

Guide and testing scenarios on game methodology for educators

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1. Introduction

This document entitled Guide and testing scenarios on game methodology for educators is the second intellectual output developed in the Erasmus+ Games for Tolerance project. The result is a joint contribution of the project Consortium, with the leading role of the Centre for Education and Entrepreneurship Support from Rzeszow, Poland. This Guide has been prepared in English and translated into five national languages of the Consortium, i.e., Bulgarian, Czech, Greek, Polish and Romanian. All project results are available for download through the project website.

1.1. Target group and objectives

This Guide has been prepared for parents, teachers and educators at primary school level in order to educate and inform them on innovative ways on addressing bullying – when it happens, how to prevent it and what methods to use for raising awareness on such matters among children and primary school pupils. With this said, presented will be guidelines on how game facilitation and role-playing mechanisms can be incorporated into fun but constructive conversations and interventions with children for their awareness on combating bullying. Parents will also obtain advice from primary school teachers, while the teachers from child psychologists, on tackling and preventing bullying, as well as role playing and gamification facilitation in education. The target group, both parents and teachers or educators, will therefore be facilitators for a better understanding of the problem of bullying at primary school level in children/pupils.

1.2. Main features of the Guide

The Guide is divided into 5 sections. The first section is the introduction, the second is about the key concepts and actions around bullying, the third is on role playing mechanisms, while the fourth section is on game facilitation and the final fifth section includes advice, competences and recommendations.

The aims of this intellectual result are to:

- ✓ Introduce what bullying is
- ✓ Explain cyberbullying
- ✓ Suggest solutions for taking action in instances of bullying
- ✓ Identify ways of bullying prevention
- ✓ Introduce role playing
- ✓ Explain role playing mechanisms in education

- ✓ Introduce tools and methods for role playing at school
- ✓ Present good practices in role-playing at primary school level
- ✓ Share a scenario for the creation of role-playing
- ✓ Introduce gamification for educational purposes
- ✓ Set rules for selecting appropriate games for the classroom
- ✓ Explain the influence of games on children
- ✓ Present good practices in gamification at primary school level
- ✓ Share a lesson plan for using gamification in the classroom
- ✓ Provide advice on tackling and preventing bullying in primary school pupils
- ✓ Provide advice on role playing and gamification facilitation in education
- ✓ Identify competences for facilitators introducing role playing and gamification
- ✓ Share recommendations for addressing sensitive issues at primary school level

1.3. Learning outcomes

With this Guide and testing scenarios on game methodology for educators, parents, teachers and educators will be able to:

- ✓ Understand what bullying is
- ✓ Understand the role-playing mechanism
- ✓ Outline rules for selecting appropriate games for education
- ✓ Identify facilitator competences for role playing and gamification in the classroom
- ✓ Differentiate between bullying and cyberbullying
- ✓ Examine a role-playing scenario
- ✓ Examine a lesson plan for using gamification in the classroom
- ✓ Compare advice and recommendations on bullying aspects
- ✓ Learn how to take action when noticing instances of bullying
- ✓ Learn how to introduce role-playing mechanisms in the classroom
- ✓ Analyse ways of bullying prevention
- ✓ Analyse good practices of role-playing and gamification in education
- ✓ Determine role-playing and gamification facilitation in education
- ✓ Put into practice role-playing and gamification solutions
- ✓ Manage teaching and learning with fun teaching and learning solutions
- ✓ Review, reflect on and improve facilitator competences

2. Key concepts and actions around bullying

In this section the key concepts and actions around bullying will be introduced, as well as the distinction between bullying and online bullying, but also ways of taking action when instances of bullying do take place, and how to prevent bullying.

2.1. What bullying is

One of the most important things to know about bullying is that it is a learned behaviour¹. According to the Cambridge Dictionary², bullying is “the behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do.” This means that targets on the one hand can be those that are more successful, smart, creative, talented, popular or liked than themselves, and on the other hand those with distinct physical features, different religion, some kind of disability, different race, different sexual orientation, quiet, shy, with little friends, less performing at school or demonstrating other vulnerability. Yet, demonstrating any of the previously mentioned characteristics does not make such a child worse in the eyes of others.

The same dictionary also publishes information that “bullying is a problem in many schools” and “online bullying is a serious concern.” Unfortunately, bullying is a problem observed across different age groups, at different levels of education (or even occupations) and concerns different areas. In each case it is the bully that is at fault and never the other side. A bully is “someone who hurts or frightens someone else, often over a period of time, and often forcing them to do something that they do not want to do³.” Although, it should be noted that such a person should not be referred to as a bully (and in the opposite position as a victim) since we do not want to refer to permanent behaviour, but behaviour that can change with the development and support in that child. Bullying is the result of the child who bullies making the wrong choice, not the target of bullying who is not to blame in any case⁴. Dan Olweus, creator of the Olweus Bullying Prevention Program, writes in his book *Bullying at School: What We Know and What We Can Do*, that “a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part

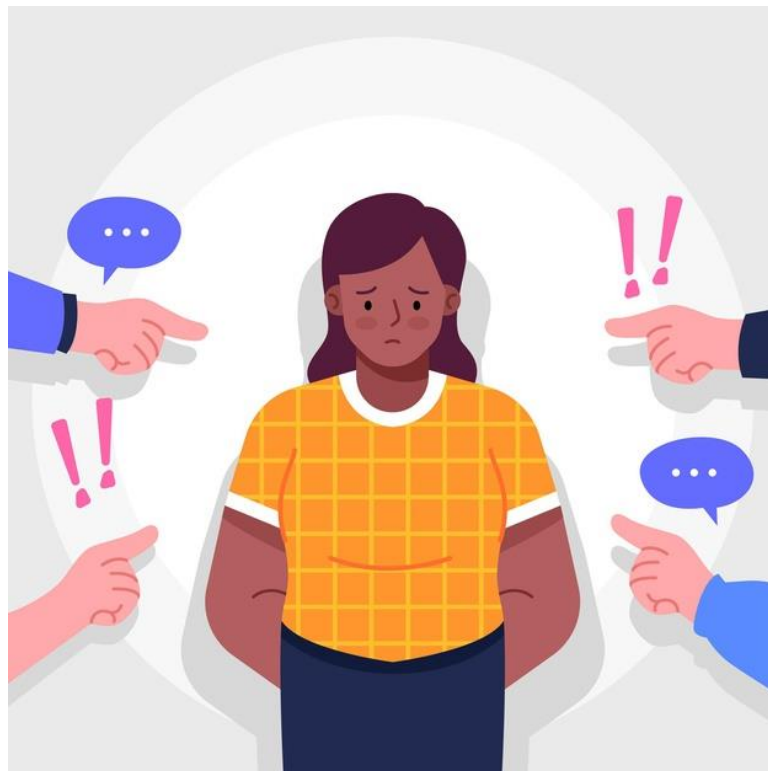
¹ <https://www.pacer.org/bullying/info/info-facts.asp>

² <https://dictionary.cambridge.org/dictionary/english/bullying>

³ <https://dictionary.cambridge.org/dictionary/english/bully>

⁴ <https://www.verywellfamily.com/reasons-why-kids-are-bullied-460777>

of one or more other persons, and he or she has difficulty defending himself or herself⁵.” This concerns the fact that bullying is a negative, unwanted and aggressive behaviour, framed in a pattern with the potential of repeatability, and involving imbalanced actions. Olweus in the previously mentioned publication also provides that bullying is abuse that should not be tolerated under any circumstances, and that bullying is not to be compared to teasing since it does not involve playable aspects for all participants.



Source: [Freepik](#)

2.2. What online bullying is

Cyberbullying is a type of online bullying, in specific “the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages⁶.” It can happen across the web, on social networks, communication platforms, gaming platforms and mobile phones. The emergence and growing popularity of digital technologies have made cyberbullying a critical issue at current

⁵ https://www.violencepreventionworks.org/public/recognizing_bullying.page

⁶ <https://dictionary.cambridge.org/dictionary/english/cyberbullying>

times. This type of bullying is difficult to reduce, because of how easy it is for everyone to access technology and therefore exchange an unlimited number of messages and other improper material online.

It should be mentioned that face-to-face bullying and online bullying can occur simultaneously. Cyberbullying, like traditional bullying, involves an imbalance of power, aggression, and a negative action that is often repeated⁷. Cyberbullying however differs from other types of bullying, since it violates one's personal space. Moreover, it provokes repeated attacks on the target, through the use of information and communication technologies and data durability in cyberspace, even if the target has moved significantly far away from where they have been originally bullied in the real world. The repeated intense attacks are often about revenge. The target perceives the attacks as hurting and also has the feeling that they cannot defend themselves. Cyberbullying in comparison to other forms of bullying has high emotional, physiological and behavioural impact on the target. The "role" of a bystander is also different – they are not only witnesses, but participate in spreading the harmful information and contributing to accepting it while on stopping it from reaching more Internet users.

Some of the most common examples of cyberbullying include sharing photos without consent, posting hurtful pictures or videos, publishing embarrassing comments or rumours, insulting in instant messaging, threatening to hurt someone, exclusion from online groups, e.g., Facebook class groups, or doxing, i.e., threatening to make to reveal individuals' private information. The person responsible for such frightening, hurtful or harmful behaviour is defined as a cyberbully. In the case of anonymous messages, it might become very difficult to reveal the identity of the person that bullies online, causing additional stress to the child being bullied. However, the digital footprint cyberbullying leaves can prove very useful for helping stop the abuse⁸. Anonymity across the Internet may also lead to the intensification of acts of cyberbullying or engagement into such behaviours of those that would not carry them out offline.

The problem of cyberbullying is so serious that UNICEF has also joined efforts to prevent negative phenomena. The photos of the "One shot is enough" campaign are moving. It is difficult to avoid the possible association of cyberbullying with execution. UNICEF also draws attention to an important aspect of violence - not only the perpetrators, but also witnesses take part in it. In addition, a poorly organized school system can also contribute to supporting aggression. First of all, it is: not drawing consequences from the perpetrators, teachers turning a blind eye to the problem, or recognizing that cyberbullying is less harmful than direct, bodily aggression. An element of preventive and educational programs in many schools is

⁷ https://www.violencepreventionworks.org/public/cyber_bullying.page

⁸ <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>

the prevention of cyberbullying. Their implementation by teachers remains a separate matter. It is also important for parents to cooperate with the school, and to firmly demand that the perpetrators be taken to the consequences and that actions should be taken to protect those who experience violence. It is important not to ignore cyberbullying, not to treat it as adolescent pranks, because its consequences can be very serious - from psychological ones, through school changes, self-harm, to (in the most extreme cases) suicides by cyberbullying targets⁹.



Source: [Freepik](#)

2.3. Taking action in instances of bullying

As an observer but also a role model you can play an important role in stopping bullying. Any action you take will be support for the child being bullying. Depending on your role and relation, take the following actions.

Parents

If you become aware that your child is being bullied:

⁹ <https://www.swps.pl/strefa-psyche/blog/relacje/2180-cyberbullying-wspolczesne-oblicze-przemocy?dt=1620628400439>

- ✚ Analyse the behaviour of your child to take immediate action.
- ✚ Speak with your child to explain the situation.
- ✚ Observe the behaviours of other children in your surroundings to identify the spread of the problem.
- ✚ Speak with school teachers to combat the problem and prevent its reoccurrence.
- ✚ Consult with other parents of children from the same school to share observations, exchange experience and together come up with solutions.
- ✚ Inform your child's school about the situation.
- ✚ Contact parents of other children to check if the situation is applicable only to your child or more children are involved.
- ✚ Speak with other children about the behaviours of children around them, their comfort and their safety.
- ✚ Seek for support in psychologists/specialists to make the right decisions.

What else can I do as a parent?

- ✚ Provide quality family time for the child and establish healthy daily routines that enable the child to feel supported and loved.
- ✚ Monitor the time the child spends online.
- ✚ Spend time with your child preferably in nature.
- ✚ If you notice changes in behaviour, emotional reactions, or health issues, go to a therapist with your child.
- ✚ Build trust between you and your child.
- ✚ Strive for open and honest communication between you and your child.
- ✚ Always try to keep your promises.
- ✚ Create a safe atmosphere, where the child does not have to be afraid of you.
- ✚ Ask questions to realise your children's social situation before you actually take action.
- ✚ Ask less direct and insistent questions with younger children.
- ✚ Use straight questions and ask for detailed information when bullying refers to older children.
- ✚ Encourage your children to have an 'upstanding' behaviour and be confident about themselves.
- ✚ Help your child identify own and the feelings of others.
- ✚ Encourage your children to share their concerns with you and their teachers.
- ✚ Encourage your children to talk about school, friends, social events, and their activities, paying attention to their conversations with other children.
- ✚ Help children learn the social skills they need to make new friends.
- ✚ Avoid being judgmental, but do not underestimate the situation of bullying.
- ✚ Help the child to become more assertive, but also believing in oneself and standing up for oneself.

In the toughest cases, when your own efforts are not enough to stop the abuse:

- ✚ Cooperate with the school headmaster or psychologist for widespread impact.
- ✚ Contact the parents of the child that bullies to establish a cooperative approach resulting in stopping the abuse.
- ✚ Seek the support of authorities and leaders to change policies to prevent and combat bullying.

Additional tips for parents:

When your child opens-up to you about bullying or is expressing strong emotions, show that you understand, what they are going through and give them support and acceptance.

If your child feels safe to open up to you, also in cases, when something goes wrong, you will be able to help them and be there for them, when bullying appears (in both cases: if they are being bullied or they are the person, who bullies).

Children learn mainly through “model learning”, so show your child how to communicate openly by doing it yourself: don’t lie to your child, but always be honest, even about sad or unpleasant themes, don’t trick them into doing what you want, instead rather try to come to an agreement, don’t pretend or hide your true emotions, rather talk openly about your emotions, and ask the child to talk about their own emotions, too.

Teachers and educators

If you become aware that a child is being bullied:

- ✚ Contact the child’s parents to explain the situation, listen to their point of view, as well as together understand how to take action.
- ✚ Speak with other teachers to find out about their experience and observations on instance of bullying.
- ✚ Consult with the school counsellor/psychologist on corrective and preventive measures towards stopping bullying.
- ✚ Inform the school headmaster about the abusive behaviour in the school.
- ✚ Contact parents of other children to understand if the problem concerns more than one child.
- ✚ Speak with other children about positive and desirable social behaviours, both offline and online, and that violence is not accepted.

What else can I do as a teacher/educator?

- ✚ Monitor the child’s mood and performance at school.

- ✚ Talk to the child and offer support and counselling.
- ✚ Focus on the protection of the person being bullied, empower them, help them build self-esteem, teach them assertive communication.
- ✚ Take care of the class atmosphere, talk openly about the bullying, let also the bystanders know, that you are dealing with the issue.
- ✚ Choose a team approach to solving the bullying (involve all teachers who work with the child, employees of the school counselling office, if necessary, seek also external help).
- ✚ Focus also on the re-education and resocialization of the child that bullies.
- ✚ Seek individual psychological care for the child being bullied and the child that bullies.
- ✚ Work towards integrating the aggrieved person with their classmates while the participation in group activities or an awarding system.
- ✚ Closely cooperate with parents to make them aware of the problem and explain how to take action.
- ✚ Set out an action plan with the support of parents and other professionals.
- ✚ Reinforce the school rules and guidelines, establish structures that enable pupils to report bullying safely and immediately to adults/teachers at the school.
- ✚ Work on establishing relationships based on tolerance and acceptance among pupils and teachers.

In the toughest cases, when your own efforts are not enough to stop the abuse:

- ✚ Engage an external mediator in resolving the problem.
- ✚ Separate the child that bullies from the class to prevent any further harm until the behaviour changes.
- ✚ Suspend the child from classes for a period of time.

Additional tips for teachers/educators:

Don't forget to take immediate action as soon as you realize instances of bullying in your teaching contexts. This is because pupils might interpret teachers' lack of intervention as an implicit acceptance of bullying and this might lead to even more aggressive behaviour.

It is important to initiate discussions between the children/pupils and the teacher in order to clarify the problem, the impact on all participants and bystanders, the consequences, as well as possible solutions.

Explain to the pupils the difference between teasing, mockery and bullying, and how something seemingly “innocent” may cause distress to another child, even if this is not the intention.

Additionally, if bullying your/the child is happening online and you know about it, you can:

- ✚ Delete from mobile devices the apps where the bullying is taking place.
- ✚ Lock/Ban/Block websites that are causing harm.
- ✚ Install protective software like firewalls and keep the anti-virus and search tools updated.
- ✚ Report the instances of cyberbullying to the appropriate service: service provider to remove the offensive content, school to prevent or stop similar situations at school level or the police if the activity can be classified under harassment or abuse.

What else?

- ✚ Block the person that is bullying.
- ✚ Delete your account from the site where the bullying is happening.
- ✚ Restrict texts, calls and online messages from certain people by contacting the mobile operator or Internet Service Provider.
- ✚ Record the online incident and investigate it if necessary to combat it.
- ✚ Explain to the child that they do not need to read messages that bother him, but can keep a record of them with a date and time.
- ✚ Inform others about the issue in general to raise awareness.
- ✚ Bookmark appropriate sites for your children to visit and reach an agreement that these are the only sites they can visit online.
- ✚ Take advantage of any free parental controls and spam blockers provided by your Internet service provider.
- ✚ Consider adding monitoring software that allows you to view the sites they visit, review chat sessions and comments they post on social-networking sites, as well as know if they are deleting the history of sites visited.
- ✚ Overnight, store digital devices outside the child's room.

2.4. Bullying prevention

Regardless if online or offline, there are ways to prevent bullying. The first step is raising awareness on the problem among children.

If you are a teacher, this can be done through:

- ✚ The organization of thematic lessons in bullying prevention.

- ✚ Launching school campaigns to raise awareness on the problem.
- ✚ Distributing leaflets and visuals, with concrete examples introducing the problem.
- ✚ Following the school policy of bullying prevention, if applicable, or considering the creation of such a policy.

What else?

- ✚ Be the role model for the children demonstrating acceptance and compassion for all.
- ✚ Help pupils understand what bullying is, so that they are able to identify it if it happens to them.
- ✚ Discuss with your pupils how important it is to help other children who are bullied by showing your kindness or helping them in standing up to the children that bully.
- ✚ Establish norms and rules of pupil behaviour, explain the consequences of breaking them, and enforce them firmly.
- ✚ Teach pupils to be empathetic, that is, to empathize with other people's situation.
- ✚ Engage pupils in tasks that help them identify and express their feelings.
- ✚ Prioritize raising awareness that bullying is a problem generating unacceptable behaviours.
- ✚ Work with the whole class on bullying prevention.
- ✚ Organize group work, changing group members, so that pupils have the chance to build positive relationships with all their classmates.
- ✚ Hold group conversations during class regarding bullying and the importance of respecting one's human rights.
- ✚ Incorporate cooperative projects that nurture understanding and compassion.
- ✚ Give out anonymous questionnaires to all pupils, assessing their readiness to combating bullying incidents, knowledge on preventive measures and observance of bullying instances around them.
- ✚ Workshops can be organized by the school psychologist or the pedagogical advisor.
- ✚ Conduct thematic parent meeting to raise awareness also among them.

Additional tips for teachers/educators:

The teacher can prevent bullying by allocating class time to deal with classroom issues such as social dynamics within the class, children's problems and wishes and other emotional issues of the children. When the teachers try to help children deal with their problems, listen to their ideas, wishes, fears, the children feel that they

are valued, appreciated, accepted as they are, and then they do not have the need to bully others.

It is crucial for the teacher to work closely and consult the behaviour of children with the school psychologist, educational counsellor and a bullying prevention specialist.

Keeping parents involved in matters related to the school education system of their children can also help. The parents can give the teacher valuable insights into the emotional well-being of children. It is also very positive for the children to feel that the two main authorities in their life share the same values and are both there to help.

When working at class / group level, apply all forms of group work - discussions, case studies, role-plays, sharing experiences, using the possibilities of the curriculum. The aim is to create a space in which violence and bullying are openly discussed and to work on the formation of children's attitudes and social skills for healthy and non-violent communication, empathy, tolerance and respect for differences, conflict resolution and more.

If you are a parent, this can be by:

- ✚ Explaining to your child who a bully is and how this person can behave.
- ✚ Speaking about problems that concern other children.
- ✚ Clarifying the difference between the target of bullying and the child that bullies.
- ✚ Staying connected with your child's school, teachers and school activities to be aware what is happening around them.

What else?

- ✚ Get informed about the signs that will help you identify whether the child is bullied.
- ✚ Demonstrate positive and healthy behaviours and habits.
- ✚ Show your child how to treat other children and adults with kindness and respect.
- ✚ Appreciate the child's moments of generosity and compassion for others.
- ✚ Talk to your children daily and find out how they spend their time at school, what they do online.
- ✚ Get to know the parents of your child's friends and exchange phone numbers with them.
- ✚ Never compare children with each other or label them as 'victim' and 'bully.'
- ✚ Reward your child when they do something well, while showing empathy.

- ✚ Encourage your child to participate in sports, art classes or other group activities.
- ✚ Encourage 'healthy quarrels with your child, so as to help them develop their critical thinking and assertiveness skills.
- ✚ When you see someone being bullied or mistreated, don't turn your back, but be a good example and stand up for them.
- ✚ Help your children set a positive example with their own behaviour.
- ✚ Organize a meeting with the child that bullies who will talk directly to your child and talk about their experiences.
- ✚ Support your child getting informed about their rights in real life and while online.
- ✚ Participate in thematic events, campaigns or workshops together with your child to show them how important a problem bullying is.

Additional tips for parents:

When they know what bullying is, your children will be able to recognize it more easily, whether it is practiced on them or on someone else.

The more you talk to your children about bullying, the more confident they will feel about sharing it with you when they witness or fall victim to such acts.

By promoting and modelling positive behaviours—actions that reinforce healthy relationships—we can improve a child's behaviour as well as redirect their attention to what they can do (as opposed to telling them only what not to do).

Encourage your child to take up activities they love. This will help them have fun, meet people they share the same interests with and build their confidence in relations with others.

Additionally, on cyber bullying prevention you can:

- ✚ Explain to children how online information can be used and distributed globally.
- ✚ Be part of the child's online experience to get to know the websites they visit.
- ✚ Make sure the child understands the importance of keeping their passwords private.
- ✚ Keep learning about and studying different possibilities of child-protection online.

What else?

- ✚ Explain to children how they can use technology for the common good, such as sharing knowledge or supporting each other. They should know that using abusive language online can cause as much harm as offline.
- ✚ Make sure that the Internet is not accessed through unsafe locations or hotspots.
- ✚ Instruct the child to keep the microphone and camera disconnected or covered when not in use.
- ✚ Instruct the child that under no condition should they share their password, even with friends, personal data or photos.
- ✚ Inform children about the impact that extended time spent online can have on them and others.
- ✚ Discuss with your child what information is appropriate to share online
- ✚ and what information is too private or personal.
- ✚ Speak to the child not to start a conversation and not to respond to messages from strangers
- ✚ Advise the child to go offline if they feel personally affected by a communication.
- ✚ Identify and explain the risks involved in exchanging information online.
- ✚ Explain the connection between the online and offline worlds and warn children of the various dangers they may encounter on the Internet.
- ✚ Make sure the friends on your child's buddy lists and social-networking sites are people he or she knows, rather than friends of friends.
- ✚ Use parental controls, especially when it comes to privacy settings on the child's device.
- ✚ Use digital devices in the common space, so you can easily monitor children's virtual activity.
- ✚ Monitor the time the child spends online and offer alternative options of spending free time.
- ✚ Cooperate with the school and other parents on cyberbullying prevention.

For additional information on bullying, including terminology, diagnostics, solutions and prevention, resort to topic 2 in the Methodology for elaboration of educational games, the first intellectual output developed in the Games for Tolerance project.

3. Role playing mechanisms

In this section information on role playing mechanisms will be introduced, including how to use role playing in education at primary school level, the benefits of role playing for the development of children, as well as how teachers should prepare for introducing role playing to the classroom and finally some good practices and a scenario for the creation of role-playing in a classroom setting.

3.1. Introduction to role playing

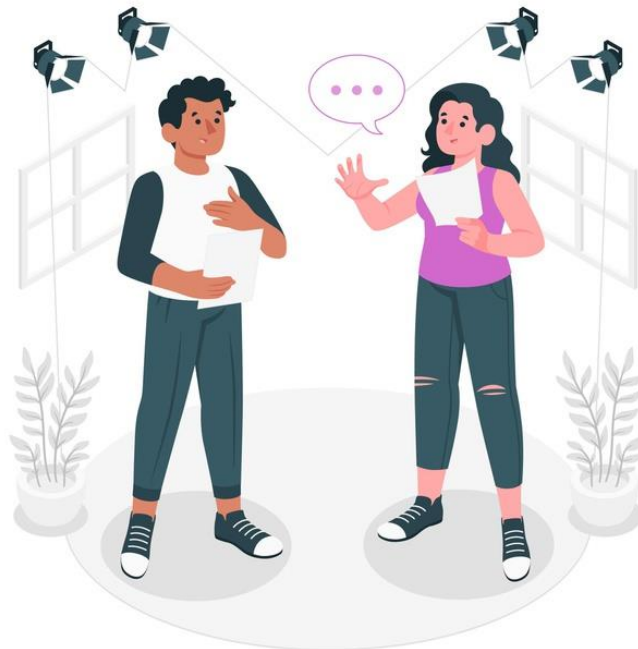
If we are to provide a broad definition of role-playing, we can say that role playing is “pretending to be someone else, especially as part of learning a new skill¹⁰.” Going into more details, “role-play is a technique that allows pupils to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment¹¹.” Therefore, role-playing constitutes an interesting part of an active learning and teaching strategy. It incorporates a variety of elements, such as drama, simulations, games and demonstrations of real-life cases related to any topic. Role-playing games are a strategy that provokes the child's emotional and responsiveness, engages his personal responsiveness and empathy and thus helps him to experience or empathize with problems of different nature - social, cognitive and others.

Role-playing games are a great way for children to express in a small group their own attitude to a particular problem for learning purposes, in an attractive way to overcome the distance between theory and practice and to develop useful skills. Each role-playing game has components similar to the elements of any other role-playing: set or imaginary situation; real or imaginary place of action and actors playing certain roles. Role-playing games can be initiated spontaneously, and depending on the goals the time for the realization is different.

What makes role-playing appealing and educationally useful is the fact that it engages the participants to step outside their accustomed roles in real life and relinquish their usual patterns of behaviour to take real or fictitious role, to be ‘someone else’ in an imaginary situation. With this, through role-playing learners are allowed to gain experience and are encouraged to develop an understanding of the situation from ‘another’ point of view.

¹⁰ <https://dictionary.cambridge.org/dictionary/english/role-play?q=role-playing>

¹¹ https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/?doing_wp_cron=1621438491.4010260105133056640625#.



Source: [Freepik](#)

3.2. Benefits of role-play mechanisms in education

Role-play mechanisms fall into the area of design thinking and are a characteristic of new teaching methodologies. More educators are moving away from traditional lessons consisting of lectures and written tests towards the increased engagement of pupils in structuring lessons they participate in (not only attend or are evaluated on the lessons learnt). This trend is the result of the evolution of didactic materials and the need for experimental learning, learning by doing and design thinking. Various research has shown that lectures are not the most effective for teaching skills, provoking behaviours, competence development or motivating learners. Lectures are set for transmitting information which no longer proves to be the sole goal of education in the XXI century. This is where role-playing can play a key role.

Role-playing in education makes room for exploration, discoveries, valuing own abilities and identifying interests, but also debate, exchange of opinions (often contradictory, which is also good) and learning to adapt to new situations. It can teach flexibility and basic soft skills or unfold new perspectives in the areas that are already familiar.

Role-playing is also an example of learner-centred environments, so such in which the learner is actively engaged and taking larger responsibility in the teaching and learning process. The mentioned environment is also advantageous for the development of transversal skills (although pupils may not yet be aware of this),

giving value to new opportunities. These modern skills acquired at early age will be fundamental for further growth^{12,13}.

Moreover, with role-playing children have the chance to express their hidden feelings and discuss 'sensitive issues' which they might not do in natural settings; but also understand how they feel and how others react in different situations, observing the behaviour of others. Role-playing also allows participants to engage or be involved in a problem or idea, receiving immediate and varied feedback on their own performance.

During role-playing games, people can experiment with new behaviours in a protected environment. By experiencing new ways of acting, they see the effect and get additional motivation to apply these different approaches in reality. Role-playing games can also create a routine and make the application easier in a real situation. What is more, they can be used in training in any field, as well as in any lesson or topic. In addition to knowledge of specific material, they develop children's communication skills and can be structured for any age. They can be applied at the end of a topical material as an authentic assessment, e.g., campaign against pollution or for the protection of plant species.

3.3. Introducing role-play mechanisms to the classroom

In order to introduce role playing to the classroom necessary is preparation, followed by execution of the plan and evaluation of the experience.

What conditions should be met at the beginning?

Since in the role-play mechanism it is the pupil that must take on a role throughout the lesson to experience a situation, the first condition that must be met is the participation of pupils. It is up to the teacher to decide on the number of participants and before the actual classroom setting. There is not a minimum or maximum number of participants, but at least 3 will prove for a rich experience and facilitate group work.

Then the teacher must consider the tools and materials for the role-play based on the topic that will be experienced by the group.

For example, what tools?

¹² <https://www.designsociety.org/download-publication/40800/DESIGN+THINKING+VIA+FLIPPED+CLASSROOM>

¹³ Author's own observations

Role-play is a very flexible teaching approach because it requires no special tools. However, the use of tools can give a more realistic and engaging touch to the situation and bring the situation to life. Some tools that can be used are the following.

Technology: recording devices, camera, tablet, projector, microphone, portable music-playing devices.

Props: gadgets that help pupils take the role, e.g., glasses (allow for a change of perspective), hats (wearing different hats – taking on various roles), clothes (looking in a similar way to the real character),

Pintables: cards with role descriptions for the actors, leaflets, posters, photographs, brochures or newspapers/magazines can be helpful during the topic introduction phase.

Other: background music might encourage pupils to immerse into the activity, a short video can set the scene and serve as an effective leading tool, recordings of various noises allow for closer experience with the situation, crayons for face painting to visualize hidden emotions or feelings.

Important consideration will be the learning objectives of the role-playing. These should be SMART (Specific, Measurable, Assignable, Realistic, Time related) and formulated to result in learning outcomes.

For example, what learning objective?

- ✓ Role plays can fulfil a lot of learning objectives. Some of them are the following.
- ✓ They promote children's cognitive development by making them deeply understand the various forms of school bullying.
- ✓ They help the children to learn how to interact in various situations by applying content to relevant contexts.
- ✓ They help pupils to express their ideas and feelings in a relaxed environment created by them.
- ✓ They help pupils to develop empathy, since while they pretend to be someone else, they learn to understand and identify emotional situations.
- ✓ They encourage pupils to overcome fear and, as a result increasing their self-confidence.
- ✓ They develop assertiveness by responding accurately and efficiently to different mocking/bullying scenarios.
- ✓ They develop pupil's collaborative and creativity skills since pupils use their imagination to complete tasks and collaborate to accomplish the goals set.
- ✓ They allow pupils to explore, to experiment and to investigate real life situations and language used in various circumstances.

- ✓ They promote pupils' critical and decision-making skills since in each situation pupils have to consider all the alternatives before they finally reach a resolution.
- ✓ They develop pupils' cognitive, linguistic and socio-kinetic skills.
- ✓ They play an important part in the physical, emotional, and mental development of a child, which is necessary for their overall well-being.
- ✓ They build the confidence level of team members which in turn can help them in their day-to-day roles.
- ✓ They will get acquainted with the basic information about masks in the theatre.

The next step is informing the pupils about the role-playing activity, especially if they shall be required to make any preparation for it, and explaining the objectives and well as their role(s) as actors.

How to prepare the role-playing?

Step 1: Identify the issue

The first step involves the identification of the problem you wish to address through role playing. It is important for you to be very specific about the problem you intend to solve.

Step 2: Create the narrative

After the problem identification phase, you need to come up with a story that can represent it well enough. At this point it is necessary to design a clear timeline: your action should have a starting moment, a development phase and a clear ending. Your emotional charge and intensity should vary according to the importance of each moment. In case you wish to promote transformation, you should consider building up your intensity to culminate in the moment that it happens. Remember that the most important element of the role-playing is drawing the attention of the public to the occurrence of the problem, not to its solution.

Step 3: Build your characters

Character building is very important because characters serve the overall purpose of role-playing. Bear in mind that the more realistic your characters and the situation is, the more appealing your role-play will be. Sometimes it is a good idea to exaggerate in the characters' opinions and motivations. This will help you highlight the caricature of the behaviour/skill/type you want to describe.

Step 4: Design the environment

The ideal situation would be for your role-play scene to take place outside of the classroom, in a setting that seems as real as possible. However, since this is almost impossible in most cases, adjusting the environment, using realia and props will add to the credibility to the situation to engage pupils in a more meaningful way.

How to carry out the role-playing?

With the consideration of necessary materials and the setting based on the identified issue/topic that will be acted, continue to the role-playing itself following a step-by-step approach.

What steps should be taken?

Step 1: Warm up the group

This step involves presenting pupils with the topic/issue, providing examples in the form of graphics, video or through a discussion. In this step ask the pupils if they have a clear understanding of the process that they will participate in. Ask them what the benefits are and what disadvantages it might have, and together try to predict what might happen. Address all concerns and worries upfront. This will provide for a richer experience and easier evaluation after the role-playing.

Step 2: Demonstration session

This is an optional step which might be necessary with younger pupils for them to have a better understanding on how they will participate in the role-playing, how it will be carried out, as well as how the issue will be presented. Chose volunteers to try out a demonstration session for the others. Let others try it with a specific learning objective and specified outcome. Have a reflection and share insights before continuing to the main session.

Step 3: Select participants

In this step, the characters and their characteristics are identified. Children choose the roles to play (or the teacher assigns them) and the facilitator explains the roles as well as the purpose of the role-playing in the specific context. The teacher should not assign roles based on other pupils' suggestions, but own, to prevent pupils from uncomfortable situation or stereotyping. Also, some scenarios require that a set of information is only provided to specific roles/characters, so you as the facilitator should take the time to provide any exclusive information to the corresponding pupils.

Step 3: Set the stage

At this step, a line of action and the setting is established, props distributed, and the actors prepare for the role play to start. All roles are restated and positions taken, including the audience. Before the role-playing starts, a certain limited time is set in which it must run, e.g., take 5 minutes to talk about the problem you are facing, 10 minutes to think of possible solutions, and finally 10 minutes to choose the best solution and act accordingly. However, you should not limit the pupils since the process is dynamic - be aware of this. It is also worth remembering not to force the role-playing over time - if the topic is exhausted, end it.

Step 4: Prepare the observers

To make sure that the whole group stays involved, the teacher is encouraged to assign tasks for everyone. For example, the observers can evaluate the realism of the role playing, respond to the effectiveness and sequences of the role players' behaviours, and define the feeling and ways of thinking of the persons being portrayed. Observers may have the task of observing a specific behaviour or a specific participant. Observers can also share their feelings during the role-playing by applause, making noise or even through silence, so the actors can react and correct their behaviour when it is criticized.

Step 5: Perform

Finally, the actors assume the roles and spontaneously 'play' the situation from the beginning to end of the situation. The facilitator (teacher) rarely intervenes, but monitors the relevance of what is happening to the learning objectives, keeps the participants intrigued and involved, facilitates difficult interactions, delays the action or intervenes by re-reading the instructions for the role.

Revision of instructions after the start of the role-playing should not be allowed, whereas after the main session, pupils can be invited to swap roles to try more behaviours and to see more points of view, i.e., pupils can go through all the roles or the main participants can change roles.

Step 6: Leave the roles

In order for pupils to get out of the roles, it is necessary to include the experience by closing the situation. Participants can be supported in 'separating themselves from the roles' by giving them the opportunity to express their feelings, thoughts and experiences or by giving them a few minutes to isolate and analyse the situation. Role-playing games can be often associated with a lot of emotions and the actors can remain under the influence of the experience for a longer time.

How to evaluate the role-playing experience?

After the role-play has actually taken place, it is important to have a debriefing session that calls out the main message and helps participants take in the new skill or knowledge you want to convey.

What else can you do to evaluate the experience?

- ✓ Initiate pupil-led reflection about the role play they participated in – for this purpose you can prepare a check list with the learning objectives or ask them to create a mind map around the topic/issue of bullying that was role-played.
- ✓ Schedule a time for a casual discussion on how the pupils felt in their roles (also as observers), either in classroom settings or during a field trip, shortly after the role-playing experience or some time after.
- ✓ Immediately after the role-playing, organize an activity during which all the participants stand in a semi-circle and the teacher distributes blank sheets of paper to everyone. On their sheet of paper, the participant draws their feelings of sadness, anger, surprise, joy, etc., as an answer to 2 questions you ask them: How do you feel after participating in the game? What emotions did you feel with the solution to the problem? What emotions can you share with the target of bullying? emotion do you think the child that bullied felt?
- ✓ On the count of 3, participants show their cards to the group, the teacher explaining the favoured/correct attitude.
- ✓ Test the specified learning outcome by creating a task for the pupils to describe the solution to the problem or elaborate on prevention in writing.
- ✓ Consider the creation of a diagram with key lessons learnt that you can place in the classroom and that can serve as a reminder on right and wrong behaviours.

Teachers should also evaluate the role taken as facilitators of the role-playing and this can be done by answering the following questions:

- To what extent were the learning objectives reached?
- To what extent was my involvement necessary in order to reach the learning objectives?
- To what extent were the participating pupils engaged in the activity?
- To what extent were the observers engaged in the activity?
- To what extent were the pupils able to understand and empathize with the point of view of their character?

Additional tips to evaluation and role-playing follow-up:

- ✓ As a facilitator to the process, you should emphasise what was done rather than what could have been done.
- ✓ Give the pupils adequate time to reflect on their role-playing experience.

- ✓ Do not allow judgmental statements of real personalities (as opposed to those of characters) or of attitudes.
- ✓ Try to clear up all misunderstandings.
- ✓ Make sure that all role players contribute to the evaluation/follow-up activities.

3.4. Examples of good practices in role-playing at primary school level

The following examples from Bulgaria, the Czech Republic, Greece, Poland and Romania concern good practices in role-playing at primary school level.

Example 1

Sarchitse

Country (and city optionally): Bulgaria

Name of good practice:

School subject/program/approach:

Topic/Thematic area:

Description:

Lesson(s) learnt by pupils:

Transversal aspect:

Source/Link:

Example 2

Country (and city optionally): Czech Republic (Prague)

Name of good practice: Teaching pupils how to react in difficult situations that often happen at school

School subject/program/approach: Prevention program

Topic/Thematic area: Behaviour towards classmates

Description: The teacher puts on a wig and pretends to be a “mean pupil”, presenting a bad behaviour that often happens at school between kids. Other pupils are asked to go up to the teacher and solve the problem following the school rules. The teacher comes in front of the class and starts the role play. He/she is showing off his/her beautiful notebook that brought to school, showing it to everyone but at the same time saying that they cannot touch it or see it up close. The kids volunteer to come up to the teacher and try to find a solution to this situation. They are telling him/her how they feel about the situation and what they think the character played by the teacher should/should not do. In the end they find a solution – they tell he/her that you can only bring to school the items that you do not mind sharing. The teacher decides that this is a good solution, takes her wig off and evaluates the situation.

Lesson(s) learnt by pupils: Bringing toys and other items to school by kids is accepted

only if they are happy to share them, otherwise they should better keep them in their bag or at home.

Transversal aspect: Similar role-playing can be applied in different situations. At the Orangery Primary school in Prague, pupils attend a preventive program every week. And role-playing is a great tool that helps them learn about the situations at school that they struggle with.

Source/Link: Please include a link to the activity publication or decide to insert school link if no other source is available

Example 3

Country (and city optionally): Greece (Ermoupoli, Syros Island)

Name of good practice: "Don't bite the bait!" (Translated from Greek)

School subject/program/approach: Cross-curricular approach

Topic/Thematic area: Bullying prevention – raising awareness and online campaign

Description: The Bullying prevention project aims to raise pupils', teachers', parents' and public awareness on the topic of bullying. The project involves the creation of an online campaign consisting of six anti-bullying short videos/films with the title "Don't bite the bait!". For the creation of the videos, the pupils assumed different roles (small fish, big fish, sea turtle, etc.) in short plays. The pupils themselves wrote the script for each play (each team wrote a different script), created the characters for their script using recycled materials, painted the story board, played their roles and recorded themselves. For the dissemination of the anti-bullying campaign, the videos were broadcast during a school event, uploaded on the school's website and shared with the local mass media.

Lesson(s) learnt by pupils: The pupils had the chance to step into the shoes of different characters and roles and present their perspectives. This enabled them to realise how the different characters feel in the situations presented and think about ways to help weak characters raise their voices and gain confidence in themselves.

Transversal aspect: Similar projects involving role-playing can Recouple be applied with different characters, e.g., from cartoons, to demonstrate good and bad behaviours from theses cartoons.

Source/Link: <http://aesop.iep.edu.gr/node/11487> (the scenario is in Greek but there is audio-visual material that will help you understand the project activities)

Example 4

Country (and city optionally): Poland (Ostojów)

Name of good practice: Theatre education as a form of developing the skills of pupils of the Self-government Primary School in Ostojów

School subject/program/approach: Polish language, Music, Early school education

Topic/Thematic area: "Touch the theatre, meet the theatre, create the theatre, understand the theatre" series of workshops

Description: "Touch theatre is (...) a knowledge base propaedeutic to theatre,

arranged almost like a drama - everyone has a role to play and must engage thinking and feeling.” During the workshops, the pupils learned that the theatre can evoke many emotions, as well as be an interesting experience with many discoveries. They played numerous roles – observers of the performance creation, cooperation of actors, technicians, musicians, etc. – between staff working at the opera, dramatic theatre or puppet theatre. The pupils were encouraged by attractive tasks, sincere applause of the workshop participants and the friendly help of the director to experience the theatre - functions of people working in the theatre. Contact with real costumes, musical instruments, props, theatre puppets used in various puppetry techniques, theatre masks from many periods of theatre history, and a model of ancient theatre has become a source of learning about the history and development of theatre since the dawn of history. The pupils learned about many varieties of theatre, they encountered the simple truth that theatre in history and in the present day has been and continues to be a mysterious and beautiful phenomenon.

During the workshop *Meet the theatre* - younger children learn about the theatre as a specific meeting of various beings, not necessarily human, but actors, spectators and stage characters (dramatic heroes). All the tasks, games and comments during these workshops relate to the pleasure of meeting the audience, characters and actors, and the interactions they cause. Without competition, without intensive work on themselves and their role, the pupils take part in a scientific game, which takes the shape of a scouting game with obstacles, in which there are dancing, rituals, tasks to be performed, games for speed and concentration - the children gain theatrical skills and the skills of audacious spectators, among others. A specific example is a role play of the adventures of a newly hatched chick who learns about the world around it and learns to distinguish good from evil.

While during the workshop *Understand theatre* – pupils are introduced to theatre performance, recognizing various types of art in it and trying to name them, say what they see, hear, feel, read and understand. These workshops aim to show how to be a sensitive, insightful and critical theatre audience member.

Creating the theatre on the other hand is a class about acting and animation workshop. The workshop is held in two parts. The first meeting concerns the practical aspects of the actor's work on himself. The second meeting is the actor's work on the role on the stage, workshops with the use of scenography - decorations, props, also puppets and lighting. It also teaches puppet animation, stage movement, rehearsals, and spectacle.

Lesson(s) learnt by pupils: During the theatre workshops, pupils learned about ancient and modern theatre, about the people who created it in the past and about today's theatre creators. They learned to be on stage and gained acting skills - to impersonate tragic and comic characters, to play the roles of mimes. By actively participating in the creation of the performance, they got to know the work of directors, set designers, musicians and prompts.

Transversal aspect: The theatre makes room for the performance and demonstration

of all kinds of behaviours and favoured attitudes towards the education of the audience. It is especially a recommended way of introducing content to children since it involves playful learning, learning by doing and experimental learning techniques.

Source/Link: <https://studylibpl.com/doc/975459/monika-wojteczek-%E2%80%A2-educacja-teatralna-jako-forma-rozwijania> (examples of theatrical activities of pupils, which are the result of the work of a Polish language teacher, early childhood education teachers and a music teacher)

Example 5

CPIP

Country (and city optionally): Romania

Name of good practice:

School subject/program/approach:

Topic/Thematic area:

Description:

Lesson(s) learnt by pupils:

Transversal aspect:

Source/Link:

3.5. Scenarios for the creation of role-playing

A scenario can be used for a stand-alone activity or can be part of a longer activity, preceded or followed by a lesson, reflection or assignment. Scenarios can also serve the purpose of raising awareness on topics that matter or issues that appear. Scenarios can be developed for their implementation in face-to-face or online environment¹⁴.

The following scenarios can be used for the creation of role-playing in a classroom setting. On the last pages of this guide, you will find the scenarios as printouts.

Scenarios as a stand-alone activity

Guidance:

¹⁴

<https://www.massey.ac.nz/massey/fms/AVC%20Academic/Teaching%20and%20Learning%20Centres/Scenario-based-learning.pdf>

The scenarios include a recommended age group to carry out the scenario with. Each scenario is followed by a series of optional discussion topics. Decide how you will carry out the activity: role-playing with actors involved or as self-reflection. In both cases proceed with a discussion.

Role-playing instructions:

Cut the scenario cards out and distribute to groups or individually. Pupils read the scenario and try to understand their character's perspective. Then they act out the roles they have been assigned. After the role-play the group/class reflects on the situation answering discussion questions or sharing their feelings (of sadness, surprise, shock, etc.).

Self-reflection instructions:

Cut the scenario cards out and distribute to the pupils. Pupils read the scenario and try to understand the situation. After that they reflect on the situation answering the discussion questions or sharing their feelings (of sadness, surprise, shock, etc.), either individually or as a class.

Scenario A

Approximate number of children role playing: 5

Roles: Pupil Anna, Pupil John, Pupil Mark, Pupil Katie, Kid 1

Mark and John have been good friends since preschool. But Mark likes playing tricks on others or laughing at them. John has even been laughing of his pranks until this recent idea of videoing the reactions of others to his jokes and anonymously publishing them online. Anna, their classmate, is such an example. Mark was making fun of Anna while she was learning to ice-skate. Anna was falling all the time and the longer the situation lasted, the louder Mark was laughing. The situation became even worse when Anna came to school the next day and other kids were also making fun of her. Katie, a school friend, showed Anna a video from the ice rink and her falls one after another. Anna had no idea she was being filmed. As a result of the situation, she got a hard time in school. In no time at all, she heard mean comments about herself. John wants to speak with Mark about the situation, ask him to apologize to Anna, but before he gets down to it, he gets a mean text himself. In the message he was named a wrongdoer. He quickly realizes that others think it was him who is responsible for the whole situation. When he plays the video that Katie shows him on her smartphone, his voice can be heard in the background. When he tries to explain himself, no one believes him and Mark is nowhere to be found.

Discussion questions:

- What did Anna do wrong?
- What did John do wrong?
- What did Mark do wrong?
- How would you react if you were in the shoes of Anna?

- Is John not to be blamed for the outcomes of the situation?
- Should Mark be punished?
- What problems were revealed in the role-playing?
- At what moment should there have been an intervention to the situation?
- Where there any positive aspects to the situation?
- What could be the next scene to the story?
- How would you feel if someone secretly filmed you?
- Did you experience or were a witness of a similar situation?
- How would you react to the situation as an observer?
- How would you react to the situation as a target of bullying?

Scenario B

Approximate number of children role playing: 4

Roles: Pupil Oscar, Pupil Robert, Parent of Oscar 1, Parent of Oscar 2

Robert is always the first in his class to have a new game or gadget. Some kids think he's really cool because of this, but others think he is a bit of a show off. Oscar, who goes to the same school as Robert but is a year younger, really looks up to Robert. He finally convinces his reluctant parents to buy him the same smartphone as Robert has. Oscar brings the gadget to school the very next day. Unfortunately, he can't figure out how to use it properly. Oscar asks Robert to help him. Robert of course agrees and shows him some functions, which he in fact does, but then he takes the phone into his own hands with the intention to create Oscar's profile on Facebook. What Robert does is sets Oscar's profile picture without his knowledge. He wants to make a joke and Oscar's profile picture is an image of a pig, which as a result will cause embarrassment to Oscar. Since Oscar does not check his Facebook immediately after the situation, he does not understand why later on that same day he receives unpleasant messages from kids from his school, many of whom he doesn't even know. When he finally figures out that his profile picture is an image of an enormous ugly pig, he asks Robert to help him change the picture. Robert doesn't tell Oscar the true story, but tries to convince Oscar that someone else must have been playing around with his phone while he was at lunch. Oscar believes him. In the end Robert shows Oscar how to change the profile picture.

Discussion questions:

- What did Robert do wrong?
- Should Robert be punished?
- What did Oscar do wrong?
- What problems were revealed in the role-playing?
- Should the parents be involved in the situation?
- Where there any positive aspects to the situation?
- What could be the next scene to the story?
- How would you feel if someone treated you the way Robert did?

- Did you experience or were a witness of a similar situation?
- How would you react to the situation as an observer?
- How would you react to the situation as a target of bullying?

Scenario C

Approximate number of children role playing: 3

Roles: Friend Claudia, Friend Mary, Friend Betty

Mary and Betty are in different classes at school and have different friends, besides Claudia who is friends with both girls. However, Mary and Betty do not get along together. Claudia is organizing her birthday and decided to create a WhatsApp group to invite her friends and plan the party. Claudia also invites both Mary and Betty to the WhatsApp group, but a few days later she regrets it. Betty is the only friend out of 15 friends in the Group that asks to change the day of the party. Mary is the first to reply, although it is not her birthday party that is being organized but Claudia's, and attack Betty. She starts a hate speech in the Group directed at Betty, how egoistic she is, that only true friends should come to the party and why has she accepted the invitation at all, etc. Within no time at all, other friends of Claudia start attacking Mary. Claudia, who has her Internet connection turned off during that day of cumulative messages, doesn't realize the problem until she receives a phone call from Betty who tells her she will not come to her birthday. Betty feels ashamed and explains to Claudia she does not want to have anything to do with Mary. Claudia excuses her good friend to check the messages on WhatsApp. Immediately after she calls Mary to apologize for the behaviour of Mary and explains that she doesn't understand why Mary has been so hateful. Claudia really doesn't know what to. Eventually, she decides to delete the WhatsApp group and postpone the birthday party until she speaks with both Mary and Betty in person.

Discussion questions:

- What did Mary do wrong?
- What did Betty do wrong?
- What did Claudia do wrong?
- How could Claudia's other friends help?
- What problems were revealed in the role-playing?
- Where there any positive aspects to the situation?
- What could be the next scene to the story?
- How would you feel if someone treated you the way Mary did?
- Did you experience or were a witness of a similar situation?
- How would you react to the situation as an observer (friend)?
- How would you react to the situation as a target of bullying?

Role-play scenarios as an additional assignment

Guidance:

The scenarios are short topics to stimulate discussion on bullying and cyberbullying. Decide how you will carry out the activity: you have two options to choose from.

Option 1 instructions:

Cut the scenario cards out and distribute to pupils by random. There should be at least two pupils that get the same scenario. Pupils read the scenario. Afterwards the teacher reads out the scenarios one by one and the children with the scenario card that is read out loud stand up. These pupils answer the question on their cards. After all pupils answer the question, the teacher explains the favoured behaviour.

Option 2 instructions:

Cut the scenario cards out and distribute to the pupils. The pupils read the scenario and answer the question in writing. The teacher collects the answers and then reads them out loud explaining the favoured behaviour in each situation. The pupils remain anonymous.

Scenario 1

Bob from class 2B has filmed (on his mobile phone) Sarah eating sweets and potato chips on several occasions. He is sending the film to other kids from the school with rude comments about the Sarah's greed and weight.

- You feel this should be stopped. How will you react to the situation?

Scenario 2

Martha from your Maths group is silent and withdrawn. Eventually she tells you that she has been the target of cyber-bullying. She has asked you to keep it secret.

- You feel harm if being done to Martha. How will you react to the situation?

Scenario 3

Some kids from class 6A have excluded other classmates from their friendship. These kids are making silent calls to the mobile phones of two boys from their class and you know about this. The two boys feel scared.

- You feel this should be stopped. How will you react to the situation?

Scenario 4

Your good friend Ivo receives a text message from Michaela from second grade to meet in the local park after school. You know that Michaela will not turn up and make fun of Ivo the next day at school. You have witnessed a similar situation before.

- You feel that you should do something. How will you react to the situation?

4. Game facilitation

In this section gamification will be introduced in the context of education for engaging pupils in a more immersive learning. Rules for the selection of games, the influence of games on children, good practices and a lesson plan for using gamification in the classroom will be introduced.

4.1. Gamification as an effective awareness-raising tool

Game mechanisms, also known as gamification, involve people in collaboration, team work and participatory learning. Gamification is the process of incorporating game elements and mechanics into non-game situations. In order to introduce gamification in a given area, it is necessary to determine which of the game elements will be applicable, to think about possible mistakes, the motivation and demotivation of the participants. In this way, game elements can be implemented in activities that are not inherently games and change them in a positive direction.

Therefore, gamification has similarities with role-playing, but is different by:

- ✚ Providing an immersive experience with rich content
- ✚ Taking learning outside the classroom

What else is the difference in gamification from role playing?

- ✚ Gamification is a learning strategy that applies game mechanics and elements of gameplay to a content to engage learners and thereby turn the entire learning process into a game. While role-playing is similar to acting on stage.
- ✚ Gamification introduces a set of rules that dictate the result and interactions - passing levels, earning badges and points, time limits and results. While in role-playing, the awarding system is usually not applied.
- ✚ Gamification involves using game elements and game design techniques aimed at engaging people, motivating them to act, stimulating them to learn and solve problems while achieving the desired behaviour or other set goals. While role playing is the impersonation of specific characters.
- ✚ Gamification may also include online and virtual gaming, board games, outdoor activities, card games and dice-based games. While role-playing is usually a kind of performance.
- ✚ Learning by playing a game is not as structured and didactic instruction and it may be more unpredictable. While role-playing can be more profound and life oriented.

- ✚ Gamification utilizes approaches and techniques in different environments to attract pupils to problem solving and increases their involvement. While role-playing is usually organized in one environment.

The previously mentioned brings to the conclusion that gamification proves to be an effective awareness-raising tool for children.

- ✓ Children better remember things when they are able to visual them
- ✓ Children take up challenges
- ✓ Children compete with peers
- ✓ Children learn new things effortlessly
- ✓ Children develop logical thinking
- ✓ Children learn to be responsible for decisions made and how to endure failures
- ✓ Children improve the ability to plan, combine facts and draw conclusions
- ✓ Children discover and appreciate their strengths
- ✓ Children gain self-confidence
- ✓ Children learn to cooperate
- ✓ Children learn by doing

Why, what are other reasons?

- ✓ It contributes to reducing the constraints imposed by time and space.
- ✓ It connects all participants in the training in one educational technology.
- ✓ It strengthens the process of knowledge and information exchange.
- ✓ It increases learner engagement.
- ✓ It gives learners the opportunity to see real world applications.
- ✓ It creates new ways to improve relationships, creates longer engagement and builds loyalty in learners.
- ✓ It affects participants' motivation, their sense of community, achievements and rewards for their efforts.
- ✓ It promotes inclusiveness through group empowerment.

Additional tips for teachers/educators:

Gamification is more rarely used as a means of education compared to traditional methods. Therefore, lessons taught through non-traditional means are more distinctively remembered.

Children are also naturally more competitive. Through gamification, this aspect of them is utilized in order to make them more engaged in the learning process.

For additional information on gamification and games in education, resort to topic 3.3 in the Methodology for elaboration of educational games, the first intellectual output developed in the Games for Tolerance project.

4.2. Rules for selecting appropriate games for educational purposes

Games serve as a teaching or learning support provided that they are appropriate context wise and age wise. Based on the context (or topics) and age of your pupils, it will also be easier to choose between the type of games as your teaching method.

Different types of games that you can select from¹⁵:

Simulation games, involving the presentation of a specific but simplified part of reality, which makes it easier to observe or manipulate it. This means that the game scene is replicated is to reproduce the characteristics of a possible situation that requires adequate behaviour. This type of game facilitates the work of the teacher to achieve certain learning objectives, i.e., the formation of skills for problem-solving, developing imagination or self-control in pupils.

Example: computer games.

Situational games, involving the challenge to solve fictional tasks. This means that some elements of real life are used with the goal to find a solution to a difficult situation that actually provokes tension and conflict. This type of game facilitates the work of the teacher to reinforce and emphasize the moments arising from the pupils' experience in solving the situation.

Example: board games.

Staging games, involving the reproduction of past events or creation of new plans to past events. This means that based on a certain scenario or script pupils “get into the skin” of the characters, and think and act like them. This type of game facilitates the work of the teacher for pupils to realize a specific problem or situation in which real problems are made meaningful based on emotional involvement.

Example: playing a fairy-tale role.

Follow these rules for selecting appropriate games for educational purposes.

Rule 1: Identify your pupils' needs and interests

Rule 2: Specify the goals you would like your teaching to have on your pupils

¹⁵ <https://cometaresearch.org/educationvet/didactic-games-as-teaching-method/>

Rule 3: Identify available resources, including technology for online games, outdoor space, board game materials, etc.

Rule 4: Think about the appropriateness of the game in terms of your pupils' age, interests, needs, time available, equipment required, space issues, etc.

Rule 5: Choose from games that combine excitement and purpose to keep pupils motivated

Rule 6: Make sure the game is realistic and involves skills useful in real life

Rule 7: Enable your pupils to experience rich interactive content or participate in multiple tasks

Rule 8: Consider the simplicity of instructions for pupils to easily follow the game

Rule 9: Make sure all pupils are given the opportunity to participate in the game

Rule 10: Include the functionality for feedback with users or from users, reflecting their achievements

Additionally, when choosing an educational computer game based on a didactic basis, in order for it to be an effective factor in the learning process, it must meet requirements that can be divided into the following three groups:

Functional - software system requirements

Non-functional - emotions, play, motivation, etc.

Pedagogical - pedagogical goals and didactic model

Answers to the following questions will also support teachers/educators in the selection of appropriate games for educational purposes:

- Does the game have a content-area focus such as math, science, or reading?
- What kinds of benefits will the game provide for the pupils?
- How many levels of difficulty are offered in the game?
- What age group is the game best suited for?
- Is the game challenging enough to cover several grades?
- Is the game designed for group or individual use?
- Is the game appropriate for both girls and boys?
- Does the game contain warnings on language, violence, or inappropriate content?
- Is the game format user-friendly or will it take a lot of time for pupils to learn?
- Does the game have good reviews?
- Do you need Internet connection to play the game?
- What tools, resources or equipment are necessary to play the game?
- Is the game free of cost or do I need some valid license to use it?

For additional information on how to create games, including important game characteristics and the process, resort to topic 4 in the Methodology for elaboration of educational games, the first intellectual output developed in the Games for Tolerance project.

4.3. Influence of educational games on the minds of children

Educational games improve children's intelligence improving the ability of the brain function in children. When playing games, children are trained to improve their thinking skills so that they find a solution and are better prepared to handle a difficult situation in real life. Games have a huge impact on the development of logical thinking in children, that is, the ability to use acquired skills and knowledge, combine them with new experiences and modify them. They also stimulate mental processes and induce associative thinking. Due to the requirements set by games, the brain makes every effort to meet them, and such regular cognitive effort makes so-called plastic changes in the brain. This means you can resolve problems more efficiently and complete your tasks and responsibilities faster. What is more, games favourably influence hypothetical thinking, support hand-eye coordination, help to release excess emotions and are a great learning tool in general. Games also improve the speed of reaction and facilitate the interpretation of two-dimensional images into three-dimensional - they stimulate spatial imagination.

Gamification through digital games also allows to customize the experience of the user. This creates a true emotional connection between the user and the content. Among others, users have the chance of expressing themselves and their autonomy with mechanics like avatars and nicknames. Another aspect is that gamification is a rewarding learning method resulting from decision-making processes – since most games require quick reactions and decisions in fractions of a second, which are often important for real life.

It is especially mind games like puzzles or brain teasers that impact children's reasoning abilities and problem-solving skills. That is why it is important to start developing these skills at early school level. Various research results show that children that played games are higher achievers in Maths and think more logically. Furthermore, children develop their visual working memory through computer games, increase their digital communication skills, as well as have the chance of interaction with more children through games. Although regardless if the game is online or offline (on digital device or in the form of a board game, for example), children increase their creativity, as well as enhance learning by doing skills which

will prove to be beneficial across several subjects and in the application of future activities.

For additional information on how to work with children while using games and gamification, resort to topic 3.4 in the Methodology for elaboration of educational games, the first intellectual output developed in the Games for Tolerance project.

4.4. Examples of good practices in game facilitation at primary school level

The following examples from Bulgaria, the Czech Republic, Greece, Cyprus, Poland and Romania concern good practices in game facilitation at primary school level.

Example 1

Country (and city optionally): Bulgaria (Sofia)

Name of good practice: “Safe Internet” in School through Games

School subject/program/approach: Information technology

Topic/Thematic area: Safe use of the Internet

Description: The educational computer game "Safe Internet" consists of 4 mini-games (What would you do if..., Let's Save Polly, Who wants to be a millionaire, Puzzles) in the field of Internet safety. The target groups of the games are pupils in 5th, 6th, and 7th grade of primary school. The levels of the different grades are separated and the games could be used and played with all the three grades. The games have been developed with Adobe Captivate 8 and are integrated into e-learning environment Moodle as SCORM packages. That allows to observe every interaction of the pupils.

Each of the mini games starts with a brief dialogue between the two main characters (Polly and Olli) who explain to the player the purpose of the game and what are the rules of the current mini game.

The mini game “What would you do if...” is composed of 3 different subsets based on the situational method. Players are presented with a real case which can very easily happen in the Internet, and at each step, the players are provided with various possible actions that can be taken for solving the problem. Depending on the response, the situation may continue in two or three different ways.

For instance:

You receive a letter stating that the sender is your school. The letter states that they must update your personal data in their database. There is an attachment to the letter, which you must download, fill in with your data and send back. What are you going to do?

- You will download the file. (Not correct)
- You will reply to the message and ask them why this update is necessary. (Partially correct)
- You will take a screenshot of the message and inform your school that such a message is being circulated. (Correct)

With the help of games, it can be checked how pupils would react in different types of dangerous realistic online situations, under the condition they know the Internet browsing safety rules.

The mini game “Who wants to be a millionaire” or also known as “Become a millionaire” is a television game that aims to test the knowledge and skills of those playing it in various fields. By playing the game, the pupils can check if they remember the rules for safe browsing in Internet. The game consists of 9 questions, divided into 3 categories all related to internet safety and what kind of actions a pupil will take in a specific situation. With each correct answer, the players get an extra point to their total score. The purpose of the players is to answer all the questions correctly and to collect the maximum number of points. If a player is having difficulty with a question, they may use one of the following jokers – 50/50 and change the question.

The mini game “Let’s Save Polly” in the form of a quiz aims to test the level of knowledge on the rules for safe browsing. The game consists of questions, with only two possible answers for each of them, one of which is correct. It turns out that despite her knowledge of safe browsing, Polly (the game character) has become entangled in the web of the internet. In order to be safe from the dangerous network, the player must answer correctly a minimum 5 out of 7 questions. With each correct answer, Polly's avatar moves closer to the safe (green) part of the web space, and with each wrong one to the dangerous (red) part of the network.

The mini game “Puzzles” is a game where pupils have to arrange the puzzle which represents 1 of the 10 rules for safe browsing. After arranging the pieces, the whole

picture is displayed. Pupils have the opportunity to recall the rules in a more interesting and engaging way.

Lesson(s) learnt by pupils: The games provide teachers and pupils with a tool for the assessment and self-assessment of knowledge regarding dangerous situations in the Internet.

Transversal aspect: The mini games can be used to practice different soft skills in pupils, but also be an inspiration for the creation of own games, like it is on the example of the mini game “Who wants to be a millionaire” inspired by the game “Become a millionaire.”

Source/Link:

<https://www.researchgate.net/publication/341471537> Usability Testing of Educational Computer Games on the Topic Safe Internet

Example 2

Country (and city optionally): Czech Republic

Name of good practice: Follow the leader

School subject/program/approach: Cross-curricular approach

Topic/Thematic area: Nonverbal communication, strategy building, ability to follow and ability to lead, building a sense of community

Description: Pupils sit in a circle. One pupil (a volunteer) is asked to walk outside the classroom and wait to be called back in. The rest of the group selects one leader, the person who will lead hand and body motions, that all pupils sitting in the circle follow. When the person is called to come back in the classroom, their role is to guess who the leader is. The task is as hard as the group makes it seem like they each follow someone else in the classroom. The “guesser” has three strikes, after that, if they haven’t guessed, the leader is revealed and the game continues with someone else.

Lesson(s) learnt by pupils: The leader practices good leading skills and the group learns to follow in a way that is not obvious. Also, the group, although they make it hard for the person guessing not to “win”, they still recognize the guesser as being part of the group, desiring this role, so it is not viewed as a competitive game.

Transversal aspect: Pupils learn to work as a team in a way that requires nonverbal communication skills.

Source/Link:
Example 3

Country (and city optionally): Greece

Name of good practice: Become an advocate against bullying

School subject/program/approach: Cross-curricular approach

Topic/Thematic area: Bullying prevention

Description: It is an online game for children aged 9-13 developed in the framework of 'Live Without Bullying' initiative by the Social Action and Innovation Centre KMOP from Greece. The pupils individually take part and play through 4 different virtual stages. The online game follows a decision-based structure. The user is required to choose the correct answer among a list of possible solutions, in order to create the ideal conditions for solving cases of bullying. Each stage represents one of the four following learning objectives:

1. How to identify bullying and differentiate it from teasing and mockery
2. Steps to combat cyberbullying
3. How can a bystander help when witnessing cases of bullying
4. How the child that is being bullied can be more assertive

Lesson(s) learnt by pupils: Pupils learn how to identify, differentiate, combat, react to and be prepared to make steps towards bully prevention.

Transversal aspect: Pupils learn to participate in a decision-based structure, beneficial for future activities across different disciplines.

Source/Link: <https://livewithoutbullying.com/en/webinars/>

Example 4

Country (and city optionally): Cyprus

Name of good practice: Happy On Life

School subject/program/approach: Information technology or cross-curricular approach

Topic/Thematic area: How to use the Internet, social networks and video games

safely

Description: The online game is designed for pupils aged 8-12 years old. It offers choices on the variety of topics and the number of players who play the game. One of the topics is “Stop bullying!” The players have to choose the right answer to questions on the topics they have chosen following an online board game path. Players roll the dice and move around the board game. Power cards and extra activities are some additional steps you can choose.

Lesson(s) learnt by pupils: Pupils have to form teams and collaborate in order to win a high score.

Transversal aspect: The game can be used across different subject as a warm up. The power cards and extra activities can be an inspiration for the creation of own materials.

Source/Link: <https://visitors-centre.jrc.ec.europa.eu/tools/HappyOnLife/>

Example 5

Country (and city optionally): Poland (Warsaw)

Name of good practice: "Discover Polish-Jewish history" city game

School subject/program/approach: History

Topic/Thematic area: History and culture of Polish Jews

Description: The main task of the game participants is to go through a route specially prepared for this occasion in the city. All possible places can be used for the game, which change their meaning for a few hours, reflect another reality invented or recalled specifically for the game. The game consists of several points (not less than five). On each of them, players perform specific tasks, either physical (quick movement from one point to another), agile (demonstration of a specific skill), intellectual (e.g., solving a puzzle or calculation), fictional (playing a specific role through a conversation) or artistic. After completing them, they go to the next places. Usually, players have a game card on which the points (or other information, depending on the convention) they have scored are marked. Players can navigate the game route in a variety of ways.

The game can be played individually or in a group, it can be an interactive game (competition, cooperation) or a stand-alone game, played as a physic-time game (completion time counts) or mimicry game (feeling the reality counts), and it can be a

fictionalized game or simple game (does not require the players to play any role).

The game does not take more than 3-4 hours and this is enough time to complete 7 points and solve sentences calmly.

Lesson(s) learnt by pupils: Not only do the pupils learn about their city, the history and navigation, they develop team-working skills, logical thinking and communication skills, among others.

Transversal aspect: Different tasks can be assigned, applied can be different strategies, the game can take place in different environments and participants can be challenged to solve various problems or complete personalised assignments.

Source/Link: https://www.polin.pl/system/files/attachments/gra_miejska_-_podrecznik_7kwi.pdf

Example 6

CPIP

Country (and city optionally):

Name of good practice:

School subject/program/approach:

Topic/Thematic area:

Description:

Lesson(s) learnt by pupils:

Transversal aspect:

Source/Link:

4.5. Lesson plan for using gamification in the classroom

The following lesson plan can be used for introducing gamification to the classroom. On a similar basis to this lesson plan, you can create other lesson plans, either for implementation in traditional classroom settings (as in the provided example) or in

online environment – in both cases a similar sequence of activities from preparation to assessment should be carried out.

On the last pages of this guide, you will find the completed lesson plan as a printout, as well as a template for the creation of your own lesson plan.

Lesson plan

Age group: can apply to all age groups

Duration: 30-45 minutes

Environment: classroom settings

Topic: Bully prevention

Lesson focus: Behaviours towards the prevention of bullying

Learning objectives: develop cooperation skills, develop assertiveness, develop creativity and imagination, experience competition, learn about sensitivity and tolerance, learn to be compassionate

Materials needed: sheets of paper, pencils/pens, whiteboard with marker/blackboard with chalk, cardboard box with slot, awards for the winners

Preparation before the lesson: the teacher prepared the cardboard box with slot, arranges the awards and prepares the remaining necessary materials

Step-by-step description of the lesson:

Warm-up activity

1. The teacher initiates a brainstorming session on what bullying is.
2. Pupils speak out what they associated bully with.
3. The teacher writes the answers of the pupils on the whiteboard in the form of a mind map.

The game activity

4. The teacher takes out a big box with name cards of each pupil inside.
5. The teacher takes out 4 name cards and calls out the names of these pupils.
6. The 4 pupils will take the role of judges in the game and take their places at the front of the class.
7. Then the teacher asks each pupil one by one to draw a name from the box.
8. This is when the game begins.
9. Pupils come up with false stories about their classmate whose name they have drawn from the box.
10. The teacher explains the initial rules of the game: swearing or unpleasant words should not be used; the story should not be longer than 5 sentences and pupils do not show their stories among each other.
11. After 5 minutes of preparation of their stories at their desks, the pupils form a circle, and the pupils assigned as judges sit/stand next to each other.

12. The teacher explains further rules of the game: judges choose the pupil that starts reading the story they have prepared, other pupils guess who the story is about, points are rewarded to those that guess correctly.
13. Pupils one by one read their stories, remaining pupils make their guesses.
14. A correct guess equals 1 point that the pupil is awarded.
15. One of the judges takes the responsibility to keep a record of points on the board.
16. After all pupils have presented their story, judges summarize the points and announce the winner.
17. The winner of the game is awarded by the teacher in front of the whole class.

Follow-up: Discussion about how pupils felt hearing stories about them and how they would feel if the fake story was spread around the school or in the group of their friends. At the end pupils are asked to say a few nice words about the pupil they described/shake hands with them/make a pleasant gesture towards them.

5. Advice, competences and recommendations

In this section advice from child psychologists and primary school teachers will be shared in scope of the topics introduced in this Guide. Listed will also be competences of facilitators for effective role playing and gamification in the classroom. Final parts will include recommendations for talking and working with sensitive issues at primary school level, with special concentration on bullying and cyberbullying.

5.1. Advice from child psychologists and primary school teachers

The T-Games Consortium has reached out at national level to child psychologists and primary school teachers to get their perspectives in the two following areas:

Tackling and preventing bullying in primary school pupils

Information obtained in this area serves the purpose of guiding parents, teachers and educators on bullying intervention, prevention and observation.

Role playing and gamification facilitation in education

Information obtained in this area serves the purpose of guiding teachers and educators on effective Role playing and gamification strategies in their teaching.

The following advice concerning tackling and preventing bullying in primary school pupils, and role playing and gamification facilitation in education comes from Bulgaria, the Czech Republic, Greece, Poland and Romania.

Advice 1

Country (and city optionally):

Bulgaria (Sofia)

Name of interviewee:

Rena Dimitrova

Profile/Specialization/Subject of interviewee:

Kindergarten Teacher

Received feedback/opinion:

As pupils, children are faced with the task of finding their own place in the new world of the large school institution with its entire structure and rules. They must also learn to build relationships and build a sense of belonging to its inner space and community life with many different individuals and groups. Children need to learn to adapt to each other, to accept and follow the rules, to generate and implement their ideas in appropriate ways, to be able to deal with frustrations and limitations.

Aggression and harassment occur where words are lacking. The human being walks twice - physically and "in language". Our mission is to introduce the child to this language so that it fits into the world of the symbolic. The "hate-aggression-violence" chain would be difficult to break by addressing children only with imperatives: "You must not ...!". Therefore, in order for changes in attitudes and behaviour to occur, it is necessary for the child to want to follow the rules, to see the meaning of the existence of laws. Their meaning is related to being protected from the whim of the other to do something bad to us, and vice versa. Our task as teachers includes working to build children's ability to use language, to share, to name the emotions that overwhelm them when they feel that something is coming to them more and would provoke aggressive intentions leading to aggressive actions/violence.

The logical course of work is to find a way to expand the scope of work with as many children and pupils as possible in order to introduce skills for recognizing feelings and emotions - that is, to work preventively as much as possible. More importantly, to provoke the interest of the children themselves.

That is why teaching in the modern educational system must increasingly be based on active methods and forms that enable children to realize and meet their communication needs. The teacher must take on the role of the creator to support, help, inspire and enable children to learn and practice new ways of thinking, feeling and acting.

What to do as teachers with children to prevent bullying and aggression:

Interactive exercises help children develop self-reflection and empathy; to recognize the types of harassment, to distinguish the roles and dynamics in a given situation of harassment; understand the potential consequences of bullying; apply skills for seeking help, prevention and intervention to deal with bullying at school; reduce school dropout; support and work to create a calm atmosphere without violence and a positive climate at school. Working in small groups or in pairs allows pupils to put into practice different skills for group collaboration: active listening, empathy, kindness, openness to each other's ideas, communication and giving feedback. It is good to form new groups for each exercise.

Group discussions provoke reactions on a certain topic and give rise to many convenient moments for the transfer of knowledge or the use of false information. Their effectiveness often depends on the acceptance of open-ended questions, in which the answer "yes" or "no" is not necessary, and on the focus on individual thoughts and impressions of the pupil.

Case studies or stories - this method involves presenting and analysing an incident, story, or scenario that has occurred or could occur. It must be simple and based on facts. Discussing cases/stories in groups allows each pupil to take an active part and

think about what he or she could do if he or she found himself or herself in a similar situation. Case studies develop analytical skills in problem solving and decision making.

Role play is an effective method for modelling and applying new skills in a safe and supportive environment. Since role-playing is a very emotional activity, it is especially important to emphasize that the participants play their characters, not themselves. Role-playing games allow you to experience a real situation without real risk and are a suitable way to show and play alternative patterns of behaviour and reactions.

Learning through play - gamification, is a modern educational approach through which pupils are motivated to learn outside the classroom. Games are all around us. This is a successful approach for every professional field and every age group. Learning through play is not only an achievable dream, but also the future of education, as learning games, role-playing, as well as various statuses and rewards, the creation of simulations and forms of learning, have already proved to be much more successful teaching methods than a number of traditional approaches. Gamification is a preferred technique because pupils have unlimited opportunities, they are free to fail/lose without worrying that they will have a poor grade. This is one of the main principles of the game - it teaches us to lose, but also motivates us to try again. In gameplay, pupils have the freedom to create new strategies and models. To do this, they need to invest all their creativity, knowledge and diligence. The game teaches us to think within the rules, but in a different way through which we can overtake the other participants. Here is a major difference with the classical education, which teaches us to follow ready-made models, not to create our own, it frames us, and everything outside of it is wrong and even punishable. One of the main advantages of gamification is the freedom of pupils to allocate their time, to perform their tasks when they feel sufficiently prepared, not only in the classroom, but also, they receive feedback after each task, what motivates them to continue to perform their tasks.

Bullying at school manifests itself as a social model, the very social climate of the group can effectively replace bullying with positive dynamics and relationship building. Pupil group work not only encourages the passive majority to stop accepting bullying passively, but also to actively support “victims” and reduce the consequences of violence. And with gamification and game-based learning, learners are more motivated, calmer and happier. This reduces aggressive behaviour among them.

Advice 2

Country (and city optionally):

Czech Republic (Prague)

Name of interviewee:

Marjeta Marija Kosec Škerjanec

Profile/Specialization/Subject of interviewee:

School Psychologist/Child Psychologist with Specialization in Developmental Psychology and Transactional Analysis

Received feedback/opinion:

In my opinion, bullying is a very sensitive subject and needs to be tackled with a lot of empathy, tolerance, and respect for all parties, and seen in the perspective of interpersonal relations, rather than a pathological response/behaviour of an individual. The crucial point is not to assign blame/shame to the person, who bullies and run to the rescue of the person being bullied as a helpless, poor child in need of protection. By this, I mean, that we should be wary not to engage in the so-called drama triangle (as defined by Karpman and presented in more details further on). In the drama triangle, the Psychologist or Teacher most likely assumes the role of the Rescuer, the person, who bullies is seen as the Persecutor and the person, being bullied as the Victim. In my practice, I always try to engage both parties in a counselling process of healing, through which I strive to empower them with the skills, that they need to be able to react in a more mature way, not ending up again as a “victim” or “prosecutor”. The counselling can offer a corrective/reparative experience to both parties involved in the bullying.

The reactions of the children, who bully, are usually based on low self-esteem, where they feel they are not good enough, not successful enough, not loved enough, not accepted. These feelings are very difficult to handle, and that is why these children often project them to others, attack others, and hurt other people’s feelings. Their behaviour can also be the consequence of inappropriate “models” in their life-they may have learnt the bullying techniques by watching someone behave that way. During counselling, the Psychologist can offer acceptance, empathy for their feelings, serve as a role model for prosocial behaviour, and teach them the social skills needed to react in a more mature way. One of the most important things is teaching them assertive communication, where they take on the new behaviours of "doing " and "asserting ", ask for what want, say no for what they do not want, give constructive feedback, initiate negotiations, consider other people’s feeling, and take positive action. They learn to eliminate aggressive communication, which includes blaming and punishing others, trying to force or manipulate others to do what they want, not considering the feelings, wishes of others.

During my practice, I have seen that the children, who bully are much more willing to change their behaviour, when they feel safe and accepted, when they feel that we believe in them, and that nothing has changed in the way we feel about them, even when they do something wrong. It is also very healing for them to feel, that we are

not “investigating” their behaviour in order to punish them, but rather that we are there for them, to offer them support, and help them react in a more socially accepted way next time.

The children, who are being bullied, often feel overwhelmed, even defeated to solve their problems and emotions. They look to someone else to do it for them. Instead of acting the victim role, we can teach them to be emotionally mature (vulnerable, but not needy), accept the situation they are in and take responsibility to problem solve and function in a healthier and a happier way. Assertiveness is crucial for them, too. During counselling, we can train them how to put real thought into what they want and how to get it, and encourage them to take action to make it happen. It can be very helpful to also include some relaxation and mindfulness techniques to help them overcome frustrations, relieve stress, relax the tensions and heal the psychosomatic symptoms, that have accumulated during bullying.

The Psychologist needs to consider the needs, feelings, and fears of all the people involved. The parents of both the child, who bullies and the child, being bullied can help resolve the conflict if they believe, that the school is taking all the necessary and appropriate actions to deal with the bullying, and if they feel that their child is getting the support and help needed in the situation. On the other hand, the parents can also worsen the whole situation, when they are not able to have a mature reaction themselves or in case, they consider that the school is not in control of the situation. In that case they will react from the position, that their child is the victim and they need to rescue the child by overprotective manners (withdrawing the child from school attendance, accompanying the child all the time, controlling all social interactions) or even act aggressively towards the child who bullies, or their parents (verbally or physically attack, insult, humiliate them, encourage their own child to revenge, fight back, etc.) and usually they also refuse to cooperate with the school as in their point of view, the school is not protecting their child.

I believe it is also very important for the Psychologist to build trust with the teacher and have a lot of understanding for them, too. The teacher needs to feel that they are in a safe environment, where bullying is not considered a failure or mistake, but part of the social interactions, and something that can be resolved through cooperation. In this case, the teacher will be willing to cooperate and “work on” the strategies to heal the class. On the other hand, if the teacher does not feel safe, or again is not emotionally mature, they can avoid the problem, pretend nothing is going on, refuse to let others get involved in the situation, refuse help, as they feel that by admitting that bullying is going on, they have failed.

Then, the Psychologist needs to also consider the bystanders, the rest of the class, who can be affected by the bullying or just observing it. It is important to give the

class enough space and time, where they can talk openly about the bullying in a safe atmosphere, where no one is being judged, but the Psychologist/Teacher are there to offer support and acknowledge their emotions.

And, last but not least, it is important for the psychologist to be aware of their role and stay professional. We need to be caring, but not overstep. We do not want to let our fears, obligation and guilt control us or allow us to be manipulated into taking care of another person when it really isn't healthy to do so. Instead of being the rescuer and doing the thinking, taking the lead, doing more than our share, doing more than is asked of us - we can simply be a supportive, empathetic listener and provide reflection, coaching, and assistance if the person asks and is taking the lead themselves. It is important to recognize the other person as an equal (not one-down) and give the other person the respect of letting them take care of themselves, solve their own problems, and deal with their feelings as they choose. It is good to keep in mind, that "the rescuer" has the most pivotal position on the drama triangle – they are in the strongest position, at least initially, to redirect the dynamic into healthy territory.

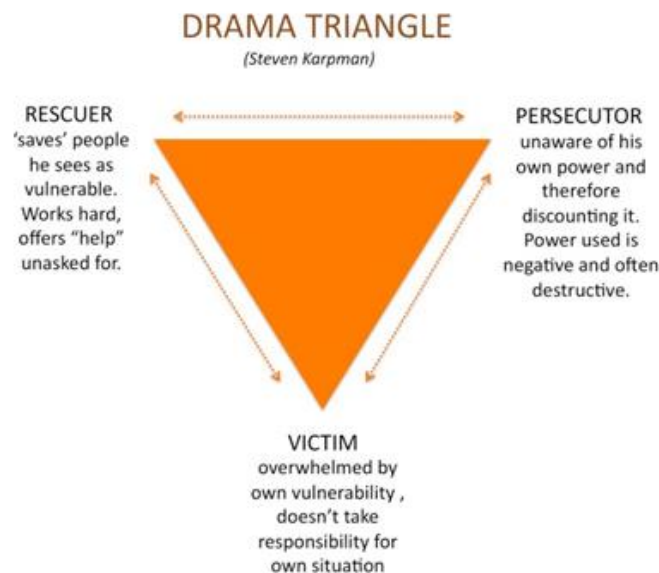
In my practice, I use the theory and methods from transactional analysis. *Transactional analysis*, developed by Eric Berne in the 1950s, is a method for studying interactions between individuals, a psychoanalytic theory and method of therapy wherein social transactions are analysed to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behaviour. In transactional analysis, the communicator is taught to alter the ego state to solve emotional problems.

In bullying prevention and interventions, the concept of *drama triangle* is very useful and can help us understand many reactions and relations between the people involved. For that reason, I am adding a description of the model and possible solutions to effective escape from the drama triangle.

Stephen B. Karpman psychiatrist and teacher of Transactional Analysis, was Eric Bern's pupil, and he created the concept *The Karpman drama triangle* - a social model of human interaction. The triangle maps a type of destructive interaction that can occur among people in conflict. 11 The drama triangle model is a tool used in psychotherapy, specifically transactional analysis. The triangle of actors in the drama are *persecutors*, *victims*, and *rescuers*. Karpman used triangles to map conflicted or drama-intense relationship transactions¹⁶. The Karpman Drama Triangle models the connection between personal responsibility and power in conflicts, and the

¹⁶ Johnson, R. S. (2020). "Escaping Conflict and the Drama Triangle". <https://bpdfamily.com/>

destructive and shifting roles people play¹⁷. He defined three roles in the conflict; Persecutor, Rescuer (the one up positions) and Victim (one down position). Karpman placed these three roles on an inverted triangle and referred to them as being the three aspects or faces of drama, as presented on the following graph:



Graph of Karpman's Drama Triangle

Initially, a drama triangle arises when a person takes on the role of a victim or persecutor. This person then feels the need to enlist other players into the conflict. As often happens, a rescuer is encouraged to enter the situation. These enlisted players take on roles of their own that are not static, and therefore various scenarios can occur. The victim might turn on the rescuer, for example, while the rescuer then switches to persecution.

Participants generally tend to have a primary or habitual role (victim, rescuer, persecutor) when they enter drama triangles. Participants first learn their habitual role in their family of origin. Even though participants each have a role with which they most identify, once on the triangle, participants rotate through all the three positions¹⁸. Each triangle has a "payoff" for those playing it. The "antithesis" of a drama triangle lies in discovering how to deprive the actors of their payoff¹⁹.

¹⁷ Orriss, M. (2004). The Karpman Drama Triangle.

<https://web.archive.org/web/20150611084230/http://coachingsupervisionacademy.com/thought-leadership/the-karpman-drama-triangle/>

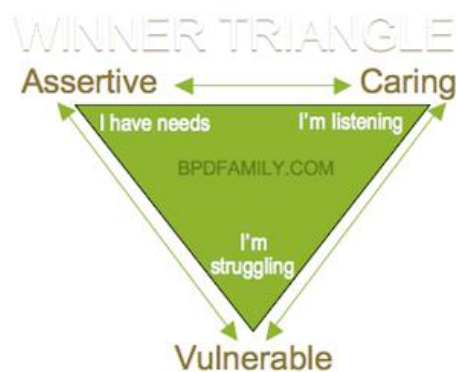
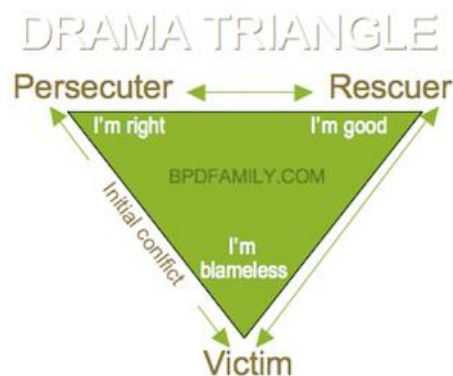
¹⁸ Forrest, L. (2008). The Three Faces of Victim – An Overview of the Victim Triangle.

<https://www.lynnforrest.com/articles/2008/06/the-faces-of-victim/>

¹⁹ Johnson, R. S. (2020). "Escaping Conflict and the Drama Triangle". <https://bpdfamily.com/>

There are two *therapeutic models*, both of them acknowledged by Stephen Karpman as excellent, highly original and effective escape from the drama triangle.

The Winner's Triangle was published by Acey Choy in 1990 as a therapeutic model for showing patients how to alter social transactions when entering a triangle at any of the three entry points. Choy recommends that anyone feeling like a victim think more in terms of being vulnerable and caring, that anyone cast as a persecutor adopt an assertive posture, and anyone recruited to be a rescuer should react by being "caring"²⁰.



Graph of Choy's Winner Triangle

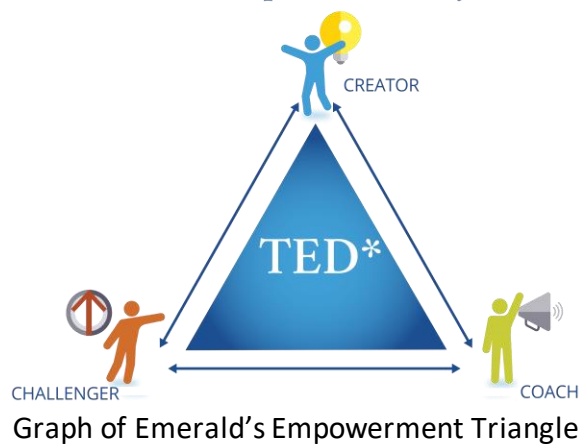
The second therapeutic model is *The Empowerment Triangle*, proposed by D. Emerald. The Power of TED (The Empowerment Dynamic) recommends that the

²⁰ Choy, Acey (1990). "The Winner's Triangle". *Transactional Analysis Journal*. 20 (1): 40.

doi:10.1177/036215379002000105. Retrieved from: https://en.wikipedia.org/wiki/Karpman_drama_triangle

"victim" adopt the alternative role of creator, view the persecutor as a challenger, and enlist a coach instead of a rescuer²¹.

TED* (*The Empowerment Dynamic)[®]



Advice 3

Country (and city optionally):

Greece

Name of interviewee:

Iliana Konstantopoulou

Profile/Specialization/Subject of interviewee:

Psychologist and Member of the Greek Social Action and Innovation Centre's Education Unit

Received feedback/opinion:

In order to combat and prevent bullying, more efficiently in primary schools, the approach needs to take into consideration and target all of the following parties involved:

First of all, the target of bullying, by providing psychological support. The educator/psychologist/parent needs to show the bullied child that they are not responsible for the phenomenon and should never blame themselves (a common belief among bullied children). Active listening and empathy are two very useful tools for that goal. The child needs to first expel any guilt or disdain towards itself, and then orientate towards a problem-solving approach. It is very important to cultivate the child's critical thinking, brainstorming, and initiative taking, when it

²¹ Emerald, D. The Power of TED (The Empowerment Triangle) Retrieved from:

<https://powerofted.com/empowerment-triangle/>

comes to solving cases of bullying. In addition, assertiveness is another key element for helping the bullied kid stand up for their rights. To that respect, role-playing and gamification can play a vital role. Role-Playing scenarios provide the child with opportunities for cultivating critical thinking, problem solving, and assertiveness. Gamification can also make the whole process more entertaining and attain the learning objectives and outcome, without stigmatizing the pupils who bully or victimize the bullied pupil, in a way a one-on-one intervention would.

Secondly, the bullying pupils, by destigmatizing them through a non-punitive approach. It is important to also care for the bullying children in a way that takes into consideration possible hardships within their family (the circle of violence in the family), or personal issues that may have caused them to exhibit disruptive behaviour. Building social and communication skills is a crucial part of correcting their diverging behaviour. Pre-teen bullying is usually the result of distorted perception of communication and attention seeking. Games and activities that cultivate social and communication skills, as well as empathy, can work in favour of the children who bully, by avoiding punishment and stigmatization.

Thirdly, the bystanders, who witnessed the phenomenon. It is very important to involve the pupils who did not directly take part in the bullying incident, in favour of the bullied child. This way the pupil' solidarity and sense of duty is empowered. It has also been suggested that in the cases that the bystanders took a stand against bullying, the incidents were reduced by 50%²².

Advice 4

Country (and city optionally):

Greece

Name of interviewee:

Maria Lazarou

Profile/Specialization/Subject of interviewee:

Teacher in a Primary School

Received feedback/opinion:

Teachers in Greece often witness instances of bullying in their classrooms ranging in severity. Most of the times bullying is tackled in an effective way with the help and intervention of specialised people. We are happy to have psychologists and social workers in our schools. They intervene and serve as effective communication channels between the pupils and their teachers and/or other pupils.

²² Craig, W. M., Pepler, D., & Atlas, R. (2000). Observations of bullying in the playground and in the classroom. *School Psychology International*, 21(2), 22–36.

Schools usually organize projects and events aiming towards the prevention of bullying. For instance, they show relative cartoons, fairy-tales or songs and develop cross curricular projects to address the issue of bullying. Another policy, although not as widely spread as it could be, is the operation of evening courses intended for parents, when critical aspects of their children's school life are discussed. Another important thing for teachers to remember is to save time for discussions in class and allow pupils to talk and express themselves freely and confidently. The same applies for parents as well, so that pupils always feel they have someone that is eager to listen to their problems and help them in any way they can. Experience has also shown that group strengthening activities are conducive to the creation of a nice environment in the classroom.

As far as role playing and gamification are concerned, they both seem extremely interesting but, unfortunately, they are not used for the purposes of tackling and/or preventing bullying in the classroom. At our school we are more accustomed to using role playing in a variety of situations in class and it proves very effective because pupils have to step into somebody else's shoes and see things from their perspective. What would be very helpful for us is to receive special training and attend workshops on this topic. Also, appropriate teaching materials in this regard would be very helpful.

Advice 5

Country (and city optionally):

Poland (Podkarpackie Province)

Name of interviewee:

Marta Szaro

Profile/Specialization/Subject of interviewee:

Psychologist at the School Complex in Wyzne

Received feedback/opinion:

Teaching in the contemporary educational system is more and more often based on active methods and forms, which are slowly replacing the teaching methods. The teacher should be the creator who supports and inspires the pupils to be active in their activities and plans. Therefore, it is very important to use methods such as role playing and gamification in teaching. These methods are effective in conveying content, they contain elements of fun.

Games facilitate the acquisition of knowledge due to their attractiveness, and thus - increase the effectiveness of education. Gamification gives pupils the opportunity to learn from each other. The essence of the gamification system are social bonds that

are created in order to increase the effectiveness and pleasure of the game. Gamification is conducive to increasing the involvement, effectiveness and positive attitude of pupils to learning. In addition, it allows for the individualization of teaching by enabling the achievement of the goal - i.e., obtaining the final grade in a subject - by different paths chosen by each pupil individually, according to their level of knowledge, interests, talents, and willingness to develop. A properly constructed gamification structure of the didactic process requires pupils to be determined in action and creative thinking, and the effort put into the project may be a source of special satisfaction for them. Gamification shortens the distance between the teacher and the pupils, which favours the creation of a safety space for expressing one's opinion, justifying the decisions made, taking responsibility for work and the possibility of learning from mistakes.

Playing roles in one's own life, in the life of other people, and playing roles also play a very important role in teaching. Thanks to this method, pupils get to know their emotions and reactions better, and distance themselves from certain situations. Role playing allows you to get to know the way people think and react, get closer to the characters played. This method is particularly useful in the implementation of preventive and sociotherapeutic programs. Playing roles evokes emotions in pupils, helps to externalize, experience and understand them. It is an imitation of reality "make-believe". It also allows to improve your skills and practice situations safely.

Advice 6

Country (and city optionally):

Romania (Băile Herculane)

Name of interviewee:

Felicia Laitin

Profile/Specialization/Subject of interviewee:

Teacher

Received feedback/opinion:

There are a few steps that should be followed towards tackling bullying and that we practice in the school I work at. These are the following:

Stop the bullying immediately.

Stand between the target of bullying and the child(children) bullying, blocking eye contact. Don't send any bystanders away. To avoid escalating the tension, wait until later to sort out the facts. Talk to the parties involved separately once they are calm.

Refer to school rules regarding bullying.

Speak in a matter-of-fact tone of voice to describe what you heard or saw. Let all pupils know bullying is always unacceptable.

Support the target of bullying.

Do this in a way that allows him or her dignity and to feel safe from retaliation. Make a point to see the child later in private if he or she is upset. Increase supervision to assure bullying is not repeated.

Offer guidance to bystanders.

Let them know how they might appropriately intervene or get help next time. Tell them you noticed their inaction or that you're pleased with the way they tried to help.

Impose immediate consequences.

Wait until all parties have calmed down. Do not require that pupils apologize or make amends that may be insincere. The consequences should be logical and connected to the offense. A first step could be taking away social privileges i.e., recess, field trips or lunch in the cafeteria.

Notify colleagues and parents.

Let the child that bullies know he or she is being watched.

Follow up and intervene as necessary.

Support both the target of bullying and the child that is bullying, enabling them to vent feelings and recognize their own behaviour. The second may need to learn new methods of using his or her power and influence in the classroom.

5.2. Facilitator competences for role playing and gamification in the classroom

Whether you are a parent, teacher or educator, involved in the education of a child you are a facilitator of their learning experience. The role of a facilitator is to make the learning useful, resourceful and also playful. Understanding your role as a facilitator is crucial and is governed by a few main roles including good communication skills, the ability to provide clear instructions and being a good leader.

The role of the facilitator is the role of an assistant who discusses the expected results with the pupils and helps when needed. The facilitator should be able to:

- ✓ encourage communication in the group;
- ✓ encourage pupils to cooperate and help each other to achieve a higher result;
- ✓ create safe spaces in which young people can learn in an environment suitable for their level of maturity and ability to participate;
- ✓ help the group move forward by encouraging cooperation;
- ✓ explore what lies behind a position, point of view or relationships between people;
- ✓ consider the emotions that arise;
- ✓ create an atmosphere of trust in the group.

For role playing and gamification, other facilitator competences that you should possess include:

Empathy

This means that the facilitator understands that each child's experience is subjective and therefore has to try to see things from the children's' perspective. The facilitator has to try to understand the feelings and experiences of the children in an accurate and compassionate way, so as to help them better understand the role and the scenario of the game, by reflecting the children's experience back to them. During such an activity, the experience may also trigger a child's own experience and cause real distress. The facilitator should be able to understand and calm the child down while protecting him/her from unwanted exposure to the rest of the class.

Acceptance

The capacity of the facilitator to show genuine care for the children, without judging their thoughts/behaviours or activity performance as bad or good. Feeling accepted is very crucial for the pupils in order to start relying their thoughts and feelings to the rest of the class.

Congruence (Genuiness)

It refers to the capacity of the facilitator to be genuine, authentic and real with the pupils. In this way the facilitator shows that he/she is trustworthy, and encourages the pupils to express their true feelings and thoughts, during and after the activity.

Facilitators should all demonstrate:

- ✓The ability to listen.
- ✓Involvement in the problem-solving process.
- ✓The ability to use goal-oriented team work techniques.
- ✓Flexibility.
- ✓The ability to set guidelines.
- ✓Good listening skills.
- ✓The ability to create a climate that supports interaction and discussion.
- ✓Have a nice sense of humour to overcome difficulties and teach several things in the most amusing and effective way.
- ✓The ability to use questions skilfully.
- ✓Use technology and visual aids appropriately.
- ✓The ability to plan in advance the activities, use follow-up activities.

For additional information on facilitation, including the principles and techniques of reflection, resort to topic 5 in the Methodology for elaboration of educational games, the first intellectual output developed in the Games for Tolerance project.

5.3. Recommendations for talking and working with sensitive issues at primary school level

Those who work with and care for children know that we can influence and change their behaviour.

General recommendations:

Conversation is a very important element in the educational process.

A confident child, surrounded by friends, has little chance of being the target of cyberbullying or being violent online with other children.

It's not a good idea to rush or expect magic solutions. Things can take some time to resolve.

Do not victimize children more by accusing them or by using labels.

Try to make the child feel supported and listened to, instead of trying to find the cause of the harassment or solve the problem.

Encourage "repair" behaviours towards children that bully.

Additional recommendation for parents/teachers:

Listen to your child calmly and openly.

Talk with the school teachers and principal about your concerns and allow them some time to sound out the situation before they are able to take some action.

Be clear from the start that everyone has the right to an opinion but that hurtful or offensive comments will not be tolerated.

Make it clear that everyone should be given a voice without judgement but that pupils need to think about how their words will affect those around them.

The classroom should be an open and non-judgemental space where everyone is given a voice.

Allow pupils the opportunity to leave the room without explanation or time to speak with you confidentially if they wish.

Organize a meeting with the child that bullies and the target who will talk directly to your child and talk about their experiences.

If you are going to meet the pupil's parents - tell them why adults should cooperate on the issue of violence.

And remember to always be supportive.

Summary

Social behaviours, both positive and negative, are learned through watching other people's social behaviours. This means that no one is born to be someone who bullies; bullying behaviours are acquired by viewing others doing them or experiencing them oneself. The questions that arise are: if bullying is learned, can it be unlearned? Can other learning be prioritized in a child's life? Can we teach or promote other behaviours that will lessen the prevalence of bullying or stop it entirely in our communities?

Research into positive behaviours and bullying prevention has discovered that the positive behaviours of kindness, acceptance of difference, and inclusion can be powerful bullying prevention tools. These behaviours can help children form healthier relationships as well when actively promoted and modelled by adults. The key to teaching children's positive behaviours is that they see adults do them, not just talk about them. Observing peers acting kind, including others, and accepting that others are different is important, too, but adults must be intentionally involved in exhibiting these behaviours daily. In addition, keeping the lines of communication open between adults and children is key to preventing kids from both bullying others and being targeted by bullying.

The teacher has an important role in the process of school bullying, as they should be the first to recognize the symptoms of bullying and be a role model for their pupils with a desire to help them solve their problems. The teacher can be a kind of a "willow", a "diagnostic and therapeutic tool" at the same time. This position can also be filled by another authorized employee. If the pupil trusts the teacher, it has a great influence and significance for detecting possible bullying in the classroom (at

school). The teacher has an important role in creating relationships in the classroom. If the teacher has moral maturity and publicly condemns aggression and violence, then it has a positive effect on bullying prevention at school and in the classroom. The teacher should motivate the pupils to create positive relationships in the classroom, create certain rules of behaviour between the pupils to be followed and thus influence the children's behaviour. If the teacher is a positive role model for pupil, it should also affect the positive behaviour and relationships of pupils in the classroom.

Role-playing methods are extremely attractive to children - their educational value makes it worthwhile to introduce them into your daily practice. Thanks to them, our pupils will be able to creatively deal with life's difficulties, and they will also be able to solve any situations that require it without major problems.

During role-playing games, children can experiment with new behaviours in a protected environment. By playing new ways of acting, they see the effect and get additional motivation to apply these different approaches in reality. Role-playing games can also create a routine and make the application easier in a real situation.

Gamification and role-playing focus on changing pupil behaviour and not only in conceptual changes. Teachers can benefit from gamification, since this approach application calls for more interdisciplinary approach to teaching.



Source: [Freepik](#)

6. Printouts

List of printouts:

Scenarios as a stand-alone activity

Role-play scenarios as an additional assignment

Lesson plan for using gamification in the classroom

Template for the creation of own lesson plan

Scenarios as a stand-alone activity

Printout for teacher

Guidance:

The scenarios include a recommended age group to carry out the scenario with. Each scenario is followed by a series of optional discussion topics. Decide how you will carry out the activity: role-playing with actors involved or as self-reflection. In both cases proceed with a discussion.

Role-playing instructions:

Cut the scenario cards out and distribute to groups or individually. Pupils read the scenario and try to understand their character's perspective. Then they act out the roles they have been assigned. After the role-play the group/class reflects on the situation answering discussion questions or sharing their feelings (of sadness, surprise, shock, etc.).

Self-reflection instructions:

Cut the scenario cards out and distribute to the pupils. Pupils read the scenario and try to understand the situation. After that they reflect on the situation answering the discussion questions or sharing their feelings (of sadness, surprise, shock, etc.), either individually or as a class.

Scenario A

Approximate number of children role playing: 5

Roles: Pupil Anna, Pupil John, Pupil Mark, Pupil Katie, Kid 1

Mark and John have been good friends since preschool. But Mark likes playing tricks on others or laughing at them. John has even been laughing of his pranks until this recent idea of videoing the reactions of others to his jokes and anonymously publishing them online. Anna, their classmate, is such an example. Mark was making fun of Anna while she was learning to ice-skate. Anna was falling all the time and the longer the situation lasted, the louder Mark was laughing. The situation became even worse when Anna came to school the next day and other kids were also making fun of her. Katie, a school friend, showed Anna a video from the ice rink and her falls one after another. Anna had no idea she was being filmed. As a result of the situation, she got a hard time in school. In no time at all, she heard mean comments about herself. John wants to speak with Mark about the situation, ask him to apologize to Anna, but before he gets down to it, he gets a mean text himself. In the message he was named a wrongdoer. He quickly realizes that others think it was him who is responsible for the whole situation. When he plays the video that Katie shows him on her smartphone, his voice can be heard in the background. When he tries to explain himself, no one believes him and Mark is nowhere to be found.

Discussion questions:

- What did Anna do wrong?
- What did John do wrong?
- What did Mark do wrong?
- How would you react if you were in the shoes of Anna?
- Is John not to be blamed for the outcomes of the situation?
- Should Mark be punished?
- What problems were revealed in the role-playing?
- At what moment should there have been an intervention to the situation?
- Where there any positive aspects to the situation?
- What could be the next scene to the story?
- How would you feel if someone secretly filmed you?
- Did you experience or were a witness of a similar situation?
- How would you react to the situation as an observer?
- How would you react to the situation as a target of bullying?

Scenario B

Approximate number of children role playing: 4

Roles: Pupil Oscar, Pupil Robert, Parent of Oscar 1, Parent of Oscar 2

Robert is always the first in his class to have a new game or gadget. Some kids think he's really cool because of this, but others think he is a bit of a show off. Oscar, who goes to the same school as Robert but is a year younger, really looks up to Robert. He finally convinces his reluctant parents to buy him the same smartphone as Robert has. Oscar brings the gadget to school the very next day. Unfortunately, he can't figure out how to use it properly. Oscar asks Robert to help him. Robert of course agrees and shows him some functions, which he in fact does, but then he takes the phone into his own hands with the intention to create Oscar's profile on Facebook. What Robert does is sets Oscar's profile picture without his knowledge. He wants to make a joke and Oscar's profile picture is an image of a pig, which as a result will cause embarrassment to Oscar. Since Oscar does not check his Facebook immediately after the situation, he does not understand why later on that same day he receives unpleasant messages from kids from his school, many of whom he doesn't even know. When he finally figures out that his profile picture is an image of an enormous ugly pig, he asks Robert to help him change the picture. Robert doesn't tell Oscar the true story, but tries to convince Oscar that someone else must have been playing around with his phone while he was at lunch. Oscar believes him. In the end Robert shows Oscar how to change the profile picture.

Discussion questions:

- What did Robert do wrong?
- Should Robert be punished?
- What did Oscar do wrong?
- What problems were revealed in the role-playing?
- Should the parents be involved in the situation?
- Where there any positive aspects to the situation?
- What could be the next scene to the story?
- How would you feel if someone treated you the way Robert did?
- Did you experience or were a witness of a similar situation?
- How would you react to the situation as an observer?
- How would you react to the situation as a target of bullying?

Scenario C

Approximate number of children role playing: 3

Roles: Friend Claudia, Friend Mary, Friend Betty

Mary and Betty are in different classes at school and have different friends, besides Claudia who is friends with both girls. However, Mary and Betty do not get along together. Claudia is organizing her birthday and decided to create a WhatsApp group to invite her friends and plan the party. Claudia also invites both Mary and Betty to the WhatsApp group, but a few days later she regrets it. Betty is the only friend out of 15 friends in the Group that asks to change the day of the party. Mary is the first to reply, although it is not her birthday party that is being organized but Claudia's, and attack Betty. She starts a hate speech in the Group directed at Betty, how egoistic she is, that only true friends should come to the party and why has she accepted the invitation at all, etc. Within no time at all, other friends of Claudia start attacking Mary. Claudia, who has her Internet connection turned off during that day of cumulative messages, doesn't realize the problem until she receives a phone call from Betty who tells her she will not come to her birthday. Betty feels ashamed and explains to Claudia she does not want to have anything to do with Mary. Claudia excuses her good friend to check the messages on WhatsApp. Immediately after she calls Mary to apologize for the behaviour of Mary and explains that she doesn't understand why Mary has been so hateful. Claudia really doesn't know what to. Eventually, she decides to delete the WhatsApp group and postpone the birthday party until she speaks with both Mary and Betty in person.

Discussion questions:

- What did Mary do wrong?
- What did Betty do wrong?
- What did Claudia do wrong?
- How could Claudia's other friends help?
- What problems were revealed in the role-playing?
- Where there any positive aspects to the situation?
- What could be the next scene to the story?
- How would you feel if someone treated you the way Mary did?
- Did you experience or were a witness of a similar situation?
- How would you react to the situation as an observer (friend)?
- How would you react to the situation as a target of bullying?

Printout for pupils

Scenario A

Approximate number of children role playing: 5

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Scenario B

Approximate number of children role playing: 4

Roles: Pupil Oscar, Pupil Robert, Parent of Oscar 1, Parent of Oscar 2

Robert is always the first in his class to have a new game or gadget. Some kids think he's really cool because of this, but others think he is a bit of a show off. Oscar, who goes to the same school as Robert but is a year younger, really looks up to Robert. He finally convinces his reluctant parents to buy him the same smartphone as Robert has. Oscar brings the gadget to school the very next day. Unfortunately, he can't figure out how to use it properly. Oscar asks Robert to help him. Robert of course agrees and shows him some functions, which he in fact does, but then he takes the phone into his own hands with the intention to create Oscar's profile on Facebook.

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Role-play scenarios as an additional assignment

Printout for teacher

Guidance:

The scenarios are short topics to stimulate discussion on bullying and cyberbullying. Decide how you will carry out the activity: you have two options to choose from.

Option 1 instructions:

Cut the scenario cards out and distribute to pupils by random. There should be at least two pupils that get the same scenario. Pupils read the scenario. Afterwards the teacher reads out the scenarios one by one and the children with the scenario card that is read out loud stand up. These pupils answer the question on their cards. After all pupils answer the question, the teacher explains the favoured behaviour.

Option 2 instructions:

Cut the scenario cards out and distribute to the pupils. The pupils read the scenario and answer the question in writing. The teacher collects the answers and then reads them out loud explaining the favoured behaviour in each situation. The pupils remain anonymous.

Scenario 1

Bob from class 2B has filmed (on his mobile phone) Sarah eating sweets and potato chips on several occasions. He is sending the film to other kids from the school with rude comments about the Sarah's greed and weight.

- You feel this should be stopped. How will you react to the situation?

Scenario 2

Martha from your Maths group is silent and withdrawn. Eventually she tells you that she has been the target of cyber-bullying. She has asked you to keep it secret.

- You feel harm if being done to Martha. How will you react to the situation?

Scenario 3

Some kids from class 6A have excluded other classmates from their friendship. These kids are making silent calls to the mobile phones of two boys from their class and you know about this. The two boys feel scared.

- You feel this should be stopped. How will you react to the situation?

Scenario 4

Your good friend Ivo receives a text message from Michaela from second grade to meet in the local park after school. You know that Michaela will not turn up and make fun of Ivo the next day at school. You have witnessed a similar situation before.

- You feel that you should do something. How will you react to the situation?

Printout for pupils

Scenario 1

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- You feel this should be stopped. How will you react to the situation?

Scenario 2

Martha from your Maths group is silent and withdrawn. Eventually she tells you that she has been the target of cyber-bullying. She has asked you to keep it secret.

- You feel harm if being done to Martha. How will you react to the situation?

Scenario 3

Some kids from class 6A have excluded other classmates from their friendship. These kids are making silent calls to the mobile phones of two boys from their class and you know about this. The two boys feel scared.

- You feel this should be stopped. How will you react to the situation?

Scenario 4

Your good friend Ivo receives a text message from Michaela from second grade to meet in the local park after school. You know that Michaela will not turn up and make fun of Ivo the next day at school. You have witnessed a similar situation before.

- You feel that you should do something. How will you react to the situation?

Lesson Plan

Age group: can apply to all age groups	Duration: 30-45 minutes	Environment: classroom settings
Topic: Bully prevention	Lesson focus: Behaviours towards the prevention of bullying	
Learning objectives: develop cooperation skills, develop assertiveness, develop creativity and imagination, experience competition, learn about sensitivity and tolerance, learn to be compassionate		
Materials Needed: sheets of paper, pencils/pens, whiteboard with marker/blackboard with chalk, cardboard box with slot, awards for the winners	Preparation before the lesson: the teacher prepared the cardboard box with slot, arranges the awards and prepares the remaining necessary materials	

Step-by-step description of the class:

Warm-up activity

1. The teacher initiates a brainstorming session on what bullying is.
2. Pupils speak out what they associated bully with.
3. The teacher writes the answers of the pupils on the whiteboard in the form of a mind map.

The game activity

4. The teacher takes out a big box with name cards of each pupil inside.
5. The teacher takes out 4 name cards and calls out the names of these pupils.
6. The 4 pupils will take the role of judges in the game and take their places at the front of the class.
7. Then the teacher asks each pupil one by one to draw a name from the box.
8. This is when the game begins.
9. Pupils come up with false stories about their classmate whose name they have drawn from the box.
10. The teacher explains the initial rules of the game : swearing or unpleasant words should not be used; the story should not be longer than 5 sentences and pupils do not show their stories among each other.
11. After 5 minutes of preparation of their stories at their desks, the pupils form a circle, and the pupils assigned as judges sit/stand next to each other.
12. The teacher explains further rules of the game: judges choose the pupil that starts reading the story they have prepared, other pupils guess who the story is about, points are rewarded to those that guess correctly.
13. Pupils one by one read their stories, remaining pupils make their guesses.
14. A correct guess equals 1 point that the pupil is awarded.
15. One of the judges takes the responsibility to keep a record of points on the board.
16. After all pupils have presented their story, judges summarize the points and announce the winner.
17. The winner of the game is awarded by the teacher in front of the whole class.

Follow-up: Discussion about how pupils felt hearing stories about them and how they would feel if the fake story was spread around the school or in the group of their friends. At the end pupils are asked to say a few nice words about the pupil they described/shake hands with them/make a pleasant gesture towards them.

Template for the creation of own lesson plan

Age group:	Duration:	Environment:
Topic:	Lesson focus:	
Learning objectives:		
Materials Needed:	Preparation before the lesson:	
Step-by-step description of the class:		
Follow-up:		