B. Skills

- Express their emotions verbally and in socially appropriate ways
- Apply simple emotion regulation strategies (e.g. breathing techniques, pause, verbal expression)

Γ. Attitudes

- Develop respect and acceptance towards their own emotions and the emotions of others
- Adopt a positive attitude towards cooperation and peaceful conflict resolution

1.2 Target Grade Level

Recommended age group: 10–11 years old

1.3 Materials Needed

- Emotion cards and an emotions wheel (printed or digital)
- Computer, projector and short audiovisual clips
- Paper and pencils for anonymous written activities
- Whiteboard and markers

1.4 Estimated Time

90 minutes

1.5 Subject: Skills Workshops – Life Skills

Interdisciplinary-Transdisciplinary approaches:

- Social and Emotional Learning
- Language Arts (oral expression and communication)
- Citizenship Education
- Psychosocial development

1.6 Lesson at a Glance

- Recognition, understanding and expression of emotions through experiential activities and real-life school experiences
- Development of empathy and basic emotion management skills as a means of preventing conflict and bullying

2 Detailed Lesson Description

2.1 Introduction to the topic

Duration: 30 minutes

2.1.1 Title of 1st Activity “How Do I Feel Today?”

Purpose: To engage students and help them begin recognising and naming their emotions.

Duration: 5 minutes

Material: Emotion cards or whiteboard

Steps:

- The teacher presents basic emotions.
- Students verbally choose an emotion that best describes how they feel at that moment.
- Emphasis is placed on the idea that all emotions are valid and acceptable.

2.1.2 Title of 2nd Activity “Emotions in Everyday School Life”

Purpose: To help students recognise emotions through audiovisual stimuli, observe verbal and non-verbal cues, and connect them to school experiences.

Duration: 25 minutes

Material:

- 3–4 short clips from children’s films or series set in school environments
- Computer / projector

Steps:

- The teacher presents 3–4 short video clips (30–60 seconds each).
- After each clip, students identify:
 - the emotion experienced by the main character,
 - the cues revealing it (facial expressions, body posture, tone of voice).
 - Students discuss their observations in pairs or small groups.
 - A whole-class discussion follows, and key emotions are recorded on the board.
 - The teacher connects the discussion to students’ own school experiences.

2.2 Recognition and Understanding of Emotions

Duration: 35 minutes

2.2.1 Title of 1st Activity “The Emotions Wheel”

Purpose: To help students recognise basic and complex emotions and understand differences in emotional intensity and expression.

Duration: 15 minutes

Material:

- Emotions wheel (printed or digital)
- Whiteboard and markers

Steps:

- The teacher presents the emotions wheel and explains its structure.
- Students identify emotions they already know.
- Discussion follows on how one basic emotion can appear in different forms.
- Students select one emotion from the wheel and relate it to a school experience.

2.2.2 Title of 2nd Activity “Our Experiences and the Emotions They Create”

Purpose: To help students realise that common school experiences may evoke different emotions and to cultivate empathy.

Duration: 20 minutes

Material:

- Small pieces of paper and pencils
- A box or envelope

Steps:

- Students anonymously write a short pleasant or unpleasant school experience.
- All papers are collected, mixed and placed in a box.
- Each student randomly selects one paper and reads it silently.
- Students reflect on which emotions the described person might be experiencing.
- A whole-class discussion follows, linking experiences to emotions from the emotions wheel.

2.3 Emotion Management and Expression

Duration: 15 minutes

2.3.1 Title of 1st Activity “How Can I Manage What I Feel?”

Purpose: To introduce students to basic emotion regulation strategies and strengthen self-regulation skills.

Duration: 15 minutes

Material:

- Presentation of suggested strategies (e.g. deep breathing, pause, talking to a trusted adult)

Steps:

- The teacher briefly presents basic emotion regulation strategies.
- Students discuss when and how each strategy can be applied.
- Each student selects one strategy they believe would help them most.

2.4 Assessment and Reflection

Duration: 10 minutes

2.4.1 Title of 1st Activity “What I Take Away from Today’s Lesson”

Purpose: To promote reflection and evaluate students’ learning experience.

Duration: 10 minutes

Material: Oral reflection circle.

Steps:

- Students are invited to share or write one thing they learned or found meaningful.
- Volunteers share their thoughts with the class.
- The teacher summarises the key points of the lesson.

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Lesson Plan Title" Building a Positive Self-Image and Self-Esteem"

1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Understand that each person has unique characteristics and qualities.
- Recognize how comparisons and labels influence self-image and self-esteem.

B. Skills

- Identify and express personal strengths and characteristics.
- Distinguish between their own self-perception and others' opinions.
- Reflect critically on positive and negative labels.

Γ. Attitudes

- Develop respect for their own uniqueness and that of others.
- Demonstrate openness toward diversity.
- Strengthen self-respect and emotional awareness.

1.2 Target Grade Level

Recommended age group: 10–11 years old (5th Grade Primary School)

1.3 Materials Needed

- Two contrasting but equally appealing images (e.g., butterflies, sunsets, dolphins, flowers)
- Small slips of paper with positive and negative personality traits (for drawing lots)
- “Magic Mirror” worksheet (three-panel template)
- Paper and pencils

1.4 Estimated Time

90 minutes

1.5 Subject: Social and Emotional Learning (SEL) – Life Skills Education

Interdisciplinary-Transdisciplinary approaches: Language (oral expression and reflective writing), Social Studies, Citizenship Education

1.6 Lesson at a Glance

- Students explore uniqueness and the impact of comparison.
- Students reflect on how labels and others' opinions shape self-image.
- Students examine self-perception, social perception, and ideal self.
- Students strengthen positive self-esteem as a protective factor against bullying.

2 Detailed Lesson Description

2.1 Introduction to the topic

The teacher invites students to reflect silently for one minute on the question:

“What makes a person stand out?”

Students share brief responses, which are recorded on the board without commentary.

The teacher then poses open-ended questions:

- Do all people stand out in the same way?
- Can two people be different and equally valuable?
- Who decides what is “better” or “worse”?

No conclusions are given. The teacher simply says:

“Let’s explore this further.”

Duration: 10 minutes

2.1.1 Title of 1st Activity “We Are Unique”

Purpose: To initiate reflection on comparison and diversity.

Duration: 15 minutes

Material: Two contrasting but equally appealing images.

Steps:

1. The teacher presents two different images without explanation.
2. Students vote silently for the one they prefer.
3. Discussion questions:
 - Which image received more votes?
 - Does that mean it is better?
 - Is it possible that both are beautiful in different ways?
 - What happens when we compare people the same way?
4. The teacher does not provide final answers but allows students to draw initial conclusions.

2.2 Exploring Labels and External Perceptions

Duration: 20 minutes

2.2.1 Title of 1st Activity “One by One”

Purpose: To explore how labels affect self-image.

Duration: 20 minutes

Material: Slips of paper with positive and negative personality traits.

Steps:

1. Each student draws one slip randomly.
2. The student states whether the trait reflects them or not.
3. If they wish, they may briefly share an example.
4. Discussion questions:
 - How often do others describe us in ways that are not accurate?
 - Are negative labels more powerful than positive ones?
 - How might repeated negative labels affect someone?
 - Who ultimately decides who we are?
5. The teacher ensures a safe environment and reminds students that the trait drawn is random and does not define them.

2.3 Deepening Self-Reflection

Duration: 30 minutes

2.3.1 Title of 1st Activity “The Magic Mirror”

Purpose: To understand how self-image is formed through different perspectives.

Duration: 30 minutes

Material: “Magic Mirror” worksheet (three-panel template).

Steps:

1. Students receive a three-panel worksheet shaped like a mirror.
2. In the first panel, they write three traits they believe describe themselves.
3. In the second panel, they write three traits they believe others attribute to them.
4. In the third panel, they write three traits they would like to develop.
5. Reflective discussion:
 - How important is others’ opinion in shaping our self-image?

- Do others' views always match how we see ourselves?
- What influences us the most?
- How can we manage differences between self-perception and others' opinions?

2.4 Strengthening Positive Self-Esteem

Duration: 15 minutes

2.4.1 Title of 1st Activity "My Strength Statement"

Purpose: To reinforce positive self-perception.

Duration: 15 minutes

Material: Paper and pencils.

Steps:

1. Students complete the sentence: "I feel proud of myself because..."
2. Volunteers share their statement.
3. The teacher highlights that self-esteem grows when we recognize our strengths and do not allow negative labels to define us.

2.5 Assessment and Reflection

Duration: 10 minutes

2.5.1 Title of 1st Activity "One Word Reflection"

Purpose: To encourage emotional reflection and consolidate learning.

Duration: 5 minutes

Material: None (oral activity).

Steps:

Each student shares one word describing how they feel after the lesson.

2.5.2 Title of 2nd Activity "Exit Reflection"

Purpose: To evaluate understanding.

Duration: 5 minutes

Material: Small slips of paper.

Steps:

- Students anonymously answer one of the following questions:
 - What did I learn about myself today?
 - What will I try to remember when someone labels me negatively?
- The teacher collects responses for formative assessment.

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Lesson Plan Title" I Recognize and Manage My Stress"

1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Understand that stress is a natural emotion with varying levels of intensity.
- Recognize that individuals experience the same stressful situation differently.

B. Skills

- Rank situations according to the level of stress they cause.
- Propose constructive and functional strategies for managing stressful situations.
- Seek help when a situation exceeds their coping capacity.

C. Attitudes

- Accept individual differences in emotional responses.
- Develop empathy and a willingness to support others.
- Strengthen their sense of personal competence and self-efficacy.

1.2 Target Grade Level

Recommended age group: 5th Grade of Primary School (10–11 years old)

1.3 Materials Needed

- Worksheets with 10 stressful situations
- Paper scales numbered 1–10
- Cardboard figures (Themis & Melina)
- Sheets of paper
- Markers

1.4 Estimated Time

90 minutes

1.5 **Subject:** Life Skills – Social and Emotional Learning (SEL)

Interdisciplinary-Transdisciplinary approaches: Language (oral expression), Social Studies, Health Education

1.6 Lesson at a Glance

- Stress does not have the same intensity for everyone.
- There are constructive ways to manage stress, and we can ask for help.

2 Detailed Lesson Description

2.1 Introduction to the topic

Duration: 10 minutes

2.1.1 Title of 1st Activity “Exploring the Meaning of Stress”

Purpose: To activate prior knowledge and introduce the concept of stress.

Duration: 7 minutes

Material: Board and markers

Steps:

1. The teacher asks: What does “stress” mean?
2. Students describe how they know they are feeling stressed.
3. The teacher records key words on the board.

2.1.2 Title of 2nd Activity “Guiding Question”

Purpose: To introduce the idea of individual differences in experiencing stress.

Duration: 3 minutes

Material: -

Steps:

1. The teacher asks: “Do the same things cause the same level of stress for everyone?”
2. Brief open discussion without giving final answers.

2.2 Understanding the Levels of Stress

Duration: 30 minutes

2.2.1 Title of 1st Activity “The Stress Ladder”

Purpose: To understand stress levels and individual differences.

Duration: 25 minutes

Material:

- Worksheets with 10 stressful situations

- Paper scales (1–10)
- Board and markers

Steps:

1. Students receive the worksheet.
2. They rank the situations individually from least stressful to most stressful.
3. A scale from 1–10 is displayed on the board.
4. Each student marks:
 - At 1: the least stressful situation
 - At 5: a moderately stressful situation
 - At 10: the most stressful situation
5. Differences are observed and briefly discussed.

2.2.2 Title of 2nd Activity “Discussion and Processing”

Purpose: To highlight individual differences in evaluating stressful situations.

Duration: 5 minutes

Material: Board

Steps:

Discussion prompts:

- Was it easy or difficult to rank the situations?
- Are all situations equally stressful for everyone?
- What influences how we evaluate a situation?
- Why is it important to recognize these differences?

2.3 Strategies for Managing Stressful Situations

Duration: 25 minutes

2.3.1 Title of 1st Activity “Helping Myself – Helping Others”

Purpose: To encourage students to suggest constructive coping strategies.

Duration: 20 minutes

Material:

- Cardboard figures (Themis & Melina)
- Sheets of paper for each group
- Board

Steps:

1. The teacher presents the story: Themis and Melina lost their puppy and started blaming each other.
2. The class is divided into three groups (A, B, C).
3. Each group proposes ways to help the children manage the situation more effectively.
4. Suggestions are presented and recorded on the board in three columns.

2.3.2 Title of 2nd Activity “Evaluating the Solutions”

Purpose: To help students identify more functional coping strategies.

Duration: 5 minutes

Material: Board

Steps:

Discussion prompts:

- Why were the children upset?
- How did they initially handle the situation?
- Which solution seems more constructive and why?
- Why are there different approaches?

2.4 Asking for and Offering Help

Duration: 15 minutes

2.4.1 Title of 1st Activity “A Little Help”

Purpose: To help students realize they can manage stress and seek support.

Duration: 12 minutes

Material:

- Sheets of paper
- Markers

Steps:

- Students draw the outline of their hand.
- Inside the hand, they write 1–2 stress-management strategies they use.
- Outside the hand, they write how they could help someone who feels stressed.
- Students present their ideas, and they are recorded on the board.

2.4.2 Title of 2nd Activity “Support Discussion”

Purpose: To recognize the importance of seeking help when needed.

Duration: 3 minutes

Material: -

Steps:

Discussion prompts:

- How does sharing our difficulties help us?
- What should we do when a situation feels overwhelming?
- Which trusted adults can we turn to?

2.5 Assessment and Reflection

Duration: 10 minutes

2.5.1 Title of 1st Activity “One Step I Will Keep”

Purpose: To internalize a personal coping strategy.

Duration: 5 minutes

Material: Small slips of paper

Steps:

Students complete the sentence: “When I feel stressed next time, I will try to...”

2.5.2 Title of 2nd Activity “Closing Circle”

Purpose: Oral reflection and emotional closure of the lesson.

Duration: 5 minutes

Material: -

Steps:

In a circle, each student shares one thought or feeling from the lesson.

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Lesson Plan Title" Conflict Resolution and Decision-Making"



1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Recognize what a conflict is and how it arises.
- Identify the basic steps for resolving a problem.

B. Skills

- Apply conflict resolution steps in a cooperative manner.
- Propose win-win solutions.
- Think before reacting impulsively.

C. Attitudes

- Demonstrate respect for others' opinions.
- Seek fair and mutually acceptable solutions.
- Develop responsibility in decision-making.

1.2 Target Grade Level

Recommended age group: 5th Grade (10–11 years old)

1.3 Materials Needed

- Photocopies of illustrated stories
- Four colored cardboards (red, orange, yellow, green)
- Scissors, glue, markers
- Conflict scenario cards
- A3-sized poster paper
- Colored markers

1.4 Estimated Time

90 minutes

1.5 Subject: Life Skills – Social and Emotional Learning (SEL)

Interdisciplinary-Transdisciplinary approaches: Language (oral expression), Social and Civic Education

1.6 Lesson at a Glance

- Conflicts are natural and can be resolved peacefully.
- Anger management and win-win solutions lead to positive outcomes.

2 Detailed Lesson Description

2.1 Introduction to the topic “Warm-up – Introduction to the Topic”

Duration: 10 minutes

2.1.1 Title of 1st Activity “What is a Conflict?”

Purpose: Activation of prior knowledge.

Duration: 6 minutes

Material: Board

Steps:

1. Students share examples of conflicts from their daily lives.
2. Key words are recorded on the board (anger, disagreement, misunderstanding, etc.).

2.1.2 Title of 2nd Activity “I Think Before I React”

Purpose: Introduction to impulse control.

Duration: 4 minutes

Material: -

Steps: Brief discussion: What happens when we react immediately with anger?

2.2 Types of Responses to Conflict

Duration: 25 minutes

2.2.1 Title of 1st Activity “A Difficult Day”

Purpose:

- To identify feelings of anger and different types of responses.
- To highlight assertive behavior as the most appropriate response style.
- To develop conflict resolution skills.

Duration: 20 minutes

Material: Photocopies of illustrated stories

Steps:

1. Students work in pairs.
2. They complete dialogues in wordless illustrated stories (passive, aggressive, assertive versions).
3. Students are given 10 minutes to complete the task.
4. Dialogues are read aloud or role-played in front of the class.

2.2.2 Title of 2nd Activity “Discussion – Reflection”

Purpose: To deepen understanding of the consequences of different response styles.

Duration: 5 minutes

Material: -

Steps:

Class discussion based on the following guiding questions:

- How can we recognize signs of conflict?
- What are the different ways we can respond?
- What are the consequences of each response style?

2.3 Conflict Resolution Process

Duration: 30 minutes

2.3.1 Title of 1st Activity “The Traffic Light Strategy”

Purpose: To develop anger and impulse control. To practice the stages of conflict resolution.

Duration: 25 minutes

Material:

- Four colored cardboards
- Scissors, glue, markers
- Conflict scenario cards

Steps:

Presentation of the traffic light model:

- Red: Stop – Count to 10
- Orange: Talk about the problem and your feelings
- Yellow: Think of possible solutions and consequences
- Green: Choose and apply the best solution

Students role-play different conflict scenarios. The teacher guides the resolution process using the traffic light steps.

2.3.2 Title of 2nd Activity “Application Discussion”

Purpose: To connect learning with students’ personal experiences.

Duration: 5 minutes

Material: -

Steps:

Guiding Questions:

- What emotions were present at the beginning?
- How helpful was “counting to 10”?
- What might have happened if the conflict had escalated into a fight?

2.4 The Role of the Mediator

Duration: 15 minutes

2.4.1 Title of 1st Activity “The Peacemaker”

Purpose: To understand the role of a mediator and the importance of mutual compromise.

Duration: 15 minutes

Material:

- A3 poster paper
- Colored markers

Steps:

1. Students work in groups of 3–4 and create their own superhero peacemaker.
2. They describe the character’s traits and actions.
3. Each group presents their superhero to the class.

Discussion Questions:

- When is a peacemaker needed?
- What should and should not a peacemaker do?
- How often have we taken on this role ourselves?

2.5 Assessment and Reflection

Duration: 10 minutes

2.5.1 Title of 1st Activity “Next Time I Will...”

Purpose: Internalization of learning.

Duration: 5 minutes

Material: Small slips of paper

Steps: Students complete the sentence: “Next time a conflict arises, I will...”

2.5.2 Title of 2nd Activity “Closing Circle”

Purpose: Emotional closure of the lesson.

Duration: 5 minutes

Material: -

Steps: Each student says one word that represents what they are taking away from the lesson.

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Lesson Plan Title" Respect for Diversity and Inclusion"

1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Define the concept of diversity.
- Recognize what a stereotype is and how it is formed.
- Understand the value of cultural diversity.

B. Skills

- Identify stereotypical perceptions in everyday life.
- Express respect for different cultural identities.
- Collaborate effectively with individuals from diverse backgrounds.

C. Attitudes

- Develop empathy.
- Accept diversity as a source of enrichment.
- Adopt inclusive behaviors.

1.2 Target Grade Level

Recommended age group: 5th Grade (10–11 years old)

1.3 Materials Needed

- Images of children from different countries/cultures
- Cards with stereotypical statements
- A3 poster paper
- Markers
- Sticky notes (post-it notes)

1.4 Estimated Time

90 minutes

1.5 Subject: Life Skills – Social and Emotional Learning (SEL)

Interdisciplinary-Transdisciplinary approaches: Language, History, Social and Civic Education

1.6 Lesson at a Glance

- Diversity enriches us.
- Stereotypes limit understanding and cooperation.
- Inclusion is a way of life.

2 Detailed Lesson Description

2.1 Introduction to the topic

Duration: 15 minutes

2.1.1 Title of 1st Activity “All Different – All Unique”

Purpose: Understanding the concept of diversity.

Duration: 10 minutes

Material: Images of children from different cultural backgrounds

Steps:

1. The teacher presents images of children of different nationalities, clothing styles, and religions.
2. Students describe what they observe.
3. Discussion: What does “different” mean? Is it something positive or negative?

2.1.2 Title of 2nd Activity “Guided Mini Discussion”

Purpose: Connecting the topic to personal experiences.

Duration: 5 minutes

Material: -

Steps:

Question: Have you ever felt “different”? How did you feel?

2.2 Understanding Stereotypes

Duration: 25 minutes

2.2.1 Title of 1st Activity “Stereotype or Truth?”

Purpose: Identifying stereotypical perceptions.

Duration: 15 minutes

Material: Cards with statements (e.g., “Boys don’t cry,” “Foreigners don’t speak Greek well,” etc.)

Steps:

1. Students work in groups.
2. Each group discusses whether the statement represents a stereotype or reality.
3. Groups present their conclusions to the class followed by discussion.

2.2.2 Title of 2nd Activity “Discussion”

Purpose:

- To deepen students’ understanding of stereotypes.
- To recognize the consequences of stereotypical perceptions in interpersonal relationships.
- To develop empathy toward individuals who experience prejudice.

Duration: 10 minutes

Material: -

Steps:

The teacher poses guiding questions:

1. How are stereotypes formed?
2. What consequences can they have?
3. How does someone feel when judged based on a stereotype?
4. Students share opinions and examples from everyday life.
5. The teacher summarizes key points and highlights the importance of acceptance and respect.

2.3 Cultural Diversity (Mediterranean Context)

Duration: 25 minutes

2.3.1 Title of 1st Activity “Our Classroom Cultural Map”

Purpose: Highlighting cultural diversity.

Duration: 20 minutes

Material: A3 poster paper, markers

Steps:

1. Students record elements of their family background (countries of origin, traditions, languages, foods).
2. They create a shared “cultural map.”
3. Discussion about similarities and differences.

2.3.2 Title of 2nd Activity “Connecting with the Mediterranean”

Purpose:

- To recognize common cultural elements among Mediterranean countries.
- To understand that cultural diversity combines similarities and differences.
- To strengthen respect for different cultural identities.

Duration: 5 minutes

Material: -

Steps:

The teacher asks:

- What common elements do Mediterranean countries share?
- Students mention examples (food, music, the sea, family bonds, hospitality).
- A brief discussion follows about differences that enrich the Mediterranean cultural space.
- The concept of coexistence and acceptance is reinforced.

2.4 Inclusion in Practice

Duration: 15 minutes

2.4.1 Title of 1st Activity “What Would You Do If...?”

Purpose:

- To develop empathy.
- To cultivate inclusive attitudes and behaviors.
- To propose practical solutions in cases of exclusion.

Duration: 15 minutes

Material: Scenario cards

Steps:

1. The teacher presents short scenarios (e.g., a new student from another country joins the class; a child is mocked because of their religion).
2. Students work in small groups and discuss how they would respond.
3. Each group presents its proposals to the class.
4. The teacher summarizes inclusive practices suggested by the students.

2.5 Assessment and Reflection

Duration: 10 minutes

2.5.1 Title of 1st Activity “The Class Promise”

Purpose:

- To strengthen personal and collective commitment to respect and acceptance.
- To internalize the values of inclusion.

Duration: 10 minutes

Material: Poster paper, markers

Steps:

1. Students write a commitment statement on a small note (e.g., “I respect everyone,” “I do not make fun of others”).
2. The notes are collected on a shared poster.
3. The class creates its “Inclusion Agreement.”
4. The agreement is displayed in a visible place in the classroom.

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Lesson Plan Title" Assertive Behavior – Learning to Say No"



1.1 Lesson Objectives

After completing the lesson, students will be able to:

A. Knowledge

- Define what assertive behavior means.
- Distinguish assertive behavior from passive and aggressive behavior.
- Recognize forms of peer pressure.

B. Skills

- Express personal boundaries clearly and calmly.
- Say “no” without feelings of guilt.
- Apply techniques for dealing with peer pressure.

C. Attitudes

- Strengthen their self-confidence.
- Respect the boundaries of others.
- Make responsible decisions.

1.2 Target Grade Level

Recommended age group: 5th Grade (10–11 years old)

1.3 Materials Needed

- Scenario cards involving peer pressure
- Board or poster paper
- Markers
- Worksheets
- Sticky notes

1.4 Estimated Time

90 minutes

1.5 Subject: Life Skills – Social and Emotional Learning (SEL)

Interdisciplinary-Transdisciplinary approaches: Language (oral expression),
Social and Civic Education

1.6 Lesson at a Glance

- Setting boundaries is my right.
- I can say “no” respectfully.
- True friendship does not impose pressure.

2 Detailed Lesson Description

2.1 Introduction to the topic

Duration: 15 minutes

2.1.1 Title of 1st Activity “What Does It Mean to Say No?”

Purpose: Exploration of students’ initial perceptions.

Duration: 10 minutes

Material: Board

Steps:

- The teacher writes the word “NO” on the board.
- Students share words that come to mind (fear, courage, conflict, guilt, etc.).
- Discussion: Is it difficult to say no? Why?:

2.1.2 Title of 2nd Activity “Passive – Aggressive – Assertive”

Purpose: Understanding differences in behavior.

Duration: 5 minutes

Material: Board

Steps: The teacher briefly explains the three types of behavior with examples.

2.2 Understanding Assertiveness

Duration: 25 minutes

2.2.1 Title of 1st Activity “Which Response Is Assertive?”

Purpose: Identifying appropriate ways of responding.

Duration: 15 minutes

Material: Worksheets with short dialogues

Steps:

- Students read dialogues presenting three types of responses (passive, aggressive, assertive).
- They choose which response is assertive and justify their choice.
- Whole-class discussion follows.

2.2.2 Title of 2nd Activity “Discussion”

Purpose: To strengthen understanding of the concept of personal boundaries.

- To connect assertiveness with self-respect.

Duration: 10 minutes

Material: -

Steps:

Guiding questions:

- What is a personal boundary?
- How do I feel when someone does not respect my boundaries?
- How can I express my boundaries without hurting someone else?

2.3 Peer Pressure

Duration: 30 minutes

2.3.1 Title of 1st Activity “If You Were in My Place...”

Purpose: Addressing peer pressure through experiential learning.

Duration: 25 minutes

Material: Scenario cards

Steps:

- Students work in groups.
- They role-play the scenario using an assertive response.
- The class comments on whether the response was clear and calm.

2.3.2 Title of 2nd Activity “Techniques for Saying No”

Purpose: Providing practical tools.

Duration: 5 minutes

Material: Board

Steps:

The teacher presents techniques such as:

- Firm tone of voice

- Eye contact
- Short and clear response
- Repeating the refusal if necessary

2.4 Strengthening Self-Confidence

Duration: 10 minutes

2.4.1 Title of 1st Activity “My Strength”

Purpose: Empowering self-image.

Duration: 10 minutes

Material: Sticky notes

Steps: Students write down a personal strength that helps them stand up for themselves.

2.5 Assessment and Reflection

Duration: 10 minutes

2.5.1 Title of 1st Activity “Today I Learned That...”

Purpose: Internalization of knowledge.

Duration: 5 minutes

Material: -

Steps:

Students orally complete the sentence: “Today I learned that I can say no when...”

2.5.2 Title of 2nd Activity “Circle of Self-Respect”

Purpose: Positive closure.

Duration: 5 minutes

Material: -

Steps: Each student says one encouraging sentence to themselves.

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