

# Lesson Plans-SPAIN

## Preventing Bullying in Primary Schools at the Mediterranean Region



- .....
- .....



### Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Hellenic National Agency (IKY). Neither the European Union nor IKY can be held responsible for them.

All rights are reserved. Copyright © PreMedBullying Consortium, 2024-2027



HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens  
EST. 1837



VNIVERSIDAD  
D SALAMANCA



cre thi dev  
creative thinking development

arcola  
research

# Lesson Plans

## Preventing Bullying in Primary Schools at the Mediterranean Region



ENERO, 2025



### Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Hellenic National Agency (IKY). Neither the European Union nor IKY can be held responsible for them.

All rights are reserved. Copyright © PreMedBullying Consortium, 2024-2027

# Lesson Plan 1 Title "Introduction to bullying and social behaviours"

## 1.1 Lesson Objectives

**After completing the lesson, students will be able to:**

### A. Knowledge

- Explain the concept of bullying.
- Recognise which situations are bullying and distinguish them from other types of violence.
- Identify different social skills such as empathy, respect or friendship.

### B. Skills

- Distinguish between healthy social interactions and bullying situations and how to act.
- Demonstrate some effective support strategies in situations of bullying.

### C. Attitudes

- Acquire an alert and conscious disposition toward social dynamics such as bullying in the classroom.
- Develop a sense of personal responsibility in the educational environment, demonstrating a proactive attitude in bullying situations.

## 1.2 Target Grade Level

**Recommended age group:** 10-11 years old (5<sup>th</sup> grade of primary school).

## 1.3 Materials Needed

- Screen and speakers
- Colored pens and markers
- Paper/sheets
- Cards
- Situational sentences
- The Journal template

## 1.4 Estimated Time

1 Teaching hour + self-reflection: 90 minutes

## 1.5 Subject: Language

**Interdisciplinary-Transdisciplinary approaches:** Citizenship Education / Social and Emotional Learning

## 1.6 Lesson at a Glance

- Introduction, definition of the concept of bullying and other concepts such as empathy, friendship, etc.
- Main content, dynamics to develop consciousness about what is bullying and what is not, and to acknowledge the importance of raising their voices.
- Assessment and self-reflection.

## 2 Detailed Lesson Description

### 2.1 Introduction to the topic

**Duration: 30 minutes**

#### 2.1.1 What is bullying?

**Purpose:** Introduce the concept of bullying to the students and reflect on its different perspectives.

**Duration: 10 minutes**

**Material:**

- Genially
- Sheet and paints

**Steps:**

1. In the Genially presentation, show three different situations and create a debate about which one is bullying.
2. Explain the “The Big Three” (Repetitive, Intentional, Power Imbalance) as the main characteristics of bullying.
3. Students, in groups, write a possible definition both for “The Big Three” and then, a definition for bullying.
4. Share in common the possible definitions and create a single definition.
5. Create a poster with “The Big Three” and hang it in the classroom.

#### 2.1.2 For me, empathy is...

**Purpose:** Discover how students comprehend different concepts and build shared definitions for them.

**Duration: 10 minutes**

**Material:**

- Picture
- Mentimeter

**Steps:**

1. Show a picture of a "broken heart" or a person looking lonely. Ask: "If you were this person, what is the *one thing* you'd want a friend to do?"
2. Through a Mentimeter, we let students answer the question with a single word.

3. Based on the words they say, we try to build some definitions for some of the words, and others that we think are important and may not have come up (empathy, friendship...)
4. Discuss how these concepts are important in a bullying situation.

### 2.1.3 Defenses against bullying

**Purpose:** Understand the importance of being proactive in bullying situations instead of remaining passive.

**Duration:** 10 minutes

**Material:**

- Screen and speakers

**Steps:**

1. Watch the video  **"Defensas contra el bullying", de Sra. Rushmore para Fundación Atlético de M...**
2. Discuss some questions:
  - a. "How did the boy feel before and after the 'defender' sat with him?"
  - b. "The video says 'Sometimes the real cracks are those who defend'—what does that mean in our classroom?"
  - c. "If you saw someone throw bread at a classmate like in the video, what would your 'defensive move' be?"
3. Give the students some key tools under the name of "The Upstander Playbook":
  - a. The "Sit-In" (Support): Sometimes you don't need to fight, the best defense is simply sitting next to someone who is alone so they aren't an easy target.
  - b. The "Distraction": Change the subject or invite the person being targeted to join a game.
  - c. The "Report": Reporting bullying is about keeping people safe, not getting people in trouble for small things.

## 2.2 Main Lesson Content - Dynamics

**Duration:** 30 minutes

### 2.2.1 The Bullying Traffic Light

**Purpose:** Identify and categorize bullying from other social behaviors based on the "Big Three" (intent, repetition, and power).

**Duration:** 20 minutes

**Material:**

- Cards

- Prepared situations. For example:
  - Green: A student accidentally trips someone in the hallway and says "Sorry!"
  - Yellow: During a soccer game, a player gets angry and pushes an opponent once.
  - Red: A student is called a mean nickname every time they walk into the classroom.

#### Steps:

1. Each student is given three cards (Red, Yellow, Green).
2. Briefly remind them that for a situation to be "Red" (Bullying), it must be on purpose, repeated, and involve a power imbalance.
3. Read a situation aloud. Give students 5 seconds of "thinking time" before the teacher says "Traffic Light!" and they all raise their cards at once.
4. Ask one or more students to explain *why* they chose that color.
5. For every "Red" situation, ask the class: "What could we do in this situation?"

### 2.2.2 The Chain of Help

**Purpose:** Demonstrate how the power of the aggressor depends on the silence of the group, and how just one person speaking aloud can break the circle.

**Duration: 10 minutes**

#### Steps:

1. All students and the teacher stand in a circle and hold hands tightly.
2. The teacher will firstly represent the "aggressor" inside the circle. The teacher will pass some false information to the student next to him "Joe Normal has a very big nose". They will pass it as a chain.
3. If the information gets back to the teacher, now another student will start a rumour.
4. When the rumour gets to the teacher, they will say "Stop!".
5. The teacher asks "What is the first thing that breaks if someone raises their voice?" and students discuss it until getting to the answer "the aggressor's chain". One gesture changes everything.

## 2.3 Assessment and Reflection

**Duration: 30 minutes**

### 2.3.1 The Upstander Journal

**Purpose:** Strengthen learning and achieve emotional consolidation through an exercise of self-reflection based on four questions.

**Duration: 30 minutes**

#### Materials:

- The Journal Template
- Pen

**Steps for students:**

1. Think back to the activities from the day. Write down the main actions of the session in the "What did we do today?" section.
2. Identify the recap of old learning "Things that I already knew" and the acquisition of new information "I'm proud of myself because I have learnt...".
3. Connect the lesson to real life "What we worked out today is important because..."





### Preventing Bullying in Primary Schools at the Mediterranean Region

[www.premedbullying.eu](http://www.premedbullying.eu)

Reference No.: 2024-1-EL01-KA220-SCH-000246861

Erasmus+ | Cooperation Partnerships in School Education (KA220-SCH)



Co-funded by  
the European Union





HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens  
EST. 1837



VNIVERSIDAD  
D SALAMANCA



cre thi dev  
creative thinking development

arcola  
research

# Lesson Plans

## Preventing Bullying in Primary Schools at the Mediterranean Region



ENERO 2026



### Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Hellenic National Agency (IKY). Neither the European Union nor IKY can be held responsible for them.

All rights are reserved. Copyright © PreMedBullying Consortium, 2024-2027

## Lesson Plan 2 Title "Strengthening Group Dynamics towards a Practical Action"

### 1.1. Lesson Objectives

**After completing the lesson, students will be able to:**

#### A. Knowledge

- Comprehend that the power of the aggressor is enforced by the silence of the group and how a single person and a single voice can break the cycle.
- Identify common fears that students have and that make them keep passive.
- Identify "Green Zones" (safe places) and "Red Zones" (conflict areas) in their own school.

#### B. Skills

- Grow confidence in people, not only in adults or close friends, but also in other classmates, strengthening the group dynamics.
- Work collaboratively to create a visual safety map.

#### C. Attitudes

- Build a sense of security and mutual reliance.
- Internalize the idea that "one movement/one voice changes everything".
- Have the courage of keeping as an "Upstander" despite feeling fear.

### 1.2 Target Grade Level

**Recommended age group:** 10-11 years old (5<sup>th</sup> grade of primary school).

### 1.3. Materials Needed

- A free space (classroom, gym...)
- Whiteboard/blackboard
- Sticky notes
- Colored markers/pens
- Cardboard
- The Journal's Template



## 1.4. Estimated Time

1 Teaching hour + self-reflection: 90 minutes

## 1.5. Subject: Ethics / Mentorship

**Interdisciplinary-Transdisciplinary approaches:** Citizenship Education / Social and Emotional Learning / Social Sciences

## 1.6. Lesson at a Glance

- Introduction, build mutual trust within the classroom and identifying their safety network inside and outside school, and overcoming fears when having to intervene in a conflict.
- Main content, creation of a map of safe places at school.
- Assessment and self-reflection

## 2. Detailed Lesson Description

### 2.1. Introduction to the topic

**Duration: 35 minutes**

#### 2.1.1. The Trust Fall

**Purpose:** Build mutual trust within the classroom group, experience the feeling of safety from adults, friends and other colleagues.

**Duration: 10 minutes**

**Steps:**

1. Clear a space in the classroom or in the gym at school.
2. First, the teacher will be the one who catches students falling forward, both as an example and as a proof that teachers are there for helping students.
3. Then, students will be grouped in pairs of friends. The student standing behind must have one foot forward and arms extended to catch the other student. The student falling must keep their body still and arms crossed over their chest.
4. After that, they will be in pairs with some students they do not know as well (just classmates).
5. Finally, reflect on “How did your feelings change between the first fall and the last one?”

#### 2.1.2. The Support Wheel

**Purpose:** Help students identify their safety network and empower them with a conscious way of acting when they face a conflict.

**Duration: 10 minutes**

**Material:**

- A paper
- Colored markers/pens

**Steps:**

1. Students draw a large circle in a paper and divide it into four equal quadrants.
2. In each section, students write the name or role of a specific person they trust based on the following ideas:
  - a. A person at school to whom I feel safe talking
  - b. A person at home to whom I feel safe talking
  - c. A friend
  - d. My Upstander Tool (what I can do if I witness a bullying situation)

3. After that, each student shares one section of their wheel with a partner.

### 2.1.3. What holds you back?

**Purpose:** Acknowledge the fears of students when having to intervene in a bullying situation and brainstorm how to overcome these fears.

**Duration: 15 minutes**

**Material:**

- Whiteboard/Chalkboard
- Sticky notes
- Markers/pens

**Steps:**

1. Present the following 3 phrases on the board:
  - a. "I'm afraid they will do the same to me."
  - b. "I don't like getting in trouble."
  - c. "I don't know what to do"

(Teacher explains that these thinking-modes are not wrong, but natural reactions. *Learning to recognize them helps us choose safer and more supportive actions for ourselves and others.*)

2. With sticky notes, students will vote which one they feel the most in bullying situations or when they see a conflict.
3. For each phrase, discuss what "Defensive Move" we can do to overcome that fear.

Key defense ideas that teachers can provide to students:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>I'm afraid they will do the same to me</b></p> <p><i>What do we usually do when we feel afraid: stay silent, walk away? Is there a way to protect ourselves <b>and</b> help someone else at the same time?</i></p> <p><b>Possible defensive moves to guide discussion:</b></p> <ul style="list-style-type: none"> <li>- Seeking support from safe peers or adults</li> <li>- Acting together instead of alone</li> <li>- Using indirect help (telling, reporting, staying close)</li> </ul> | <p><b>I don't like getting in trouble</b></p> <p><i>What kind of trouble are we afraid of: punishment, being judged, being misunderstood? Who decides what "getting in trouble" really means?</i></p> <p><b>Possible defensive moves:</b></p> <ul style="list-style-type: none"> <li>- Asking for help early</li> <li>- Using school rules as protection, not punishment</li> <li>- Choosing respectful ways to intervene</li> </ul> | <p><b>I don't know what to do</b></p> <p><i>Is "not knowing" a failure or a starting point? Who or what can help us decide the next step?</i></p> <p><b>Possible defensive moves:</b></p> <ul style="list-style-type: none"> <li>- Stopping and breathing</li> <li>- Following a simple step plan (stop–think–ask)</li> <li>- Learning phrases or actions to intervene in advance</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Closing reflection guided by the teacher:

*Which defensive move feels easiest for you?*

*For further or next activities related to this, use information from these questions:*

*Which one would you like to practice more?*

*How can the class learn to use these defensive moves in real situations?*

## 2.2. Main Lesson Content - My Safe Place

**Duration: 25 minutes**

### 2.2.1. Map of Safe Places

**Purpose:** Create a visual map of safe places and people at school, and for teachers to realise which are the most conflictive spots at school.

**Duration: 25 minutes**

**Material:**

- Printed simple map of the school or whiteboard to do the sketch.
- Red/Green/Blue markers:
  - Red: Potential incident areas
  - Green: Safe places
  - Blue: Safe adults

**Steps:**

1. Divide the class into groups of 4 (cooperative groups). Each group will have a map of the school or a cardboard to design it.
2. Based on the color code, students will discuss in the groups which safe places, safe adults and incidental areas there are at school, and mark them.
3. Each group shares their map and explains why they have chosen these places and people.
4. Students vote for the most accurate map, which will be held in the classroom's wall.
5. Finally, students work in pairs to propose how the identified incident or risky areas could become safer and more inclusive spaces (e.g. of some prompts for them: increased adult presence, peer mediators, clearer rules, better use of space, murals, games, or calming corners).

## 2.3. Assessment and Reflection

Duration: 30 minutes

### 2.3.1. The Upstander Journal

**Purpose:** Strengthen learning and achieve emotional consolidation through an exercise of self-reflection based on four questions.

**Duration: 30 minutes**

**Materials:**

- The Journal Template
- Pen

**Steps for students:**

1. Think back to the activities from the day. Write down the main actions of the session in the "What did we do today?" section.
2. Identify the recap of old learning "Things that I already knew" and the acquisition of new information "I'm proud of myself because I have learnt...".
3. Connect the lesson to real life "What we worked out today is important because..."





### Preventing Bullying in Primary Schools at the Mediterranean Region

[www.premedbullying.eu](http://www.premedbullying.eu)

Reference No.: 2024-1-EL01-KA220-SCH-000246861

Erasmus+ | Cooperation Partnerships in School Education (KA220-SCH)



Co-funded by  
the European Union





HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens  
EST. 1837



VNIVERSIDAD  
D SALAMANCA



cre thi dev  
creative thinking development

# Lesson Plans

## Preventing Bullying in Primary Schools at the Mediterranean Region



**MARCH, 2026**

### Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Hellenic National Agency (IKY). Neither the European Union nor IKY can be held responsible for them.

All rights are reserved. Copyright © PreMedBullying Consortium, 2024-2027

# Lesson Plan Title " Our School Against Violence: Building Together a Safe and Caring Community"

## 1 General Lesson Description

### 1.1 Lesson Objectives

Fifth/sixth graders act as agents of change and co-create, together with their group, involving teachers and families, a Mini Anti-Violence School Framework, which the school can share with other classes, adapt to their classroom reality, and use as a common commitment.

The end result is not just a mural, but a school **agreement** with rules, actions, and a vision for the **future**, which has involved **participatory research** actions **throughout the school** (Whole School Approach).

**After completing the lesson, students will be able to:**

#### A. Knowledge

- Understand that bullying and violence affect not only individuals but the school community.
- Identify the characteristics of a safe, supportive, and respectful school environment.

#### B. Skills

- Practice participative research in the school with empathy and respectful communication.
- Collaborate with peers to propose rules, actions, and solutions to prevent violence.
- Participate actively in group decision-making and collective agreements.

#### C. Attitudes

- Develop a sense of responsibility for school coexistence.
- Show commitment to non-violence, inclusion, and mutual support.
- Feel empowered as active contributors to a positive school climate.

### 1.2 Target Grade Level

**Recommended age group:** 10-11 years old-5<sup>th</sup> grade of primary school.

### 1.3 Materials Needed

- Flipchart paper or large poster sheets
- Markers and coloured pencils
- Post-it notes
- Simple role-play props, for example name tags, hats, signs (optional)
- Small cards or sticky notes for anonymous feedback

## 1.4 Estimated Time

2 Teaching hours (**100 minutes**)

**1.5 Subject:** Citizenship Education / Social and Emotional Learning / Language / Digital Citizenship

**Interdisciplinary-Transdisciplinary approaches:** Citizenship education, Social-emotional learning, Ethical use of digital environments, Arts (visual expression, posters)

## 1.6 Lesson at a Glance

- What makes our school safe and supportive
- Practising participative research, involving thoughts, feelings and ideas of peers, teachers and families
- Building a sense of community
- Imagining a violence-free future together
- Creating a shared anti-violence commitment
- Assessment and reflection, personal reflection and anonymous feedback, 15 minutes, individual work and exit cards.

## 2 Detailed Lesson Description

### 2.1 Introduction to the Topic

**Duration: 15 minutes**

#### 2.1.1 Bullying is not an individual problem but our school commitment

**Purpose:** To introduce the idea of students as agents of change and present the session as a collective research and action process for improving school coexistence.

**Duration:** 5 minutes

**Material:** Board

**Steps:**

1. Teacher introduces the challenge: *“Today you will act as school researchers and designers. Your mission is to help build a school agreement against violence.”*
2. Short guided discussion: When do people feel safe at school? Who can help when someone is hurt?
3. Explain that students will **collect ideas from others** (peers, teachers, families) during the session or shortly before/after.

#### 2.1.2 Listening to Our School: Mini Participatory Research

**Purpose:** To involve the wider school community and practice participatory research skills with empathy and respect.

**Duration:** 10 minutes. *If interaction with others is not possible at that moment, students simulate responses based on prior conversations and complete real data collection afterwards.*

**Material:** Small cards or sticky notes, markers

**Steps:** see Annex 1 (1.1. y 1.2 for preparing Questions and Colleting different types of information)

1. Students work in small groups (4–5).

Each group prepares one simple research question, for example: *What makes you feel safe at school? What should adults do to stop bullying? How can students help each other?*

2. Groups collect answers by:
  - asking classmates from another group/class (if possible), or
  - asking a teacher or staff member, or
  - writing a question to take home for families.
3. Answers can be: short phrases or drawings, written on cards or notebooks, ensure anonymity.

## 2.2 Main Lesson Content

### Duration: 30 minutes

#### 2.2.1 What Did We Discover?

**Purpose:** To analyse and synthesise information collected through research.

**Duration:** 10 minutes

**Material:** Notebook

**Steps:** see Annex 1 (1.3. Analysing Data)

1. Groups read their collected responses.
2. They identify: common ideas, repeated needs, important messages
3. After a group reflection on thoughts and feelings, each group writes **3 key findings** on a poster.

#### 2.2.2 From Research to Reflection and Action

**Purpose:** To transform participatory research findings into **creative, visible, and shared anti-violence actions** that involve the whole school community and promote collective responsibility.

**Duration:** 20 minutes

**Material:** Poster paper, markers and coloured pencils, stickers or symbols

**Steps:**

##### 1. **From What We Heard to What Must Change (Reflection)** (5 minutes)

Each group revisits the ideas collected during the participatory research. Students answer together: What worries appeared most often? What made people feel sad, unsafe, or angry? What message is our school sending right now about bullying?

##### 2. **Designing Creative Anti-Violence Actions (Creation)** (10 minutes)

Using their findings, each group designs a mini action plan with three parts:

- A. Prevention – *What we want to change before it happens*

Groups create 2–3 clear anti-violence rules, written in positive language (e.g. *We speak with respect, We do not ignore someone who needs help*)

- B. Action – *What we do when bullying happens*

Groups propose: 2 concrete support actions, such as: how students can help, how adults should respond, where someone can go for help. Students are encouraged to think: What can we do immediately? Who should be involved?

- C. Visibility & Creativity – *How do we make the whole school aware?*

Each group chooses one creative way to share their message with the whole school, for example: a slogan or short message for corridors, a symbol or logo against bullying, a short message to read in other classes, a poster or visual sign for shared spaces, a message to families (newsletter / take-home note)...

### 3. Reflecting on Communication and Emotions (Dialogue) (5 minutes)

Groups briefly discuss and note: How should we talk to others when there is a problem? What words help calm conflicts instead of making them worse? What attitudes show respect and care?

## 2.3 Cultivating a Sense of Community with a Future-Oriented Vision

**Duration: 40 minutes**

### 2.3.1 Our Community's Role

**Purpose:** To reinforce the whole-school approach and shared responsibility.

**Duration: 20 minutes.**

**Material:** Small cards or sticky notes, markers

**Steps:**

- 1- Each group chooses one community actor: students, teachers, families and others (Counsellor, Psychologist, Pedagogist, Principal of the school...)
- 2- They define:
  - What this group (you students think) could do to prevent violence
  - One key message for them to make aware of their role/commitment.
- 3- Ideas are shared briefly with the class.

### 2.3.2 Our School in the Future

**Purpose:** To develop a future-oriented and hopeful vision of school coexistence.

**Duration: 20 minutes**

**Material:** Paper, coloured pencils

**Steps:**

1. Individually or in pairs, students draw or write:
  - What a violence-free school looks like, How conflicts are solved
2. Teacher introduces the idea: **Possible futures vs Preferable futures (see Annex 2 for detailed cues)**

### 2.3.3 Socialization and Dissemination of the Anti-Violence School Framework

**Purpose:** To consolidate learning into a shared agreement.

**Duration:** 15 minutes

**Material:** Notebook

**Steps:**

1. The class agrees on:
  - key rules-limits
  - support actions
  - community and future involvement
2. These agreements are compiled into:
  - a poster
  - a classroom agreement
  - or a digital document (video, podcast, song, rap, dance...) **Use your creativity!**

### 2.3.4 COMPLEMENTARY ACTIVITY: Further Dissemination among Schools

**Purpose:**

To promote international dialogue and mutual understanding among students from different countries.

To share ideas, values, and commitments for preventing bullying and violence.

To strengthen students' sense of belonging to a wider European learning community.

To practise communication in English for a real and meaningful purpose.

**Duration:** *(Can be integrated across two or three sessions if needed.)*

- Preparation in class: 30–40 minutes
- Exchange and viewing: flexible (asynchronous)
- Follow-up reflection: 15 minutes

**Material:** Paper and pens **or** digital devices (tablet/computer), camera or tablet (if video is chosen). Internet connection (to share materials securely). Teacher coordination space (shared folder / platform)

**Steps:**

- **Step 1 – Preparing the Message (Classroom Work)**

Each class prepares a message to share with partner schools in the other countries. Students work in small groups and agree on:



- one **main concern** about bullying or violence *In our school, we care about...*
- one **important value** (respect, kindness, support...) *We think bullying is a problem because...*
- one **commitment** they want to share. *We promise to...*

- **Step 2 – Creating the Exchange Product** (*Each school chooses one format*)

#### **Option A – International Letters or Postcards**

Each group writes a short letter (5–7 sentences) in English. Letters should include: who they are, what they are doing against violence, one question for the other school

Example question: *What helps students feel safe in your school?*

#### **Option B – Short Video Message (2–3 minutes)**

Groups prepare a simple video: introduction of the class, one shared message against violence, one wish for the future.

- **Step 3 – International Sharing**

Teachers exchange the materials with partner schools.

Students watch/read messages from the other countries.

Teacher prompts: What is similar to our school? What is different? What ideas can inspire us?

- **Step 4 – Collective Reflection and Dissemination**

In class discussion: What did we learn from other schools? What ideas could we use in our school?

Optional dissemination: display letters on a board, show videos during school events, share summaries with families

**Variants: Mini International Hackathon (Online / Asynchronous)** for co-designing ideas to improve school coexistence. Each school proposes one challenge question, e.g. How can students help stop bullying? Partner schools respond with ideas or drawings. Teachers compile ideas into a shared document. **“Our Anti-Violence Manifesto”** (Joint Document) in which each school contributes: one rule, one action and one future commitment. All contributions are merged into a Mediterranean Students’ Anti-Violence Manifesto.

## **2.4 The class Assessment and Reflection**

**Duration: 20 minutes**

### **2.4.1 Individual Reflection Worksheet**

**Purpose:** To encourage individual responsibility and self-awareness.

**Duration:** 10 minutes

**Material:** Worksheet with prompts

**Steps:**

Students complete a short worksheet with prompts such as: *one thing I learned today...* *One action I can take to improve coexistence...*

### 2.4.2 Anonymous Feedback Cards

**Purpose:** To collect honest feedback and model participatory evaluation.

**Duration:** 10 minutes

**Material:** Cards or sticky notes

- Safe Voices Box

**Steps:**

1. Give each student a small card or sticky note and ask them to write anonymously:

- What you liked
- One idea to improve the school

2. Collect the cards in a Safe Voices Box and use the information to plan follow-up activities or to notice possible concerns in the class.

# Annex 1. Guidelines for Participative Action Research: Turning Reflection into Action

## 1.1. Preparing Participatory Research Questions

**Purpose:** To help students design meaningful, respectful, and useful research questions that allow them to listen to different voices within the school community and collect ideas to improve school coexistence.

**Teacher Guidance (2–3 minutes).** The teacher explains: *“When we do research, we do not look for right or wrong answers. We listen to understand how other people feel and what they think.”*

Rules for good questions:

- Simple and clear
- Respectful
- Open (not yes/no when possible)
- Focused on school life and relationships

**Group Task (Student Instructions).** Each group:

1. Chooses **one target group** (students, teachers, or families).
2. Selects or adapts **one main research question**.
3. Prepares:
  - how they will ask (face to face, note, take-home question)
  - how they will record answers (words, drawings, symbols)

**Teacher Tip.** If direct interaction is not possible during the session:

- students collect answers later
- or simulate responses based on previous conversations
- real data can be completed as homework or follow-up activity
- Use the question bank if needed.

## Question Bank

– **Examples for Students:** These questions help understand feelings, needs, and ideas from classmates.

- What makes you feel safe at school?
- When do you feel most comfortable asking for help?
- What situations make students feel sad, scared, or excluded?
- What helps you calm down when there is a conflict?
- What can students do when they see bullying or unkind behaviour?
- What would make break time or online spaces safer for everyone?

- **Examples for Teachers or School Staff:** These questions recognise adults as allies and co-responsible actors.

- What do you think helps prevent bullying at school?
- What should students do when they see someone being hurt?
- How can teachers and students work better together to stop violence?
- What values are most important for a respectful school?
- What advice would you give students to solve conflicts peacefully?

- **Examples for Families:** These questions connect school and home and reinforce shared responsibility.

- What do you think helps children feel safe at school?
- How can families help schools prevent bullying?
- What values do you think are important to talk about at home?
- What should children do if they feel sad or excluded at school?
- How can families and schools work together to support children?

## 1.2. Collecting Ideas, Feelings, Needs, Commitments

This template helps students collect ideas, organise information, and turn concerns into actions. There are no right or wrong answers. All ideas are welcome.

☐ Student   ☐ Teacher   ☐ Family member

**What worries or concerns you at school?**

*(What makes school feel unsafe, uncomfortable, or unfair?)*

 \_\_\_\_\_  
 \_\_\_\_\_

**What do you think is needed to improve this situation?**

*(Support, rules, help from adults, kindness, listening...)*

 \_\_\_\_\_  
 \_\_\_\_\_

**How can we start helping to make this change?**

*(Small actions we can do at school or at home)*

 \_\_\_\_\_  
 \_\_\_\_\_

**One message you would like to share with the school**

*(A word, sentence, or drawing)*

 \_\_\_\_\_

For younger students or visual learners, they can: draw instead of writing, circle emojis 😊 😐 😞 to show feelings, use sentence starters provided by the teacher.

- **At school, I usually feel...** 😊 😐 😞
  - **I feel safe at school when...**
  - **I feel worried or uncomfortable when...**
  - **When someone is treated badly, I feel...**
  - **One feeling I would like everyone to feel at school is...**
  - **One thing that works well in our school is...**
  - **One thing that could be better is...**
  - **A situation that causes problems between students is...**
  - **A place or moment where conflicts happen more often is...**
  - **A behaviour that helps everyone feel better is...**

Students can respond with words, short sentences, or drawing to collect:

|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• One thing that works well in our school is...</li> <li>• One thing that could be better is...</li> <li>• A situation that causes problems between students is...</li> <li>• A place or moment where conflicts happen more often is...</li> <li>• A behaviour that helps everyone feel better is...</li> </ul> | <p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>• At school, I usually feel... 😊 😐 😞</li> <li>• I feel safe at school when...</li> <li>• I feel worried or uncomfortable when...</li> <li>• When someone is treated badly, I feel...</li> <li>• One feeling I would like everyone to feel at school is...</li> </ul>                                                                  |
| <p><b>Needs</b></p> <ul style="list-style-type: none"> <li>• To feel safer at school, we need...</li> <li>• When there is a conflict, students need...</li> <li>• Adults at school can help by...</li> <li>• Students can help by...</li> <li>• Families can support coexistence by...</li> </ul>                                                                          | <p><b>Commitments</b> (<i>Turning ideas into action</i>)</p> <ul style="list-style-type: none"> <li>• One small action I can take is...</li> <li>• One rule that could help prevent violence is...</li> <li>• One way to support someone who is feeling bad is...</li> <li>• One thing our class can do together is...</li> <li>• One message I would like to share with my school is...</li> </ul> |

### 1.3. Analysing Participatory Research Data

After collecting several cards, students work in groups:

#### Step 1 – Group ideas:

Put together ideas that talk about the **same concern**. Create small piles or clusters (e.g. insults, exclusion, online messages).

#### Guiding questions for students:

- Do some ideas talk about the same problem?
- Are there worries that appear many times?
- Why do you think many people mention the same issue?

If many people talk about the same concern, it means it is **important for the community**.

#### Step 2 – Decide priorities: What appears most often? What feels most important?

1. Each group looks at the clusters created in Step 1.

2. Together, they decide:
  - Which concern appears most **often**
  - Which concern feels most **serious** or urgent

**Teacher prompts:**

- Which problem affects more people?
- Which situation makes people feel more unsafe or sad?
- Which issue do we think should be solved first?

3. Groups choose **one or two priority concerns** to work on.

Teacher highlights: *“Not everything can be solved at once. Choosing priorities helps us start.”*

**Step 3 – Turn ideas into action.** For each main concern:

**Think on Rules-Limits** (*What agreement can help prevent this problem?*)

*Examples: We do not use insults or hurtful words. We ask for help when someone is being hurt...*

**Think on Support Action** (*What can we do when this problem happens?*)

*Examples: Listen and stay with the person who feels bad. Tell a trusted adult. Use calm words to stop the situation...*

**Think on to Who applies the Rules and Actions: Students, Teachers, Families, Other** (*Who helps make this change happen?*)

*Example: Students report the problem, teachers support and guide, families talk about respect at home.*

**Step 4 – Sharing and Agreement (optional but recommended)**

To build collective ownership.

- Each group presents its rule, action, and responsible group.
- The class discusses and agrees on the final version.
- The agreed actions are included in the **Mini Anti-Violence School Framework**.

## Annex 2. Development of the Prospective Task: *Possible Futures vs Preferable Futures*

**Purpose of this micro-activity:** To help students understand that the future is not something that simply happens, but something that can be **imagined, discussed, and shaped through everyday actions**.

### Teacher Introduction (5 minutes)

The teacher explains using simple, age-appropriate language: **“The future is what will happen later, but not all futures are the same.”**

1. **Possible futures** are all the things that *could* happen.
  - Some may be good.
  - Some may be unfair or unsafe.
  - They depend on what people do today.
2. **Preferable futures** are the futures we *want* to build.
  - They are fairer, safer, and kinder.
  - They are chosen on purpose, based on values like respect and care.

The teacher reinforces: *“We cannot choose everything that happens, but we can choose how we act and what kind of school we want.”*

### Concrete Example (2–3 minutes)

The teacher gives a **school-based example**:

- **Possible future:**  
*In five years, students still laugh at others or ignore problems.*
- **Preferable future:**  
*In five years, students help each other and bullying is not accepted.*

Then asks: *“Which future do we want?”* (Students respond collectively.)

### Guided Reflection Questions (5 minutes)

Students reflect individually or in pairs:

- What kind of school do we want in the future?



- How do people treat each other in that school?
- What happens when someone is hurt or excluded?

Teacher supports discussion, linking answers to:

- respect
- empathy
- responsibility

### Connection to Action

The teacher closes with a **clear and empowering message**: “**Preferable futures are built with small actions every day. What we do today at school helps decide the future we will have.**”

This links directly to:

- the anti-violence commitments
- the Mini Anti-Violence School Framework created by students
- Makes **futures thinking accessible** to children (avoids unrealistic or fear-based narratives)
- Empowers students as **agents of change**: connects imagination → values → action

### Optional Visual Support (recommended)

Use next table on the board or poster. Students can add examples with post-its.

| POSSIBLE FUTURES    | PREFERABLE FUTURES              |
|---------------------|---------------------------------|
| Bullying ignored    | Bullying is stopped             |
| Students feel alone | Students feel supported         |
| Conflicts grow      | Conflicts are solved peacefully |



### Preventing Bullying in Primary Schools at the Mediterranean Region

[www.premedbullying.eu](http://www.premedbullying.eu)

Reference No.: 2024-1-EL01-KA220-SCH-000246861

Erasmus+ | Cooperation Partnerships in School Education (KA220-SCH)



Co-funded by  
the European Union

