



QUICK OVERVIEW OF PREVENTIVE ACTIVITIES

ACTIVITY	DESCRIPTION	HOW TO USE THE EMB MATERIAL	DURATION-LEVEL OF DIFFICULTY	WHEN TO USE THE EMB MATERIAL
Art reviews	Students collect pictures of works of art relating, even remotely, to the issue of bullying and reflect on them, by answering 4-5 important questions. Reference lists are created. One work of art is chosen to represent the class and be reviewed.	Students can read one, more or all EMB reviews, comment on them, get familiar to different approaches to art and are inspired to look for their own representative artwork.	2-3 teaching hours Level 3-4	In Art classes and Language classes 9 th month of the school year
Book reviews	Students propose and present books they have read relating to the issue. Reference lists are created. One book is chosen after discussions to represent the class and be read and reviewed.	Students can read one, more or all EMB reviews, comment on them and choose one book to read. They look for their own representative book.	2-3 teaching hours Level 3-4	In Language classes 8 th month of the school year
Comics	Students are acquainted with the pixton	Students read the EMB comics, make	3-4 teaching hours	In ICT , Langue and Social studies



	platform, they write a draft of a comic strip and they apply it on the platform.	comments and imagine another ending or enrich the content by making a new one.	Level 1-2	classes 4 th month of the school year
Dictionary	It is a collection of bullying and anti-bullying vocabulary on different languages with activities and games in English	Students become familiar to different languages, make comparisons and do the EMB vocabulary activities.	Activities take from 3 to 10 minutes and vocabulary needs 1-2 teaching hours The use of the material should be flexible Level 1-4	Language classes It can be used periodically according to the class's needs
EMB Scripts and Films	Students write scripts independently or in groups, relating to the subject. They cast roles, rehearse and shoot a film.	a) Scripts are read and discussed b) Films are watched c) One script/film is chosen to be acted	a) Script reading can take 4-5 hours b) Film viewing can take 2-3 hours c) Choice and casting 1 hour d) Rehearsing dependable	Language-Art-Music-Crafts-ICT-Drama classes in collaboration 6 th month of the school year till the end, possibly for a school performance
EMB songs	Students write their own lyrics and music or choose a famous song and adapt the lyrics or sing a favourite song, relating to the	Students hear the songs and read the lyrics. After discussion, the class chooses which song to learn and sing.	1-2 teaching hours Level 1-2	In Language and Music classes 1 st month of the school year



	subject.			
Film reviews	Students propose and present films they have seen relating to the issue. Reference lists are created. One film is chosen after discussions to represent the class and be seen and reviewed.	Students can watch one, more or all EMB reviews, comment on them and choose one film to watch. They look for their own representative film.	2-3 hours Level 3-4	In Language, Art and Social Studies classes 5 th month of the school year
Games	Students are inspired by existing games or use their own ideas to create EMB anti-bullying games, independently or in groups.	You just play the games!	From 15 minutes to 1 teaching hour or more, depending on the needs Level 1-2	They are recommended for all subjects, throughout the year, for the creation of better relations and class atmosphere. Maybe the last teaching periods are more appropriate to ease the tension of the day.
Ice-breaking games	They are various existing games based on bibliography.	You just play the games!	From 5 to 20 minutes Level 1	Necessary in the beginning of the school year or when there are newcomers, to foster connection, relationships and team spirit



<p>Legal Aspects</p>	<p>Teachers research and present basic aspects of their legal systems concerning bullying.</p>	<p>a) Teachers make a synopsis of the main similarities and differences to facilitate students' understanding of the issue. b) Teachers can choose one country's presentation and elaborate on it in comparison to their own country's approaches to the matter. c) After familiarisation with Legal Aspects, students can do the activities proposed</p>	<p>a) Theoretical part 1-3 hours Level 2-4 Activities Role plays: 1 hour Level 2 Real cases : 5 sessions of 1 hour Level 4</p>	<p>In Social Studies or flexible zones, in the beginning of the school year, in order to teach responsibilities, introduce school principles and outline consequences</p>
<p>Logos</p>	<p>Students follow some regulations to create appealing anti-bullying logos for a competition. Some are awarded prizes. The best is chosen by vote.</p>	<p>An exhibition of our logos can be organised. Students can choose one to use in their class, to make badges or to compile them in posters, sous-plats, book markers. Or they can be</p>	<p>1 teaching hour Level 1</p>	<p>In all subjects A class logo is recommended in the beginning of the school year in order for a class to acquire spirit, consciousness or identity.</p>



		inspired to make their own logo, concerning any matter important for the class or the school community, to make a strong point.		
Poems	Students are acquainted with different poem writing techniques. They are given vocabulary on emotions. They may be given a visual stimulus like a work of art, a drawing or a photo. They write freely at home or in class, independently or in pairs and groups.	The teacher makes a choice for poem reading in class and then discussion follows. Students can be asked to illustrate the poems or write their own.	1-2 teaching hours Level 1-4	In Language lessons 2 nd month of the school year
Posters	Students are asked to consider positive messages on the issue of bullying and create posters using mixed techniques and possibly with a motto. A school exhibition	The EMB posters are shown to elicit critical thinking and discussions. The students are asked to make their own posters with positive messages on any issue that	1-2 teaching hours Level 1	In all subjects, possibly in cooperation with Arts and Crafts classes Any time of the school year, to create a positive atmosphere and spread a message



	follows.	occupies the class or the school community.		
Story writing	Students are acquainted with an e-platform designed for story writing. They select visual stimuli offered by the platform and write their own stories.	They can be used for inspiration, to share thoughts over the writings of their peers around Europe and write their own stories.	1-2 teaching hours Level 1	Language and ICT classes 3 rd month of the school year
Survey	Teachers form a questionnaire for students, to collect information on school atmosphere and matters and to recognise incidents concerning bullying. It is given twice – one in the beginning of the EMB project and one towards the end of it- by an e-platform, to a random number of recipients, 100 for each school, thus collecting information on	Our survey questions can be used for a new survey or as a base model for other surveys. The EMB results can be used for reflection.	The survey takes 1 teaching period per class. The presentation and discussion of results needs 1 teaching hour. Level 1	ICT classes or Mathematics classes in the frame of statistics analysis.



	1000 European students per survey.			
Video reviews	Students are asked to bring in links and URLs of Internet anti-bullying videos they like. Reference lists are made. They are viewed in class or at home and one is chosen by vote or via discussions, to be reviewed.	The reference lists and the reviews can be used to elicit discussions and sensitise the students on the issue.	1-2 teaching hours Level 1	In all subjects 7 th month of the school year