

THE VOICE

Annual magazine made within the Erasmus+ Project "I Am Not a Target!" Year I, no. 1, June 2019



Gymnasio Agias
Paraskevis Geroskipou
Cyprus



12th Primary School of
Drama, Greece



Istituto Comprensivo
Statale "Silvio Pellico"
Vedano Olona
Italy



Agrupamento de Escolas
Emídio Navarro - EB da
Cova da Piedade
Portugal



Liviu Rebreanu National
College, Bistrita
Romania



Colegio "C.E.I.P La
Gaviota" Torrejón
de Ardoz, Madrid,
Spain

ISSN 2668-4772, ISSN-L 2668-4772



Cooperation for innovation and exchange of good practices

Erasmus+ Project I AM NOT A TARGET! 2018-1-RO01-KA229-049059_1

INDEX

01

EDITORIAL: Be THE VOICE

02

What is definition of bullying?

03

What is Cyberbullyng

04

Bullying

05

Victim vs Bully
Let's be friends

06

Principals' Voices

14

May I never be perfect

18

My bullying story

20

The bully

21

Smiling keeps bullies away

22

A letter to my school about bullying

23

Italy says NO to cyberbullying
Girl bullyied at school

24

Stop cyberbullying!

25

Respect the others

26

Changes in our school
What I like about this project

27

National Petitions



Be THE VOICE!

The project "I am NOT a Target" was designed as a key-action for durable development, global citizenship, peace and inclusion. We are 6 public schools from Romania, Spain, Portugal, Italy, Cyprus and Greece that act together in a collective effort for increasing the learning about how to better include diversity in our schools, how to cross the personal emotional borders in relation with ourselves and others, building inspiring plans for future and consolidating skills for life.

The purpose of our partnership is to assure efficient measures, as actions, in preventing and early-intervention of bullying forms as acts in scholar environment and daily life that are results of migration, internationalization, digitalization and stress.

We intend to improve the social-emotional competences, to create a safe and confident learning environment, to change our organizational culture based on the values of cohesion and coexistence in an imperfect peace.

Moreover we intend to enhance schools' reputation and also the quality of educational act, to make them more international, more flexible to the particular needs of beneficiaries of a new global society which faces too many acts of violence, a high level of aggressive and intolerant behaviour reported to diversity.

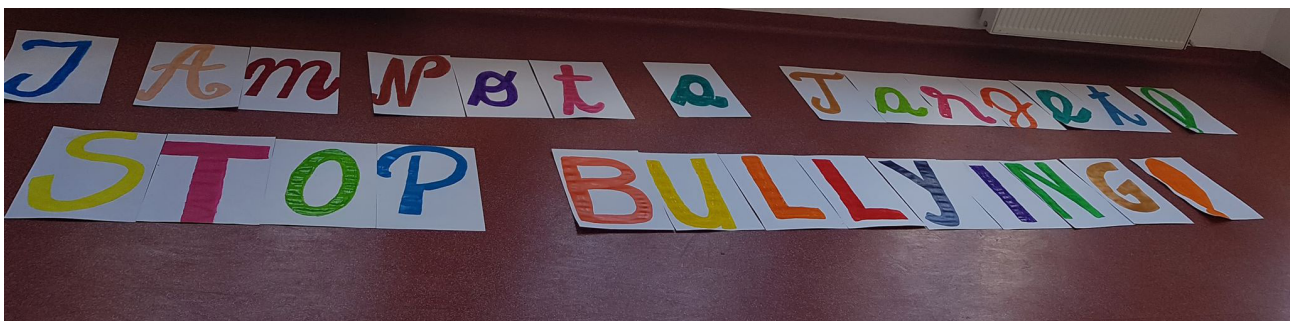
Our European partnership has as common aims: decreasing the level of violence in schools, encouraging the students to express their Voice, developing human resources and internationalizing educational services according to institutional plans for development in the next years.

Bronfensbrenner, in 1977, in *The Ecology of bullying model*, said that bullying affects not only the individual, but also the microsystems (peers and family) and the mesosystem (school environment and local policies) which means that the negative impact of bullying in school and everyday life is huge. School leaving, low results and failure, exclusion and social mismatch are just a few...

Because the percent of bullying is still growing (C.E., 2016, *How to prevent and tackle bullying and school violence*), the programs for prevention and early intervention are more efficient and cheaper as therapeutic treatment and deep interventions. One important aspect for preventing bullying in schools is increasing visibility of bullying actors by a free speaking...

The main message for our students is to be a VOICE in any life circumstance when the human values and life are not respected. We hope that our project activities encourage them to be vertical, to protect the human dignity and emotions, but in the same time to be kind, tolerant and empathetic.

Alina Gîmbuță, project coordinator Romania
Tania Polo Valsera, project coordinator Spain





What is the definition of bullying?

Bullying is something that 1 in 2 people under 25 will experience in their lifetime.

There is no singular definition of bullying because it comes in all shapes, sizes and subtleties. Despite the varied nature of bullying, here are a few things you should know that will help you identify it, and hopefully understand it a little better.

Understanding bullying

No one is born a bully – true story. Bullying is a learnt behavior and not an innate characteristic of anyone. According to Ditch the Label research, there are lots of reasons why people bully and these are explored further in *Why People Bully, The Scientific Reasons*.

The dictionary definition of bullying is “the use of strength or power frighten or hurt weaker people.” This is not a very nice definition if you ask us. First things first, being bullied does not mean that you are weak.

What’s more, this definition doesn’t account for many facets of bullying such as online abuse, subtle bullying within friendships such as manipulation, intimidation and social exclusion, as well as indirect bullying such as the spreading of harmful rumours, be it online or elsewhere.

Persistence is key

Another important thing to note is that for something to qualify as bullying – it is persistent. A one-off comment made about your appearance is hurtful and horrible to have to go through but a common factor of bullying is that it is a regular and persistent occurrence that takes place over time.

Are you in denial?

“I’m probably overreacting?”

“I’m just being over-sensitive”



“It will probably stop soon”

Sound familiar? Well, these are all things we tell ourselves when we are in denial. We somehow coast through life thinking, “yeah bullying sucks but it can’t happen to me...” then it does and it hurts, so we ignore it or pretend that it’s nothing.

Denial is a trick to make us think that everything is fine, even when it’s not. The first step to overcoming bullying is to acknowledge the fact that you are being bullied. This can sometimes be the hardest part: no one wants to admit that their ‘friends’ are bullying them.

How bullying makes you feel

The best way to determine whether you are being bullied is to analyse how it makes you feel and if it makes you feel this way on a regular basis. Take the Ditch the Label quiz if you’re still unsure about whether or not you’re being bullied:

I’m being bullied – what should I do?

The most important thing you can do when being bullied to protect yourself is to talk about it.

Start by joining the Ditch the Label Support Community to speak to a digital mentor and take the first steps to overcome



bullying. If you'd rather speak to someone in person, drop us an email here.

Alternatively, pick a friend who you trust, a family member or teacher and tell them what's been going on. Don't forget to tell them how it makes you feel and how long it's been going on.

If you don't feel like talking right now, that's OK – check out some of these resources that have helped thousands of people overcome bullying...

https://www.ditchthelabel.org/bullying-101/?gclid=CjwKCAjw2cTm-BRAVEiwA8YMGzYHz9-Q293AMueNMhKXZSoMOgAqAFsjDQ4DkGklM-BXSMK8Um_e426hoCy-EQAvD_BwE

Student: Chrysoula Karatzoglou
Mentor: Georgios Koutsoukis Ph.D.,
Mr.Ed.
12th Primary School of Drama -
Greece

What Is Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are: Social Media, such as Facebook, Instagram, Snapchat, and Twitter, SMS, also known as Text Message sent through devices, Instant Message (via devices, email provider services, apps, and social media messaging features), Email.

Effects of Cyberbullying

Bullying can affect everyone. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and

suicide. It is important to talk to kids to determine whether bullying—or something else—is a concern.

Kids Who are Bullied

Kids who are bullied can experience negative physical, school, and mental health issues. Kids who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist

into adulthood.

- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.





Bystanders

Kids who witness bullying are more likely to have increased use of tobacco, alcohol, or other drugs, have increased mental health problems, including depression and anxiety, miss or skip school.

The Relationship between Bullying and Suicide

Media reports often link bullying with suicide. However, most youth who are bullied do not have thoughts of suicide or engage in suicidal behaviors.

Although kids who are bullied are at risk of suicide, bullying alone is not the cause. Many

issues contribute to suicide risk, including depression, problems at home, and trauma history. Additionally, specific groups have an increased risk of suicide, including American Indian and Alaskan Native, Asian American, lesbian, gay, bisexual, and transgender youth. This risk can be increased further when parents, peers, and schools do not support these kids. Bullying can make an unsupportive situation worse.

Student: Elena Dantzera

**Mentor: Georgios Koutsoukis Ph.D., Mr.Ed
12th Primary School of Drama - Greece.**

Bullying

Once upon a time there was a beautiful girl who was silent. She had a minor speech defect. She was passionate about writing. She was in the 9th grade, the class she wanted to be, the school she dreamt about being admitted. For many everything seemed perfect, but it wasn't. The beautiful girl began to be even more silent. So silent that sometimes even her teachers forgot about her being in the classroom. So it began that she started skipping classes. She had a lot of absences. People started talking...blaming her... nobody asked her why, but all condemned her. Sometimes laughed at her. In the 11th grade she didn't want to go school... to any school. She was afraid of the people around her. And so, her story has come to an unhappy ending.

As the story had to have a title, I called it 'Bullying.'

**Monica Halaszy,
Liviu Rebreanu National College
Bistrita, Romania**

Relationship between Bullying and Suicide

Media reports often link bullying with suicide. However, most youth who are bullied do not have thoughts of suicide or engage in suicidal behaviors.

Although kids who are bullied are at risk of suicide, bullying alone is not the cause. Many issues contribute to suicide risk, including depression, problems at home, and trauma history. Additionally, specific groups have an increased risk of suicide, including American Indian and Alaskan Native, Asian American, lesbian, gay, bisexual, and transgender youth. This risk can be increased further when parents, peers, and schools do not support these kids. Bullying can make an unsupportive situation worse.

Student: Elena Dantzera

**Mentor: Georgios Koutsoukis Ph.D., Mr.Ed.
12th Primary School of Drama - Greece**





Victim vs Bully

Do you know what bullying looks like? What would it look like if it was a person? It could have more “parts”. We will never know what it went through or the thoughts it had. But its behaviour is very different depending on the part you choose.

On one hand, we have bullying as a person that is too embarrassed to look up. His look is sad, dark and a little scared. His head is pointed down, showing submission. He doesn't look anyone in the eyes. He takes small steps and is sometimes trembling. He's quiet and doesn't talk much. It looks like a very shy person with no self-esteem, but if he got every day hateful words and physical aggression, it would transform into a bully or a victim. Why? This is due to the other part of bullying.

On the other hand, we have a person who holds his head high, proud and who smiles feeling superior. He looks at the others as if they were inferior. He walks firmly and talks a lot. So far he looks like a selfish person, but if we added the fact that he says hateful things, hurting a certain person, he becomes an aggressor. His words could mean nothing to some, but they could mean a lot to the one who receives them. And not only words, sometimes the gestures and violence affects the victim.

Bullying can't be pictured as a single person, as it needs at least two persons, a bully and a victim. It is a phenomenon that is met in the majority of places (at school, at a workplace, in the family, online) and which shouldn't be treated as a useless thing.

**Luisa Lorena Măgurean,
Liviu Rebreanu National College
Bistrita, Romania**

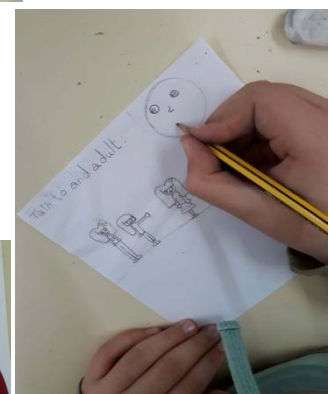
Let's be friends!

The third and fourth year students of EB da Cova da Piedade discussed about Bullying and their opinions were unanimous: “Bullying is bad!” said Afonso; “The bully is a bad person.” said Martim; “Bullying is wrong and we shouldn't hurt people!” said Clara.

The groups researched about types of Bullying and suggested some ways to fight this problem. “We can't be afraid of bullies because they like to intimidate!” said Ana, “If we're being bullied we must talk to an adult about the problem.” said Carolina.

The students left a message of hope because “No one deserves to suffer.” said Eliana, and we should always remember that if it happens “Do not be scared, be strong!” said André.

**students of EB da Cova da Piedade
Almada, Portugal**





PRINCIPALS' VOICES

Interview with Susana Gălăţan, school principal of Liviu Rebreanu National College

Student: What are the first five words that come into your mind when you hear the word “bullying”? What about the phrase “violence in schools”?

S.G.: I would associate the word bullying with teasing, hostile behaviour, verbal abuse, psychological abuse, humiliation, and violence in schools with physical abuse, brutality, harassment, trivial words, discrimination.

Student: Bullying isn't a feature of modern times. It's been around for a very long time. Why do you think it is discussed more nowadays?

S.G.: The anti-bullying campaign was set up in the United States of America. The triggering moment was the 1999 Columbine high school massacre, in Colorado, by two of the school's students, who are believed to have been getting revenge for the humiliation they were exposed to in school. Shortly after, anti-bullying laws were introduced in the USA and then in Europe. Anti-bullying is discussed more in the present day due to the fact that it is a political campaign supported by the government, the European Union, non-governmental organisations and the international media. The bullying phenomenon is perceived to be one of the most powerful risk factors in creating a state of inadaptability in society or even depressive states in teenagers and young people. Society has become more aware of these aspects and specialists are trying to intervene in mending them.

Student: Whether we like or not, every school has cases of bullying, and hence so does CNLR. What do you think the causes of this phenomenon are?

S.G.: We can't deny the existence of such cases in CNLR, but they are rarer than at other educational institutions and they appear more often in primary and middle schools. Statistically speaking, in a community of hundreds of children, there are two or three that will have an aggressive attitude towards other students. The causes are most often related to the education given by parents, the child's entourage outside of school and very rarely related to nervous system disorders.

Student: Until now, I'm sure you've encountered bullying cases, as a teacher, a tutor and headmaster and you know there are three types of people involved: the victim, the bully and the witness. I would like to ask you to give a short description of these children, referring to the way in which the victims react and feel, the bully's background and the witness's attitude.

S.G.: Being a teacher, but especially a tutor, you get the chance to discuss such phenomena with your students and you have to take measures to stop them. I can only make a characterisation of bullying and the children involved based on some personal observations. In general, the victim is perceived by the bully as a vulnerable, weak, and defenceless person. Therefore, we can say that students that are more reserved, emotional, the ones that have a behaviour different to most are a target of bullying. The bully, can usually be a student whose parents do not communicate with the school, or do not take interest in the student's school life but can also be a student that is a victim of physical or emotional abuse within their family. The general characteristics of a bully are lack of empathy, a big ego, and a lack of good relationships with their classmates. Studies have shown that bullies tend to





come from disorganised families or are the ones that have problems at school. So, when they cannot keep pace with their studies, bullies manifest their frustration by physically or verbally abusing those who manage to get good results. Bullying is treated by some as a show, that “can sometimes be fun”. Witnesses tend not to intervene as they are afraid of becoming victims. When they do intervene, children are normally on the bully’s side.

Student: What have you noticed happens to the victims of bullying in terms of their attitude and behaviour?

S.G.:The victims of bullying end up feeling like school is not a friendly place, that school is a hostile environment and tend to live in a constant state of fear. Children who are in this situation have low self-esteem, are helpless, alone and unhappy. Most of the time, their school work is affected and inevitably, they begin skipping lessons.

Usually, aggressors are given punishment.

Student: What other measures could be taken so that they change their behaviour?

S.G.:The students must be informed as to what this phenomenon means from two perspectives, both the aggressor’s and the victim’s. I think that the most efficient way to deal with this is the intervention of a qualified person - a psychologist or a school counsellor. As well as that, the children need an adequate familiar climate, with no domestic violence. Furthermore, aggression should be avoided, including the one in online games or films.

Student: It is said that the witnesses who keep quiet are almost as guilty as the aggressors. What is your opinion about this?

S.G.:I do not agree with this statement. Silence does not mean acceptance. I have stated above that witnesses keep quiet because they are afraid of becoming victims themselves. In order to intervene as efficiently as possible, we have to cultivate the feeling that the teacher, class teacher or headmaster can be trusted. The student must know that he/she can be protected against the aggressor in case he/she chooses to report a bullying act.

Student: Please present a means through which the parents could be made aware of the phenomenon of bullying.

S.G.:The parent - teacher meetings are a good opportunity to raise parents’ awareness, of course, at the initiative of the class teacher. I think that promoting some positive methods of socio - emotional education of the children in the family would be efficient, such as tolerance, respect, protection, courage, positive behaviour models, interest and involvement.

Student: The Erasmus project has revealed that bullying is a constant phenomenon in schools. What do you think the impact of the project on the students will be, considering its purpose?

S.G.:First of all, teachers alongside with parents will collaborate more efficiently and they will help the students deal with negative feelings and experiences and cope with aggression and bullying. Secondly, there are more chances that those who have been taught about bullying and ways of preventing it, will know how to act in case they are witnesses of aggression and even take measures. I hope that the number of students affected by this phenomenon will decrease considerably and that the school will become a friendlier environment for all the students.

Student: Finally, I would like you to send a message to the students in your school and to the project partners.

S.G.:School is the key to the students’ cognitive and emotional development and it plays an important role in their everyday life. Therefore, school should be a friendly and safe place.

Paula Georges
Liviu Rebreanu National College, Bistrita, Romania



Interview with Cristina Peneda, the EB da Cova da Piedade school manager

In this interview Cristina Peneda, the EB da Cova da Piedade school manager, answers some students' questions, shares her knowledge and experience about bullying, what it means to be bullied, some ways to prevent the problem and stop being a victim.

Student: Have you ever suffered from bullying? If so, what did you do?

C.P. : Luckily I have never been bullied! When I was a little girl I had some situations where I was teased by other children. Mostly because I had some fears or certain physical features, but it was part of growing up and learning. Those were specific things! I remember that when I was six years old, I lost some milk teeth and the older children made fun of me... Of course this is not bullying, however these situations helped me realize that we shouldn't treat the others as we don't like to be treated.



Student: Have you ever seen anyone bullying? If so, what did you do and how did you feel?

C.P. : During my growth I witnessed many situations where vulnerable colleagues were systematically teased by their peers. I always felt an extreme anger at these situations and I considered that it's a weakness when you treat your neighbor badly. I have always tried to demonstrate my opinion by disagreeing with these situations and I have always endeavoured to comfort those colleagues who were victims of these injustices.

When I started working as a teacher I always tried to teach my students the importance of being friends and tolerant, respecting and accepting the individuality of each one, realizing the importance of being all different.

Student: Are there bullying reports at school?

C.P. : At our school there are no cases of bullying! There are, however, some children with aggressive characteristics who seek certain victims to show their anger, requiring an adult intervention. These are particular situations and the victims aren't always the same, so we don't consider as bullying.

Student: How do you prevent bullying at school?

C.P. : To prevent bullying at our school, teachers and coaching staff try to create a healthy environment by sharing, cooperating, promoting friendship, tolerance and solidarity, teaching children how to empathize (putting themselves in other people's shoes).

Throughout the school year we develop activities included in this dynamic. In my opinion, the best example and the most significant activity because it shows very positive results is "Sponsorship": in the beginning of the school year each child receives a sponsor whose mission is to support and help his "godchild" in school integration. We also have "Philosophy for children", that is an



extracurricular subject where children are dealt with issues such as empathy, solidarity, respect for others and friendship.

In our Annual Activities Plan we always consider interventions within the scope of solidarity, teaching our students that friendship and sharing can make the difference in other people's lives.

Student: Did anyone bully teachers or school assistants?

C.P. : I'm not aware of bullying situations with teachers or school assistants.

Student: Are there any cases of cyberbullying against school, teachers or helpers?

C.P. : I'm also not aware of cyberbullying situations against the school, teachers or helpers.

Student: What's your opinion about bullying?

C.P. : In my opinion, bullying is an intentionally aggressive, violent and humiliating behavior involving an unbalanced power. Bullies use their power to control and harm other children. It's a great lack of character using physical strength, or access to some embarrassing information, for example, to feel power and to control others. Bullying includes behaviours such as threatening, spreading rumors, attacking someone physically or verbally (calling names, teasing, telling other children not to be friends, insults, intimidation), or excluding someone from the group on purpose. These are unacceptable acts and attitudes for any responsible educator, so in my opinion, the school must be aware of this type of behaviour and avoid constraints by investing in a preventive education against this modern harm.

It was in this context that the teaching group of EB da Cova da Piedade decided to accept this challenge to participate in this Erasmus + Project "I am not a target", as an instrument of prevention and reflection on the bullying topic.

Eliana Cruz and Gael Kopko
EB da Cova da Piedade
Almada, Portugal





Interview with Juan José Redondo, principal of CEIP La Gaviota de Torrejón de Ardoz

Student: How long have you been the principal of the school?

J.J.R.: I have been the principal of this school for 23 years. But before that I was the head teacher for 7 years and teacher for one more.

Is this the first time that our school participates in an Erasmus + project?

Well, this is the first time that our school participates in an Erasmus+ Project involving students. Some years ago we participated in another Erasmus+ but only for teacher training. Besides, we participated in Comenius once, which was the previous program.

Student: Why did you choose the topic “Bullying and cyberbullying”?

J.J.R.: One of the main objectives of the school is to improve the coexistence. We have an intervention improving plan for the coexistence at school and the topic of the project was perfect to keep on working with it.

Student: Since the project began, have you noticed an improvement in coexistence in school?

J.J.R.: Of course, we have done a lot of new activities with students, specially related to the training field, such as workshops on what bullying is, taught by the police. Also cybercooperants have visited our school and gave as a talk about cyberbullying, the last one being carried out by an expert in cyberbullying criminology, who talked about fake news and identity safety.

We have noticed that students have less problems during breaks and also that they solve their conflicts by talking. There are less students who play alone and conflict areas are now deserted.

Student: Could you tell us which activity you liked the most?

J.J.R.: I liked all the activities! But if I had to choose one, I would say the flash cards activity, because it was a very nice competition where students and families have participated by doing the drawings, from 3-year-old to 12 year-old students. And finally we made stickers and posters with the drawings and gave them to the students, families and even to the local shops! We made very beautiful posters and stickers with strong messages against bullying and cyberbullying.

Student: Do you think Erasmus+ is internationalizing the school?

J.J.R.: Absolutely! Students and teachers have travelled to Cyprus and Portugal, we have met new friends from other countries and we hope to meet new ones in the next mobilities to Romania, Italy and Greece.

Even more, we will receive them in November at our school with a warm welcome from the entire community!

Student: Thank you so much for your collaboration!!

J.J.R.: You are welcome!!



**6th grade students of CEIP
La Gaviota, Spain.**



Interview with Ioannis Hadjiyangou, principal of Gymnasio Agias Paraskevis Geroskipou

Student: This interview is about the guidance, resources and interventions that schools use to prevent cyberbullying. Teaching and training in e-safety for staff and students is included as part of the prevention of cyberbullying. **I.H.:** We are interested in how many interventions you have used and your opinions on their usefulness and effectiveness.

Student: How many incidents of cyberbullying have there been in your school in the last year?

I.H.: First of all, I would like to thank you for this interesting interview. Bullying is a very serious type of crime and it should be prevented and eliminated. Schools are playing a big role in protecting students and provide any necessary support that is needed. Unfortunately, there have been 3 cyberbullying incidences in our school.



Student: If a cyberbullying incident took place out of school, were you still expected to deal with it?

I.H.: Of course, we care about our students and we have a strategy to support the targeted students and prevent any other cyberbullying incidents induced from other students. We have the responsibility to educate our students on cyberbullying and how to deal with it.

Student: Have you banned the use of mobile phones in school? If yes, has this had any effect?

I.H.: This is a very good question! We do not allow any mobile phone to be used in the classroom, but we have not banned them in school. I believe it is a very good idea to ban mobile phones, but some parents worry about their kids and feel more secure if they have one with them. It will be a good idea to ban the internet on student's mobile phones though, but you cannot avoid any incidents happening in after school hours. So it is very important to train our students to be kind to each other and avoid any cyberbullying incidents at anytime.

Student: Have your staff received training on e-safety?

I.H.: Our school has a group of experts and consultants that support students that have any mental issues and difficulties integrating with others. Various seminars and workshops run by NGOs and government take place regularly in the school for students, teachers and parents for anti-bullying, personal development, drugs, and on many other issues that arise during the academic year. The ViSC Social Competence Program is implemented in the school since 2016. This is a socio-ecological anti-bullying program that has been first developed implemented and rigorously evaluated in Austria. Teachers have been trained in order to implement the ViSC program. We are also proud to be part of the Erasmus+ project "I am not a target" where 5 partners from different countries are involved and teachers and students take place in different activities on e-safety and generally on bullying.

Student: How helpful did they find the training?

I.H.: The staff is very excited for the training they received on e-safety and bullying!



Student: Have you provided e-safety training and guidance for students to manage their own use of the internet?

I.H.: Of course, we had a seminar in our school for cyberbullying part of the VisSC program and we always remind our students to talk to a friend or an older sibling about anything that bothers them, to tell their parents about it and let their parents to talk to the cyber-bully's parents. The most important thing to remember is to be kind to each other.

Student: Do you deliver e-safety training and guidance through the curriculum (e.g. drama; ITC lessons)?

I.H.: Yes, an NGO called "Theater ETC" arranged activities on e-safety with our students through acting and drama exercises. Also, in the computer class our teachers have instructions to inform the students on how to use the internet safely.

Student: Have you involved a police officer to respond to cyberbullying?

I.H.: The three cases we had on cyberbullying happened between our students and we handled it with the parents and the students involved. We have strict rules on students who attack and not be kind with other students and if they harass them through social media or personal messages they could be banned from school. We have a strategy in our school on how to deal with these cases and our trained staff took the appropriate measures to stop the cyberbullying.

Nikiforou Louiza
Gymnasio Agias Paraskevis Geroskipou
Paphos, Cyprus

Interview with students of "Silvio Pellico" Secondary School, Vedano Olona

Student 1: What is cyberbullying?

Student 2: We think that cyberbullying is – if it is possible - one of the worst kind of bullying, because it happens through a device and not face to face. The offences can be anonymous and it is very difficult to understand who is behind the screen, people can be insulted 24 hours a day, not only at school or during the training, moreover the cyberbully doesn't understand the gravity of his actions because he/she can't see the victim. This must be stopped because it is dangerous and a young can be isolated and can even commit suicide.

Student 1: What can partents do about it?

Student 2: We think that parents should supervise their children's mobile phone; we suggest the victims to speak – even if it is sometimes difficult – to adults, parents, a reliable person to put an end to a terrible situation before it is too late.

The students of secondary school "Silvio Pellico"
Vedano Olona, Italy



Interview with Dr. Georgios Koutsoukis, Principal of the 12th Primary School Of Drama



Student: Which bullying types have you noticed happening among students?

G.K.: Bullying in the sense of constant inconvenience and abuse has not been observed in our school. Although, we have observed cases of verbal assault from one student to another.

St: What is a student who is being bullied to do?

G.K.: The student should immediately inform the school's headmaster or his teacher. Following this many actions take place. Usually we analyze the all situation in the

Teachers' Association, we inform Drama's Director of Education and we organize seminars for parents and teachers attended by specialists.

Student: Are there regulations concerning bullying present at the school? And if yes, where they sent by the Ministry?

G.K.: No. The Ministry does not send this kind of regulations to schools. The School's Teachers' Association formulates the rules for each school according to the behavior of the students. In each class, the students with the guidance of teachers form the rules of the class.

Student: To what degree is the bullying phenomenon present in our school?

G.K.: Minimal.

Student: What actions are being taken in our school to reduce the phenomenon of bullying?

G.K.: Our school organizes a lot of actions on this issue and the most of them are connected with the Erasmus+ project "I am not a target". Beyond that, the teachers always advise students to adhere to the "golden rule" that says: Thou shall not act upon another in a manner in which he himself does not wish to be acted upon.

the 4th grade students
of the 12th Primary School Of Drama
Greece





May I never be perfect?

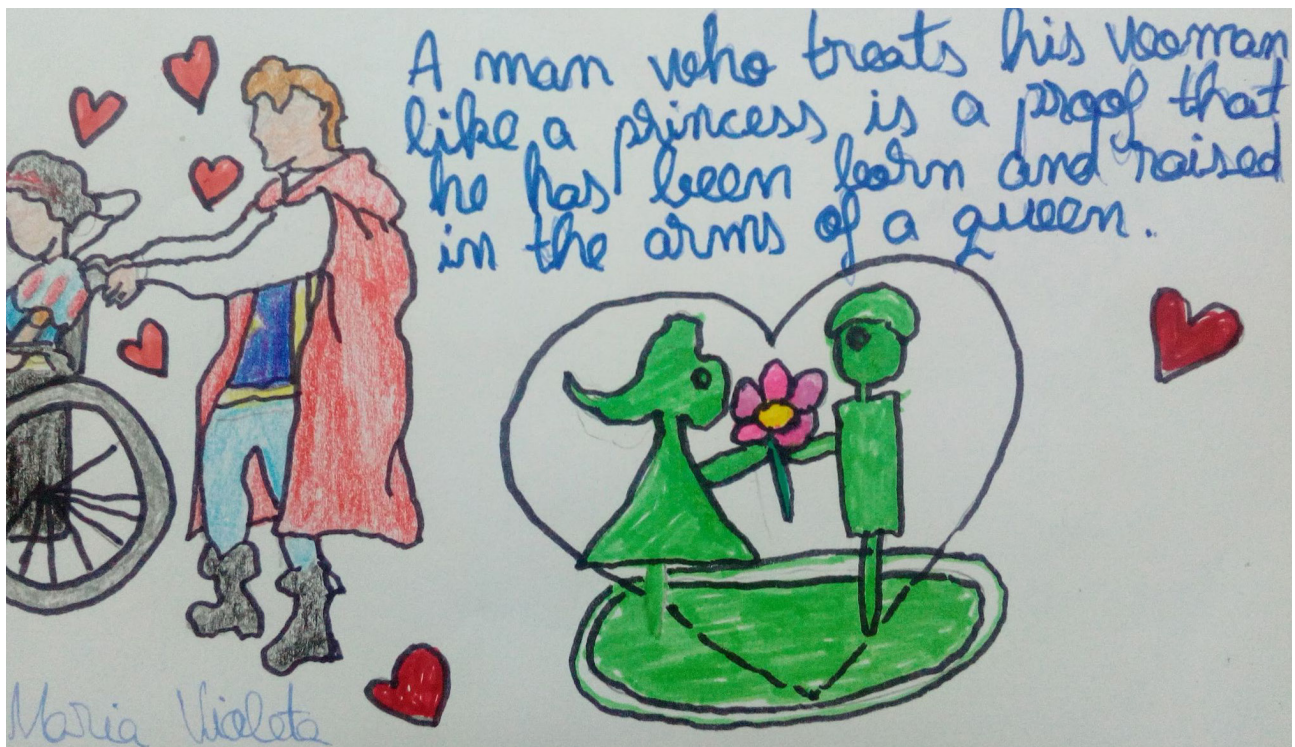
If I were to take a look back on myself in the earliest stages of my childhood, when every motion of mine was as harmless as a bat of a butterfly's wings, I would describe myself as a bird on first flight: rather intrigued than scared of the unexpectedly frightening unknown. As soon as I said my first word I became eager to master the vocal art of talking, as soon as I walked my first ever steps on the lifeless surface of Earth, I started dancing around the house like a burning flame on an empty beach, and I couldn't wait to pursue my sudden desire to learn how to run. The first attempts came naturally to me, and for progress I was willing to practise at any time of the day. How the world worked seemed the easiest to figure out for a kid not having reached the age of 10, when staying in the lines while painting was the hardest task. I miss the happiness of naivety. "All the bright precious things in life fade so fast, and they don't come back", as Fitzgerald would say.

I grew up in a lovely family, as an only child to whom all my relatives' caring was drawn to.

Needless to say, my emotions had lots of sanity to grasp from that. I have always felt safe. I like to think that the first thought I've ever had was about how my mother's smile was of the brightest I've ever seen. These were the kind of topics my dexterity in thinking started developing because of. Ideas about how unconditionally beautiful people around me were.

As soon as school got serious, all my attention on the outside world started gravitating towards it. I didn't mind it any single bit, because the feeling of satisfaction I got after getting an exercise, labelled as "difficult" in my maths book, done fulfilled me like no other emotion ever could before. From 5th grade on, when my extended practice began, I got glued to maths managing to reach the ending point of any challenging problem. School became my main focus. "Get smart and nothing can touch you."

I once heard my mom crying while talking to my dad in another room. "It will do more harm than gratify him," I heard her





say. I had no idea what she was talking about or what she meant by it. I entered the room and instinctively hugged her. She held me tight in her arms and told me, "Don't ever forget where you came from, don't get lost in your studies, don't separate yourself from the outside world, don't lose yourself in isolation, Eric, don't..." She went on and on. Feelingless tears started falling down from my blank eyes. I was eleven and completely unaware of what she was trying to say.

It all started the next day, I remember vividly. I was at school, reading during a break, caught up in the abstract world of sentences, where every word meant something different for each person. One girl came up to me and asked with disgust, "Aren't you able to do anything else?" I stared at her in awe. She was pretty mad. I smiled and said, "What do you mean?" while nervously fussing with the big glasses on my nose. Her answer was, "You don't even know what rudeness is, that's how much of a nerd you are." Angry, and half in love with her, I turned away. That hit deep. Rudeness.

Then the names occurred. I started being addressed as "teachers' pet" and "psycho eyes". I was constantly told no one cared about me for anything but my grades. That I had no brain outside of school. That I was smart only as far as studies went, and that I was nothing without my practice. That my parents wouldn't love me if I weren't bringing them straight A's home, and they cared more about grades than about their own child. That I should be ashamed of myself. And that's how my self-esteem started plummeting to the ground, and how their words became my anthem. I started noticing what the kids were saying in my day to day life. I didn't know much about real life things, that didn't require knowledge, such as having strong friendships, and I wasn't interested in what kids my age were interested in, like hanging out or getting caught up in the cliché romances that teenage movies put on display. I felt stupidly different from everyone, and it was the first time it was a drawback. Noticing that my parents were most likely

to ask me how school went rather than how I was feeling, was the last straw. I started seeing myself as everyone saw me. I wasn't more than any school book was. No one appreciated me for who I was. I was as lonely and numb as one child can get.

Every day I felt like the sun only came up to humiliate me, to coldly prove how I was a not-yet to bloom flower, except with no devoted bees around me to lead me into progress. I feared going to school. Every day, a new page in the dramatic novel of my life wrote itself against my will, spurred on by the surrounding negativity.

I once tried to catch up my parents on what my life had been like lately. "Mom, dad", I said anxiously, and thought about how long of a time had passed since I last talked about my feelings out loud, "kids are laughing at me in school a lot, because of my grades, and because it seems to them like I don't fit in, because I would much rather read than run around the schoolyard and play, and they keep telling me that I'm the teachers' pet and that I would be worthless but for my grades and..." I was talking at an annoyingly rapid pace, more so stuttering than making any sense. That was when I realised how hard to put into words true feelings were. And, not having watched *Fight Club*, my parents would not get the meaning of "I am Jack's broken heart". It would have been much easier if they did. "Eric", my dad interrupted me, "stop it. You mustn't believe them. You mustn't listen to them. I know it doesn't seem easy, but really, it is. They're just jealous. Studying will only bring you satisfaction in the long run. Believe me and keep up the great work." An extra pat on the back, and that's how it ended. "I will try, dad." It was the most cold-hearted advice I had ever got. You know how they say you only hurt the ones you love? Well, it works both ways.

I was jealous. Jealous of them because their opinion looked like it mattered to everyone. My feelings were meaningless even to my parents. I needed sympathy, not rules, I was smart enough



to give myself advice on my own. But, as I acted, I was treated like a robot.

My enthusiasm started to slowly fade away, like the golden air of inception that the green leaves of early spring carry in time of thunderstorms. No one was there to lead me with a “Stay gold”, like Johnny did to Ponyboy in “The Outsiders”. Sadness has never rained on me that hard. I wasn’t proud of myself anymore, and wasn’t the curious me I had forever been. My results started dropping drastically. Maths was too hard, biology too boring, and don’t even get me started on chemistry. Even poetry became old-fashioned. I now was one of the gangster pupils who didn’t care for school at all, I was someone who I had never wanted to become.

My motivation suddenly went down the drain. “It’s only after we’ve lost everything that we’re free to do anything.” My freedom didn’t last more than a week. “What happened? Did smarty lose his head?”, “Did you skip doing homework for one day and your brain shut down already, hm?”, “Told you you’re nothing without having a book in your hand at all times.” Nothing I was doing would ever be right. “They grew up on the fringes of society. They weren’t looking for a fight. They were looking to belong.” I might’ve been a Greaser in my past life, because anything they seemed to feel was oddly related to the deepest sorrows my soul was encountering. Nothing I might have ever tried to do in order to join a childish friendship was ever enough to fit me into their box of expectations.

One day a teacher came to me. Politely gestured that I took out my headphones, so I uncaringly did. “May I speak to you, Eric?” I shrugged. I wanted to tell him it was pointless, but why kill a mockingbird before it even started chirping. “You seemed not to be at your highest for a while now, and it’s got me wondering what could possibly have happened that was able to put off such an on-going mind like yours. And so, I started observing you from afar. Not to be intrusive or anything, but I was worried about you. And what I mostly noticed is the lack of

attention your situation is getting. I heard the names in mocking tones, witnessed their gestures towards you, focused on the emptiness of your eyes every time you kept your mouth hurtfully shut when it was obvious you wanted to talk back. Saw how scared you seemed. And then, unexpectedly, noticed how your results started dropping and how the liveliness of your rare smiles disappeared. You are not alone. Although I might be the only one who’s talked to you about this, at least there is me. C’mere.” And so he pulled me into the most comfortably tight hug I was missing. I was already crying by then, but I let it all out in his arms. “English teachers really do know how to deliver a speech”, I thought, not used to actually focusing on my pain.

He said all the things I had been unconsciously needing someone to tell me. He told me how unique of a kid I was, how he had always appreciated me for the focus I paid to his class, and how most teachers saw me as such a worthy student, worthy of any extra attention or supplementary explanation, a pupil with the most potential one could have; that I was open-minded, but didn’t have the background to show it, because of the way the other children prejudiced me for my abilities regarding school; that I shouldn’t look down on myself, more so, prove me how great I was in order to be seen as such; that he was sorry my struggling had to go on for as long as it did, but he couldn’t react until he got solid and proven reasons, and now he was ready to help me make the change I had worked unnaturally hard for.

He started with a kind warning speech to my classmates, where he explained what bullying was, and generally spread awareness about how deeply it could affect the person to whom the mocking is directed to. Some laughed about it, as expected. But what I didn’t anticipate was some to come to me with teary eyes and apologise in a shaky voice and stuttery manner. I didn’t expect anyone to be sorry for what they put me through. I forgave them with an open



heart. Anyone who regrets what they've done deserves a second chance.

During the next break we had a talk with the school counsellor, in which my teacher explained how common of a problem bullying in our school was, and they went to the school director to discuss the problem, and fingers crossed change would be made.

I remember looking at that man as my saviour. He was the Nick Carraway to my Jay Gatsby, the only one to mourn me at my funeral, the only one who was there for me in a sea of people. I believed in him more than I believed in myself, in those early moments.

Remember the pretty girl who laughed at me for not knowing what rudeness was? I walked her home that afternoon. We had an intriguing conversation about *The Great Gatsby*, I, having read the book, and her, having seen the movie, and also looking forward to starting to read more. "A stirring warmth flew from her, as if her heart was trying to come out to you concealed in one of those breathless, thrilling words." I had never before imagined how much I would enjoy talking to someone with a simple curious mind.

When I arrived home, I was embraced in worry. My parents were so worried about me. They told me they had been called by the school, and that they hated themselves for not taking into consideration what I told them the only time I tried to talk to them about my school situation. They told me they loved me more than they loved themselves, and would never wish any bad upon me. They promised never to take my happiness for granted again, and never put school before it. They kept rambling about how proud they were of me, and how I was the sun of their lives and how they couldn't wish for more of me even if they searched their entire lives for something to comment on. I stopped listening mid-way, giddy with excitement and relieved, that I now knew my parents loved me for me.

From then on, everything changed for the better. Informing parents about how much trouble bullying caused in our school (because, ap-

parently, I wasn't the only one who experienced it..."Things are rough all over", I thought) was a smart move the school director made. They all seemed to have been unaware of it, and from the devoted look on their faces you could tell they were about to pay a lot more attention to their children's behaviour, and treat them with the sympathy. Our school was soon filled with fliers talking about empathy and how important living in harmony with your colleagues was. Teachers started paying more focus to how their pupils were interacting, listening to any childish fight with patience, and willing to solve it. A bright future could already be seen.

Along with the long-awaited comeback of my adherence to studying, came a sense of happiness I had never experienced before. I was happy because of clear blue skies and fresh-cut grass. I was happy because of heavy rain and angry unforgiving winds. I was as beaming of a presence as the gleaming sun's. Never would I ever be put down again if I found joy in pure simplicity.

May I never be complete. May I never be content. May I never be perfect. May I forever be the curious kid with big glasses I have always been. May no child be put through what I was for being themselves. May the world progress into a better place. "The lower you fall, the higher you'll fly."

**Barna Ruxandra Georgiana
Liviu Rebreanu National College
Bistrița, Romania**





My bullying story

Ever since I was a little girl, my parents taught me to love myself and never to care about the things that the mean people say about me. Growing up I had a lot of friends. My life was pretty amazing and great until I started school.

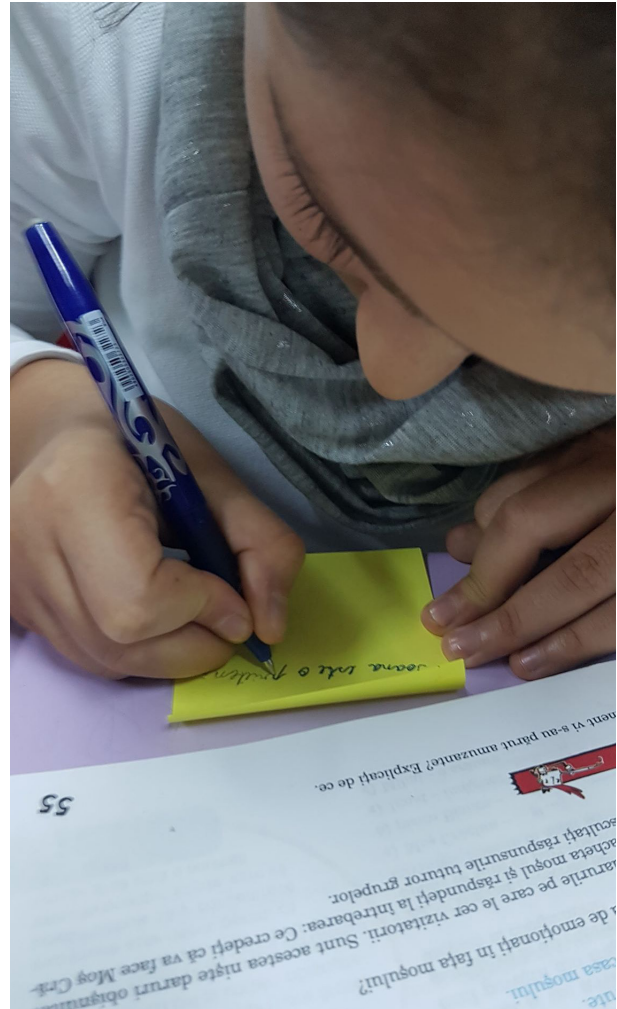
In the first grade, things went done quite well. I was the first in class, a “straight A student”, I had a lot of friends, even though we were just 11 in the class, I was friends with everybody. At the end of the year, when everybody found out I was the first one, things started to change. That was the moment when my picture perfect took an ugly turn.

Even though I was just 6, I could feel the negativity that my so called “friends” were throwing at me. The next two years things were the same: I was “having fun” with my fake friends and happy on the outside, but so lonely on the inside.

In the 4th grade the person that changed my life the most, joined our class. He was a tall, smart kid, named Lucas. We were friends, REAL friends, in the beginning. But at the end of the year he saw that I was better than him so he got so mad, that he wasn't the first one and decided not be my friend anymore. I was heart-broken that my only real friend left me, for the same reason as the others.

In the 6th grade I started making friends again. They were real, at least for me it was real. They helped me and talked to me. For the first time in 6 years, I finally got the chance to be happy. It felt okay, it felt right. Lucas saw that I was having fun and that I was happy so he decided to beat up my best friend in front of the whole class, making sure I was watching. Lucas was mad, so mad that he broke my friend's jaw and there was blood everywhere. Ever since that day my best friend never spoke to me again. That's how I lost another friend.

The following year, I had zero friends, no one to talk to, no help, no fun, just pure loneliness. Not even my parents wanted to talk to me



about this. That was the year when I lost myself. I started changing myself. I cut my hair and dyed it blonde. I was acting dumb, I was talking down on everyone, I started picking fights with Lucas and his minions. I had no friends, not even outside the school and my parents couldn't look at me anymore. I couldn't look in the mirror and smile, because the only thing I saw was a different person. I got so scared in the summer break, that I started to ask myself why I had done that. The only answer I got was: “To make THEM like me”. But they didn't. They were still the same, fake, mean people I knew.

In the last year of middle school, I was on my way to finding myself. And at the beginning of 2018 I actually found peace and for the first



time, I could dare to look at myself in the mirror and not cry or judge myself. I smiled. I discovered that actually I am absolutely in love with all old songs, from the 60s, the 70s and the 80s. I realized that my role-model was Janis Joplin. She was a wild spirit, never afraid to be crazy, to be weird, and to look a certain way. And I started to copy that. That year I started my journey to finding myself, the real version of me, and also when I finally saw that my parents were proud of me and they actually started to help me be happy and to be proud of me.

At the end of the last year of middle school our head-teacher was so mean to our class that I could not take it. I always had good grades but I also had a lot of very good results in the school-contests. Unfortunately, she did NOT mention ANY of my results. That was the exact moment when I made the biggest decision of my life, so far. I decided to move classes. I was about to start high school and nothing could stop me. I got new and much better classmates, new friends, new and better teachers and a fresh start.

I started high school in September and I thought the whole summer that it was going to be perfect. I was so happy to finally get rid of the mean people that I left behind and of the worst feeling in the world: to be lonely in a world full of people. I already had a lot of new friends, some of them were prettier, some were smarter, but at the end of the day I loved them for who they truly were and I admired them. I had a good start, not just with friends but with teachers as well. Things were actually pretty amazing. BEST decision I'd ever made, probably also because I was supported by my family.

But at the beginning of 2019 the universe was not happy for me and started to make me HATE MYSELF, again. I absolutely hated the way I looked, the way I talked, the way I was thinking. I was starting to lose myself again. The last time this happened I thought the reason was my bad collective. This time the collective was beyond amazing, so where did the problem

lie? I quickly realized that I was the one doing it to myself. I stopped feeling that way and started to feel confident to be myself and to be really crazy and weird and not to care about the mean things people say behind my back. I started to be kind and to care about others. Quickly people started to see me in a different light. I felt happy again.

After my whole journey to discover who I really am and to love myself, I realized that nobody really HATED me. THE ONLY REAL BULLYER I HAVE EVER HAD, AND PROBABLY EVER WILL HAVE, IS MYSELF. If I can learn to shut down the negativity of others and to LOVE everything about me, then the whole world has to follow. So, my bullying story is not about a specific person, it's about me. I am my only bullier and if I don't want to be sad and feel not good enough, I should love myself.

Sarah Romanessi

**Liviu Rebreanu National College
Bistrita, Romania**





The Bully

I'll never forget that day when it all started. It was a cold, gray day of autumn. It was my first day of high school and I was enthusiastically entering the yard. I remember I still had high hopes but little did I know what was about to happen.

My eyesight was really bad so I had to wear those enormous glasses. They didn't help as much as one might think as a lot of things were still blurry. That's what caused me to bump into... him. His name was Jack and he was going to be my bully. Immediately after that I began apologizing but he just laughed a wicked laugh. He made fun of me calling me "Four Eyes". It began as a nickname and gradually began to feel more like my name than my actual name. At first I just laughed it off, convincing myself it was just a joke but that was just the beginning. It got worse and worse from hurtful words to pushes and bruises. I would come home looking the way I looked lying to my mother saying I was just clumsy and she shouldn't worry. In reality I was lying to myself. I wasn't the type to get into fights and arguments so my mother never questioned it further. I continued to live in my own silence.

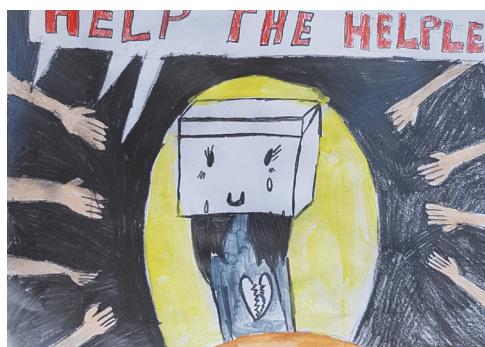
But then came that day. I was walking around alone as always. No one wanted to be friends with Four Eyes. I was about to descent the stairs when I heard those so familiar heavy steps and that deep voice. It was Jack. I didn't even have time to react. I just felt a strong push and before I knew it I was falling. I could hear laughs, so many laughs....then everything went black, the laughs transforming into gasps and screams. When I woke up I was in a hospital bed. I tried to move but I could only feel a sharp pain. I looked over the table beside me, and there stood my broken glasses. But this event also brought change. My mother finally found out about the bullying and made the decision to move towns. Jack went too far that time and he was punished but he didn't even bother to apologize. I began to hate him with all I had but as we went our separate ways he became a mere distant memory.

Years passed and I got accepted into college. By this time I was quite unrecognizable, the glasses were long gone. Here I met a funny boy with whom I got along well. His name was Jack but it didn't ring any bells at that time. We decided to go and have some coffee and actually get to know each other a little better. It turned out we came from the same town and we went to the same highschool! We began talking about old teachers and so on when he suddenly put on a serious face. He told me that he loved highschool but it was also one of his biggest regrets. He told me about how he bullied a girl so badly that she had to move towns. He said that he hated himself for that. He began to tell me about the things he did to her and when he wanted to tell me a certain nickname I just finished with "Four Eyes".

At that moment, we both realized we had actually known each other for a long time. Jake's eyes began tearing up. He began apologizing and saying awful things to himself. I stopped him and with a sincere look I said, "It's ok, I forgive you, just please don't become your own bully." He then hugged me. We could finally truly let go of our past and begin our new lives, this time as friends.

Why did I forgive him so easily? Well, a lot of people say that there are a lot of humans but no humanity. But what is humanity? It is something we are born with, the thing that makes us have love and empathy but we tend to lose it on our way. I almost lost mine when I began hating him. Why would I cut Jake's wings when he was so close to finding his? So I gave him a second chance.

Mastan Ioana
Liviu Rebreanu National College,
Bistrita, Romania





Smiling keeps bullies away

Justin was a young boy who lived with his parents in a small town. He was a good student; he always got only big grades and he loved going to school, unlike the majority of his classmates. He had some good friends and a family who loved him a lot; he was happy.

After realising that Justin was smarter than him, Mark, one of Justin's classmates, became jealous because he wanted to be the best.

He started to invent stories about Justin and told them to his friends. Mark was also rich, so it wasn't too hard for him to "buy" some new friends. Finally, all the classmates hated Justin



and the boy knew immediately what had happened. He decided to solve this in an intelligent way, so he kept on being polite with everyone.

After that, Mark started to insult him, but Justin smiled back and ignored him all the time. He even tried to blame Justin for different things, so the teachers won't love him so much, but the boy always managed to solve the situations without saying anything about Mark's lies.

One day, Mark got angry and talked to Justin:

"Why are you putting that smile on your face all the time?"

Justin replied calmly:

"No one, absolutely no one, has the right to take someone's happiness away."

"Are you joking?"

"Absolutely not. Blowing someone else's candle doesn't make yours shine any brighter, Mark."

"What do you mean?"

"If you want to be the best, you should learn and be more friendly instead of trying to make me look bad."

Justin walked into an empty classroom and Mark followed him.

"This is where you meet the teachers and pay them to give you big grades?"

"Exactly", said Justin.

"Why didn't you tell them that I blamed you for all those things?"

"I didn't want you to get in trouble."

Mark was a bit surprised.

"Anyway, I'm going to tell the headmaster what you're doing here."

"I'm here" said a voice.

It was the headmaster, who was entering the class.

"Now you can tell me what other things you've done to Justin", he continued.

"But he's paying for all those big grades!"

"I'm sure. Come with me."

The headmaster smiled to Justin and left with Mark.

After everybody found out the truth, Mark was punished and nobody wanted to stay with him anymore. But Justin was a good person and offered his friendship to Mark.

In time, they became really good friends and Mark understood that bullying never helps you to get what you want.

**Cristiana Patroi
Liviu Rebreanu National College
Bistrita, Romania**



A letter to my school about bullying

Dear school,

I would like to write you this letter with some solutions of what I think about bullying and what measures you can take to reduce it.

Bullying is a real problem that happens in real life. It affects youngsters, students, employees and oldest. Despite the sexes, ages bullying can destroy lives and even takes lives away. Today's life is becoming more demanding and pushing.

Bullying is more visible at schools and it is more intense in students with disabilities. A recent report from the Interactive Autism Network found that 63 percent of children with autism have been bullied, over three times as much as those without the disorder (Anderson 2012).

The bullying at school occurs in more isolated places where teachers are not around such as the school bus, the school canteen, hallways and toilets. You should need to take serious actions such as to address these spots by additional caretakers or with the use of the closed circuit cameras. Additionally, you should install a phone number accessing parents, and the local authority only for bullying. Another solution is to introduce a box where students can drop a note to alert teachers and administrators about bullies for students who are afraid and shy to talk.

Regarding your teachers, you should provide classroom activities related to bullying, including the harm that it causes how to reduce the incidence. Also, your teachers should involve students in establishing classrooms rules against bullying and steps they can take if they see it happening.

On the other hand parents play an important role in minimising bullying phenomenon. Their contribution can be very positive. They can schedule regular meetings with the teachers and the school staff. Also, you should encourage parents participation by organising on-campus parent centres that recruit, coordinate and encourage parents to take part in the educational process and volunteer to assist in school activities and projects.

Both parents and students must realise that they do need further education and good communication in order to overcome the problem.

Our parents and teachers should pay attention to even minor incidents, listen to children who report bullying and violence and investigate incidents immediately, so school action must be taken.

The cost of bullying to our society is big and so are its effects. We must stop all forms of bullying now otherwise we will lose more children to suicide and we create a society of kids with post traumatic syndromes.

Thank you for reading my letter.



Sincerely Yours,
Michael Argyroula
Gymnasio Agias Paraskevis
Geroskipou
Pafos, Cyprus



Italy says NO to cyberbullying

A new law protecting the victims of Internet bullying has been issued

The problem of cyberbullying was born only a few years ago as a result of the development of the Internet, when, through the new technologies, the children began to deal with social media.

On 29 May 2017, with only 1 vote against and 6 abstentions, the Italian government promulgated the law 71 concerning cyberbullying. This law stipulates that any boy or girl over the age of 14 or his/her parents can request the website or social media operator to delete the images or information deemed to be offensive.

In case the images or information are not deleted, you can contact the Guarantor for the

protection of personal data to intervene. The law provides for heavy penalties for managers who do not delete data from their sites. Cyberbullying is the evolution of another equally serious phenomenon: bullying. While bullying is manifested in small groups (school, sport, the neighborhood) cyberbullying, thanks to the technology on which it is realized, has a much wider diffusion and resonance.

Unfortunately, both bullying and cyberbullying, at times, have very serious consequences and in some cases have led victims to suicide because they are unable to bear the weight of shame.

**Students of secondary school
Vedano Olona, Italy**

Girl bullied at school at The Secondary Schools of Tradate

A new episode of female bullying

Aurora, so we'll call the girl who was bullied by some of her classmates, already at the primary school was a victim of bullying, because of her build. She now found it very difficult to live with herself, and her self-esteem continues to fall, despite this she never spoke to anyone because of the threats of her mates and because she had the great fear of being mocked even by her family members. One day Aurora just out of school was targeted by three classmates, first they began to kick the backpack and then with colored markers they messed it all up. When she returned from school, she did not tell her parents anything because she thought it was something that would not happen again and that the next day she would make peace with the three girls. In fact, the next day, at the end of the lessons Aurora went to them to make peace, but did not have time to say a word that the three girls began to pull her hair and then opened the backpack, making all that there was

inside fall on the grass. And so it was repeated for more than a month. Aurora was now tired of how she was treated by her mates, so finally she decided to talk with her parents, who took action and contacted the parents of the three girls who bullied their daughter. The next day Aurora hoped she would not be more bullied, but on the contrary she was mistreated even more, to such an extent that Aurora returned home with bruises and tears. The parents increasingly troubled decided to discuss with the head teacher, who suspended for a month the three bullies as a punishment. Fortunately, when the three girls returned to school no longer bothered Aurora. We think that in the month of suspension the three girls have been able to reflect on what they did to Aurora, finally they realized that they were making a serious mistake and decided not to bully anybody anymore.

**Students of the second class –
secondary school “S.Pellico- Vedano
Olona”, Italy**



Stop cyberbullying!

A new episode of cyberbullying at the high school

This is the story of Matteo, a boy victim of cyberbullying.

“Some days after coming back to school I received a message from an anonymous, I decided to read it: someone was denigrating me. But I ignored it considering it not important and I didn’t talk with anyone.

I used to be targeted by a group of bullies who persecuted me everywhere I was without the presence of any adult.

Every day I got strange messages by I went on ignoring them. Time passed but I persisted to avoid telling what was happening to me hoping that it would finish, but I didn’t know what I was going to meet.

One day I came back home, I went into my bedroom and checked my mobile phone as usual. I found a message which said: “We suggest you to stay at home tomorrow or we will charge you”.

When I read that message I was petrified by fear and started to cry. The following day I

stayed at home from school pretending to be ill in order to avoid meeting the bullies.

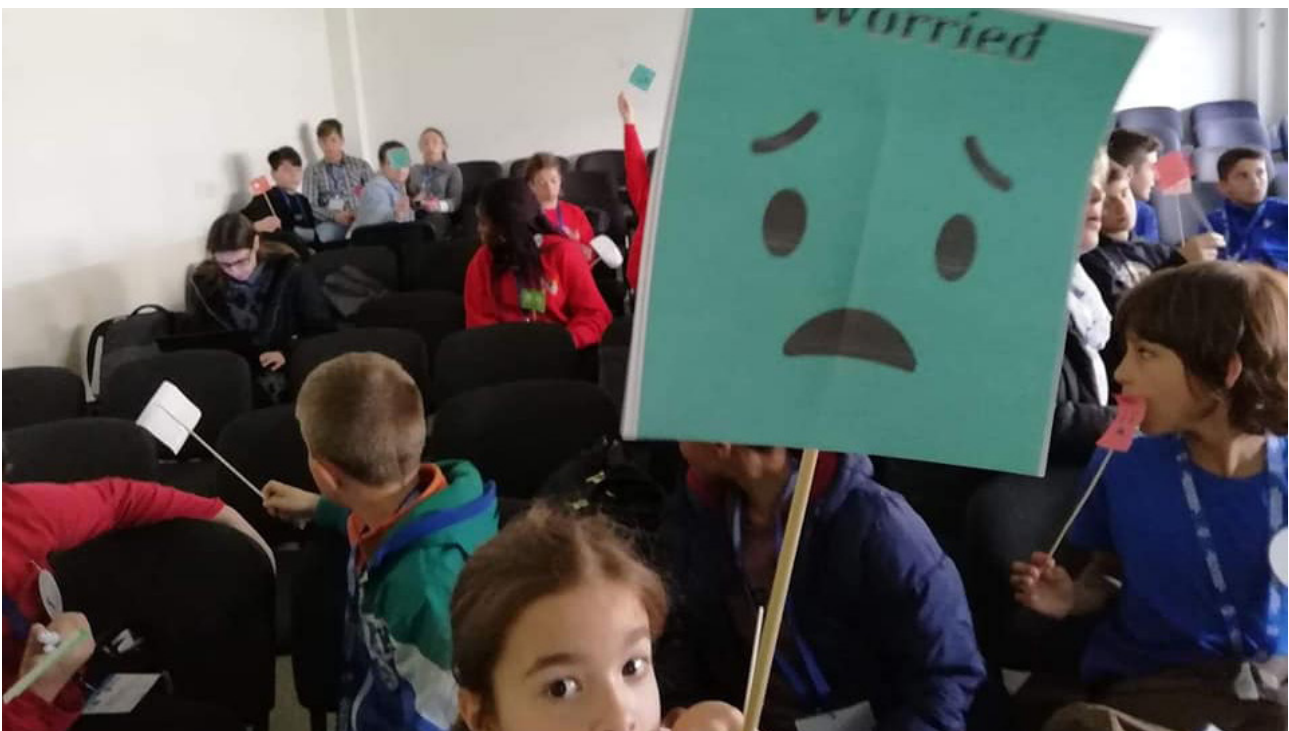
From that moment on I was afraid of going around alone.

After two weeks’ absence from school my mother decided to talk to me. As soon as she looked at me she understood that something was wrong. I told her my problem: some cyberbullies were threatening me following me everywhere I went. I told her that I received strange messages with hostile threats from anonymous people so that I decided to stay in my bedroom staying away from everyone

My mother decided to involve my teachers who helped us”

Matteo was helped to go back to school and the bullies to solve their problems in a correct way. Thanks to the kind people who helped Matteo, now he is free and he is not threatened by bullies anymore.

Students of the second class–secondary school “S.Pellico- Vedano Olona”, Italy





Respect the others

What have we learnt about bullying in class?

Firstly, doing these activities has helped, with the sentimental reinforcement, not to be sad, because when one knows what to do in case of being bullied at school, one is safer.

This has helped people who suffer bullying a lot, just like it has helped bullies, because now there are less fights and they understand each other and get along. It is important to respect each other because by harming a person, you

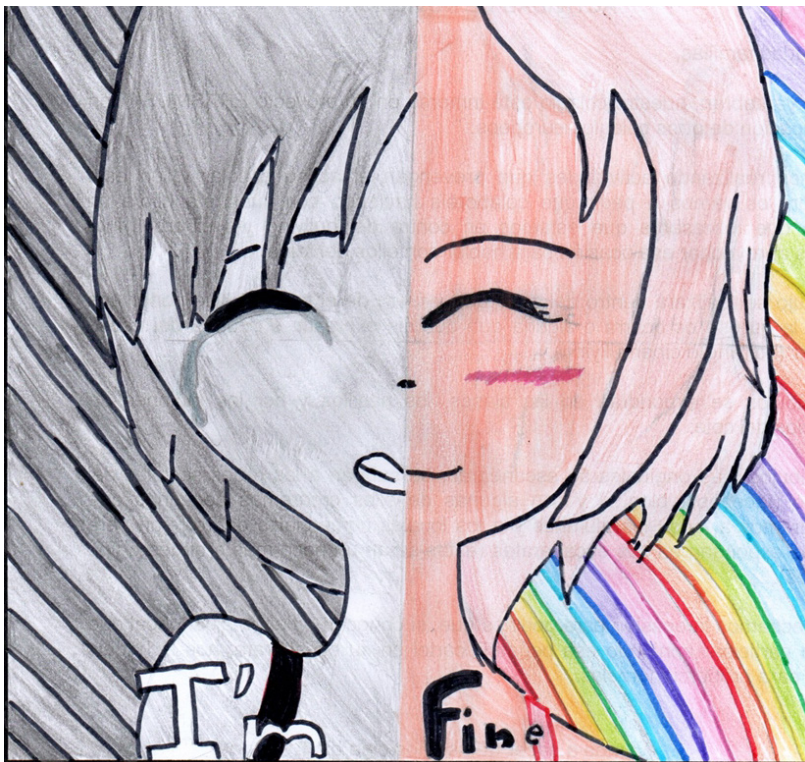
The activity involved making random groups and agreeing on drawing a picture and writing some sentences in order to explain that there is no need to bully. At the end of it two posters of each level were chosen to be hung on the walls of the playground.

That is why I liked this activity so much. I think that if this was done in every school, it could become something beyond simple activities. Also, I hope that this summary has made

you see how important it is to respect the people that surround you and that you know, as well as those you do not know, because there are people who only bully to be relieved, since they may be having a hard time at home. So if you see someone who bullies, talk to them frequently because they will need emotional support, just like you should talk to the bullied. In short, respect others and do not do what you do not want them to do to you.

Besides, I hope that this summary makes you see how hard bullying is, I do not hope that you have a bad time, but that you have a deep feeling to think about. That is why many people suffer from bullying.

**María G, 6th Grade
CEIP La Gaviota, Spain**



will harm them for sure. That is why we do these activities that help us reflect on our conflicts at school.

One of the activities that I liked the most was the making of the posters, because we have taken out the painter and the writer we carry inside. By doing it in groups, it has been more motivating and sentimental, since we all have agreed. The activity, while serious, has been fun. Being with people you know, and getting to know them even more, has helped us to get along, and now there are less fights.





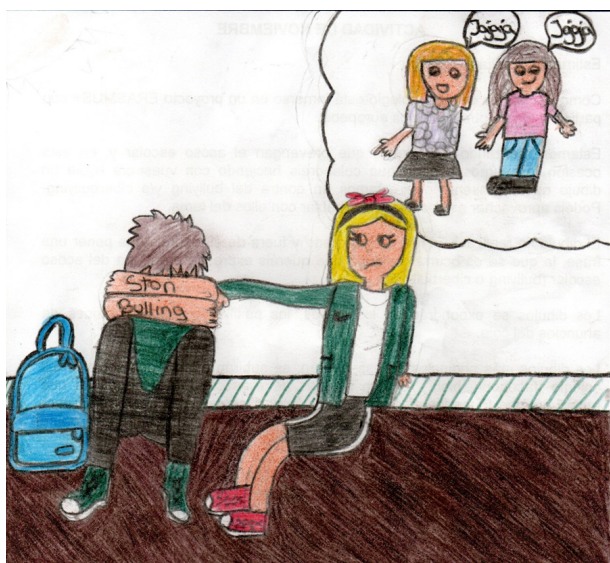
Changes in our school

Since we started to work with projects against bullying, one of the most significant changes that I have noticed, regarding my classmates, is that some of those who suffered have learnt to defend themselves, to face those who provoked them, or to ask for help, which I consider a success, because I admit that I was worried about the worsening of their situations.

As what regards myself, it has made me feel safer because I already know what to do if I find myself in a similar situation or if I find out that some of my classmates are suffering bullying. Although I have always felt comfortable at school, they have rarely picked on someone, it makes me feel safe when moving to high school because I have always thought that most cases of bullying happen there. Anyway, I think that we all know what I mean.

I hope that, like we have been working on it at school, we will continue to do so at any high school. In fact, I have always believed that it should be compulsory at every school, this way I am sure the number of cases of bullying would decrease. This has been my point of view, I hope you support me and you agree with me. Good bye and thank you!

**Cristina H., 6th Grade
CEIP La Gaviota, Spain**



What I like about this project

The first thing I have noticed since the Erasmus project started is that there are fewer conflicts in the school.

I have also seen that nobody excludes anyone, so now we are all more united than before.

Another thing I've seen is that, whenever a student gets hurt, they're bothering him or they see that he feels bad, you can see someone who is there to help him no matter what situation his friend is in.

And, what I like the most about everything is that, when there is a case of bullying, the person who suffers, tries to solve it. Either through a conversation or otherwise but without verbal or physical violence.

Although it is always appreciated that the friends of the victim come to defend him/her, it is always better to notify a teacher.

In summary, I have noticed that: there are fewer conflicts, people do not exclude others without any reason, students always try to help the classmates who are in this difficult situation and everyone has learned to deal with bullying in the least conflictive way possible.

From my point of view, I think that "I am not a target" project has done many good things to improve our school.

**Paola M, 6th Grade
CEIP La Gaviota, Spain**



Romania National Petition On Future Scenarios



At the workshop “Digital Future” organized by Liviu Rebreanu National College took part students, parents and teachers. Our intentions was to develop scenarios about the future in the context of technological advancements and diffusions.

We used in this workshop participatory methods, enabling the students, parents and teachers to play an active part in shaping the scenarios for Digital Terra.

From the start, we, all, establish that when we think about the future we need to consider the sustainable development goals. The balance between the nature, economic and social needs should be considered in every future scenarios, Moreover, a core concept in sustainable development is that technology can be used to assist people to meet their development needs.

Considering durable development as a way to shape the future, we reach few main ideas:

- Digital technology is whether we like it or not, part of our lives

Viitorul digital
Scenarii posibile - atelier participativ

Vă invităm să conturăm împreună posibile scenarii ale evoluției lumii în care trăim, din perspectiva dezvoltării tehnologiilor digitale.

Biblioteca Județeană „George Coșbuc” BN Clubul Coșbook
Vineri, 5 aprilie 2019 ora 16
Locuri limitate înscriere online pe site-ul cnlr.ro

Acest atelier este organizat în cadrul proiectului Erasmus + „I Am Not a Target!”, 2018-1-RO01-KA229-049059_1

- A more direct education on how to use it, when to use it will be not only desirable but also mandatory
- In order to have a balance life, there is a need to have alternatives for free time especially for small children

In this respect, we ask for:

1. Enhance the ICT curricula with topics more applied on students’ behaviour on using computers, applications and the internet. The new content should approach, beside the use of applications for texts, tables and data processors, also information and practices about other applications for creating digital content, applications for monitoring different types of activities (sport, nutrition, etc).

2. Develop in every neighbourhood spaces for outdoor activities as an alternative for spending time online. There should be a balance between online and offline activities

Written by Alina Creț și Monica Halaszky



Cyprus: National Petition On Future Scenarios

Erasmus+ Project, Strategic Partnership for School Education, Cooperation for Innovation and the Exchange of Good Practice

Project title: "I AM NOT A TARGET!"

School: Gymnasio Agias Paraskevis Geroskipou, Paphos, Cyprus

Bullying is threat, or intimidation to abuse, harass and aggressively dominate others. It includes verbal harassment or threat, physical assault and it can be directed repeatedly towards vulnerable targets.

Bullying occurs frequently among children and therefore most of the research focuses on children and youth in schools (Juvonen & Graham 2001). Statistics show that approximately 20–25% of youths are directly involved in bullying (Nansel et al. 2001).

It is therefore important that schools are involved in projects such as the Erasmus+ 'I am not a target' in order to promote collaboration and share good practices among different schools around Europe. A participative workshop has been organised through this project in Cyprus where students, teachers, parents and school partners participated. The participants have been divided in two groups where they worked in a positive scenario and in a negative scenario.

During the participative workshop several important issues have been discussed and the following potential changes/solutions for a better future are identified:

1. Students lack psychological support from experts in schools. Currently there are not any psychologists in any public school in Cyprus.

Solution: the Ministry of Education must include at least one child psychologist or expert counselor in all public schools of Cyprus.

2. Teachers do not have any expertise on bullying situations.

Solution: designing school programs and trainings for teachers on bullying

3. Many public schools in Cyprus do not have any intervention plans on bullying. Solution: the Ministry of Education must send guidelines to each school to prepare an intervention plan.

4. Students are not aware about the emotional and negative effects of bullying, do not know how to report incidents and how to deal with it.

Solution: Add a mandatory class in schools on emotional intelligence and behavior change.

5. Parents need training and awareness on bullying.

Solution: The public schools must arrange seminars and training on bullying addressed for parents.

6. Parents need training and awareness on bullying.

Solution: The public schools must arrange seminars and training on bullying addressed for parents.

Teachers Team: Leto Rodha, Chryso Chrysanthou, Stalo Ioannou

Students: Christos Papastylianou, Panagiwtis Stavrou, Persephoni Christophidou

Parents: Galateia Christophidou, Eleni Christophidou, Evelina Papastylianou



Spain: National Petition on Durable Development in a Digital Future

Based on the prospective thinking, students, teachers and families have discussed about Durable Development in a Digital Future.

There were two groups, one working on positive scenarios and other group working on negative ones. About positive scenarios, it was said that:

- Students will have tablets instead of textbooks, which will motivate them more and the backpacks will be lighter.
- Chairs will be more comfortable and probably tables will be interactive and interconnected with other students' tables.
- Students will have internet access on their tablets and they will search information about the lessons by themselves.
- Teachers will be robots or holograms and will teach their students online.
- The doors, windows, blinds, heating, stairs, bathrooms, etc. will be controlled with the voice or a simple button to improve the comfort of all and its good use.
- Cameras will be installed and not only will they monitor, but also interact with the students, reminding them of the rules and good use of the facilities.
- For all this to work in a positive way, there will be new subjects that will help them to use all the new tools.

About negative scenarios, it was said that

- Due to the excessive use of tablets, most students may need to wear glasses.
- Without the presence of teachers, the contact between students and teachers might be very distant and if there is a problem among the students, the robots may not be able to control it.
- If there happens to be network connection problems or there is no internet, students could not work.
- Without the presence of teachers, students could watch inappropriate contents on the internet.
- Paper books will disappear.
- If the Tablet breaks down or gets damaged, one will lose all the information they have inside.
- There is not enough training for students to work on their own, especially the youngest ones.

At the end of the workshop, we reached an agreement: YES TO TECHNOLOGY, but with caution and humanity.

Based on this workshop, we ask for our National Request:

“The CEIP La Gaviota students ask politicians to reflect on the possibility of introducing a new subject as mandatory, called “New Technologies and Computational Thinking for a Digital Future”, where the contents to learn would be the use of word processors, the correct use of the internet and security in social networks, applications, programming and robotics.

We believe it is important that these contents are taught to us from the schools because our parents cannot do so or protect us from the dangers when they do not know what Instagram, Twitter and other social networks are or how they work. Finally, robotics and programming interest and motivate us a lot, besides being a very good resource to improve our problem solving ability for a digital future”.

We have identified the main values which can assure the group cohesion and coexistence in an imperfect peace in classroom and school as a community of diversity:

“Friendship, coexistence, integration, respect and tolerance within an inclusive school environment.”

Tatiana Polo, Sonia Penalba, Raul Canamero, Marta Aragon, Noelia Llorente, Ofelia Camacho, Gloria Bragado, Gloria Martin, Juanjo Redondo and the 6th grade students of CEIP La Gaviota, Spain.



Portugal: Petition on Scenarios for Digital Future of Terra

Technology is evolving, everything is getting faster and faster. At the beginning of the 20th century, Villemard drew several paintings about “flying firemen” and “motorized shoes”. Nowadays, one hundred years later, we use helicopters to put out fires and Segway to move. However, such development is often at the expense of the environment and sustainability of life forms.

What can we say about the future?

During our participatory workshop on future scenarios for a Durable Development in a Digital Future there have been identified some important issues of the modern society as well as guidelines expected to ensure the sustainable life on Earth.

- **Transports:** to avoid pollution, transports in the future will use renewable energy, they will be faster and autonomous. **Possible solutions:** flying shoes and flying skates; electric skates; aquatic and aerial cars. **Problems:** people can fall or lose control when the battery / power runs out.
- **Food:** it should be more balanced, there will be neither hunger nor malnutrition, food waste will be reduced in order to avoid the deforestation and extinction of certain species due to the loss of their habitat. **Possible solutions:** fast-food will cease to exist; some food will be taken in pills. **Problems:** the big fast-food companies don't want to lose money or disappear; healthy and sustainable food would be more expensive; pharmaceutical food should be unhealthy.
- **Communication:** digital communication will continue to evolve towards Artificial Intelligence. **Possible solutions:** creation and use of robots with Artificial Intelligence for the benefit of humans. **Problems:** lack of ethics and safety.
- **Education:** we are in urgent need for an educational reform that promotes critical thinking among children and young people, to educate citizens who are aware of sustainable ways of life and to promote the balance between technology and the green economy. **Possible solutions:** using tablets instead of books in the near future; robots replace teachers. **Problems:** libraries extinction; unemployment; lack of feelings and emotional attachment.

In the future, we imagine there will be no more cars, computers, televisions, CDs or DVDs. People will continue to communicate, to dress, to travel, to shop, to have fun and to relate. So we conclude that the future will be all about people's choices to control pollution, protect the nature and life.

Therefore, we propose the following reforms:

- End the use of plastic (plastic bags, bottles and crockery).
- Stop the rivers, the seas and the oceans pollution.
- The importance of saving water because it's a finite resource.
- Reduce pollution.
- Respect human life: accept the different cultures and religions.

As a result we would like to raise an alarm and highlight the following possible solutions:

- Alert the population to change attitude regarding sea life promoting activities such as flash mobs by the beach.
- Alert the population to use cloth bags in their purchases, canteens instead of water bottles and glassware.
- Warn the population on water waste recognizing it as a precious resource.
- Promote a day without cars, once a month people move by bicycle.
- Decrease the ticket prices on public transport.
- Every week, schools practice an exercise in empathy so that children learn how to put themselves in someone else's position seeking to understand what they think and feel.

Team work carried out by teachers and students of the 3rd and 4th year of EB da Cova da Piedade



Italy: Petition on Scenarios for Durable Development in a Digital Future

During last months, students, teachers and families have met and talked about Durable Development in a Digital Future to imagine positive or negative scenarios, connected with technologies. Everyone knows that a Digital Future is not a choice for us, but we can choose how to lead it.

About positive scenarios, it was said that:

- Students will experience the possibility of an amazing learning, through particular videogames which can help learning subjects.
- Students will have the possibility to be immortal in a digital reality, and so they could try several times without the fear to make mistakes.
- Students will create virtual identity with their own features, using their fancy and creativity.
- Students and teachers will meet other students and teachers all over the world, they'll share ideas, dreams and projects in an easier way.
- Students will be helped by technology in their searches thanks to Internet possibilities.
- Teachers and students will find and listen to music in a very simple way.
- The doors, windows, ovens, washing machines, dishwashers, etc. will be controlled with the voice or by our mobiles when we'll be outside.
- Our texts will be corrected by computer and exercises too.
- We'll use less paper to live in a better green world.
- Technology will improve our life conditions in medical, engineering and environment fields.

About negative scenarios, it was said that:

- Due to the excessive use of technology, most students will have problems with their eyes and also with their psychological health.
- Students will lose empathy because of virtual relationship. If there happens to be network connection problems or there is no internet, students could not work well.
- Teachers and students could meet robot which become independent from human will.
- Students won't think about consequences of their virtual texts which can destroy some relationships or can ruin their own identity.
- Students could become violent, using videogames a lot of hours per day.

At the end of the workshop, we reached an agreement:

YES TO TECHNOLOGY, if we learn how to use it to become real citizens of the world.

Based on this workshop, we ask for our National Request:

"The students of IC "Silvio Pellico" in Vedano Olona (VA) ask politicians to reflect on the possibility of introducing at school a mandatory course taught by a computer specialist and an educationalist to train students and teachers about the correct use of the web and how to manage a virtual account. We would start and continue a dialogue with our families and teachers to understand, first of all, the strategies to become real citizens of the world in a digital future.

We understood how difficult and dangerous could be surfing the net alone and we ask you to give us the possibility to improve our digital competences. Technology is full of great possibilities for everyone and we would reach them!"

The main values which led our decisions and thinking have been:

"Dialogue, respect, share, wish to grow together to become conscious citizens of the world"

Written by IC Silvio Pellico, Vedano Olona, Italy



Greece: Petition on Scenarios for Durable Development in a Digital Future

Bullying is repetitive aggressive behavior with an imbalance of power. Research, especially on school bullying, has increased massively in the last decade, fuelled in part by the rise of cyber bullying. Prevalence rates vary greatly. This is in part because of measurement issues, but some persons, and groups, are more at risk of involvement. Victims suffer from bullying, but some of those who perpetrate bullying can be socially skilled and get at least short-term benefits from their behavior. Individual, family, school class, school and broader country factors can influence the chances of involvement. (K Smith, 2016)

As one of the actions of the European program Erasmus+ “I am not a target”, at the 12th Primary School of Drama, a workshop was organized for both parents and teachers. The participants have been divided in two groups where they worked in a positive scenario and in a negative scenario.

After a discussion where all the problems related to school bullying were analyzed, the participants came to the conclusion that the phenomenon of school bullying can and should be addressed at different levels. At these levels, we suggest the following solutions:

1. Proposals for measures within the student’s community

- Participation and collaboration of students in the design of policies and strategies against school violence.
- Programs and actions concerning student’s education, to strengthen their cognitive and social skills, emotional education, and promotion cooperative learning.
- Peaceful conflict resolution programs.
- “Peer Support” Programs and Actions
- Student’s access to services and specialist guidance counselors, which contributes to reducing school failure rates..

Proposals for measures for teachers and staff.

- Teacher education and training, with seminars and workshops on bullying.
- Creation of support and supervision teams. In the framework of participation in these groups, teachers exchange views, experiences, ideas and reflections on the teaching methods, the behavior of students, colleagues and / or the school’s Headmaster.

Proposals for measures within the family

- Cooperation between school, teachers and family.
- Cooperation between school and families of the pupils involved in cases of school violence and intimidation.
- Seminar and workshops for parents

Teachers Team: Georgios Koutsoukis, Sofia Stylianidou, Kiriaki Apostolou, Aggelos Iangou, Vasilios Solakis, Stavroula Grigoriadou

Students: Elena Dantzera, Chrysoula Karatzoglou, Ekaterini Dermetzopoulou, Eleonora Stanitsa

Parents: Anastasia Toliou, Ekaterini Chatzopoulou, Vasilios Eftimiadis. Maria Pagalou



Editorial Team:

Alina GÎMBUȚĂ - Romania

Tatiana POLO VALSERA - Spain

Dalia CHIRA- Romania

Helena SCHUSTER - Romania

Alina CREȚ - Romania

Contact: erasmus@cnlr.ro

iamnotatarget.eu



Cooperation for innovation and exchange of good practices
Erasmus+ Project I AM NOT A TARGET! 2018-1-RO01-KA229-049059_1

This publication appears annually and is a product of the collaboration of 6 schools from Cyprus, Greece, Italy, Portugal, Romania and Spain in the Erasmus+ project “I Am Not a Target”.
The materials used are the results of the Erasmus+ project.

Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein

ISSN 2668-4772, ISSN-L 2668-4772

