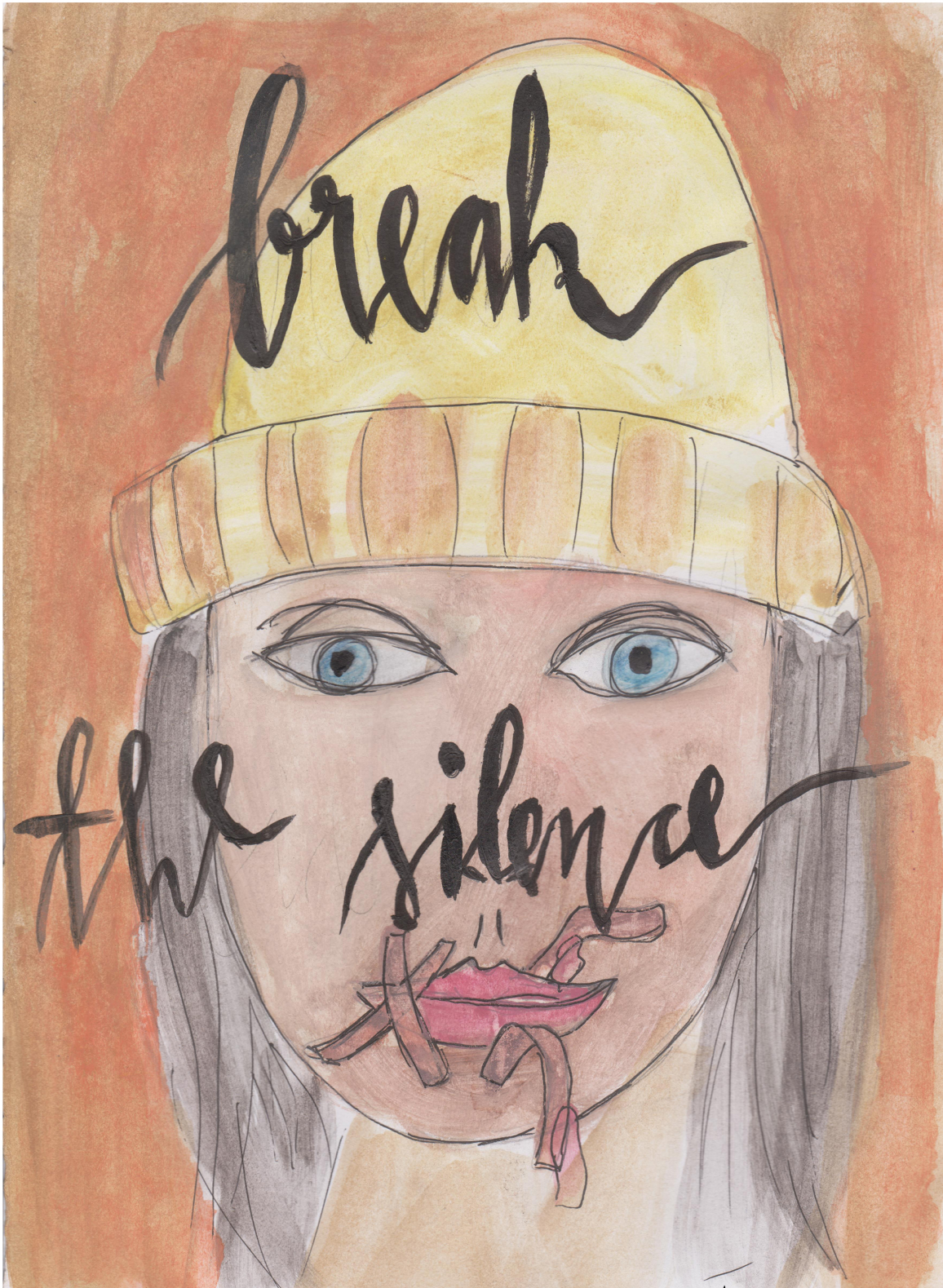


THE VOICE

Annual magazine made within the Erasmus+ Project "I Am Not a Target!" Year II, no. 2, february 2020



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
Portugalia



Liviu Rebreanu Na-
tional College, Bistrita
Romania



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

ISSN 2668-4772, ISSN-L 2668-4772



Cooperation for inovation and exchange of good practices

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

INDEX

- 01** EDITORIAL: Bullying case studies
- 02** Study Case: Spain
- 04** Spain a unique experience
- 05** Spain mobility- "Gymkhana" activity at Europa Park
- 05** The Erasmus Week in La Gaviota
- 06** Study Case Romania
- 10** Gymkhana in Europa Park.
- 11** In the name of bullying: DON`T SHUT UP!T
- 12** Progetto Erasmus+, mobilità Torrejon de Ardoz
- 13** MOMENTES OF MOBILITY IN TORREJÓN DE ARDOZ – MADRID 18th – 22nd
- 14** Study case Cyprus
- 15** IErasmus+ Spain November 2019
- 16** Study Case Greece
- 18** Study Case Portugal
- 20** Proudly representing Portugal during the Spanish mobility
- 22** ERASMUS EXPERIENCE AT LA GAVIOTA PRIMARY SCHOOL IN TORREJÓN DE ARDOZ
- 24** With what we go home?



Bullying case studies

School bullying is not a new phenomenon. It has existed before; but in the past it manifested itself rather in the relatively autonomous space of the school. Nowadays, the school world has gained a wide permeability, as well as institutional transparency, comprising the tensions and difficulties faced by the community in which we live. That's why we can say that the society has become more sensitive to the phenomenon of violence in schools, giving up the stereotype that the school is an isolated entity. Day by day, the school has become an integral part of the wider community, and the problems it faces as an institution and environment for the education of children concern the whole society.

What types of bullying we experience in schools, what are the causes that determine school violence, why some children adopt ways of violent behavior in their relationships with colleagues, friends, teachers, parents, why some teachers prefer power relations upon students... these are just some of the questions that the team of our European project, Erasmus +, "I Am Not a Target", is researching to find answers to ensure a positive climate in schools and to control interpersonal violence.

In this context, number 2 of THE VOICE journal, created by the teachers and students from the six partner countries involved in the project, aims to provide an image of the scale of bullying in schools, while identifying the causes and factors that determine it.

In this aspect, the journal pages present some case studies which, we hope, try to respond to the need of learning about the size, forms of manifestation and causes of school bullying, necessary to develop strategies to prevent and improve it.

We also believe that studying about this phenomenon can be an absolutely necessary step, a useful argument for raising awareness among the general public and a condition for mobilizing resources to deal with bullying in school.

The presentation of these case studies supports the achievement of our goal, namely to highlight the specific causes and contexts in which bullying occurs in schools.

Dalia Chira, coordinator, "I Am Not a Target"
Liviu Rebreanu National College, Bistrita
Romania



SPAIN

STUDY CASE

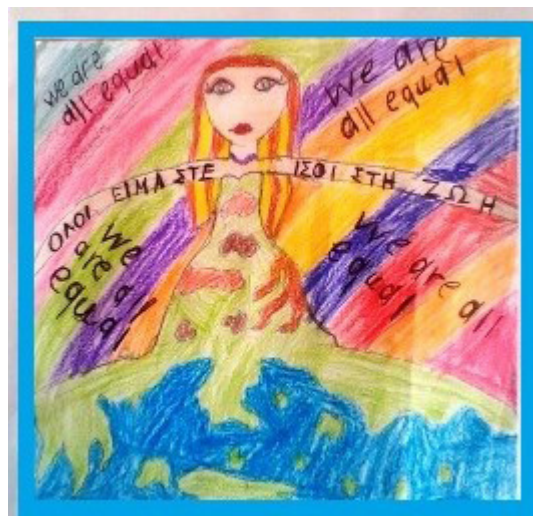
- **TITLE OF THE CASE STUDIED: We are just people like you.**
- **SCENARIOS OF BULLYING EVENT:** Direct bullying to a boy by 6 students of the school.
- **CAUSES OF BULLYING EVENT:** There was a boy who liked playing with girls, his favourite colour was pink, loved dancing and singing. He never played football at breaks nor with the boys of his classroom. He was shy with boys but very sociable with girls. He always felt comfortable in a small groups of girls and tried to go unnoticed in class.
- **FACTUAL DESCRIPTION OF THE BULLYING EVENT:** During a period of one course, some classmates imitated him making fun of them. Then, they started to insult him, pushed him, writing threat notes... He didn't tell anyone for fear. One day, he wrote a message in WhatsApp classroom chat, telling that he was very tired of insults and he didn't want to live anymore. Next day, he didn't go to school and a student told the teacher what he wrote, because she was worried.
- **RESPONSE IMPLEMENTED:** Fortunately, school acted fast. School tutor called home and talked with the boy. There was a meeting with the parent's of the boy and with the boy to know what was happening and why he felt like this. Then, there was a meeting with bullies and their families. The bullies were sanctioned and the school taught antibullying and coexistence workshops with the class and the families of all the students.
- **IMPACT OF THE BULLYING ACTION:** The school improves the coexistence between the students with programmes like Erasmus+ I am not a target, monthly workshops, cooperative activities, social intelligence, etc. To prevent a new bullying case at school.
- **POINT OF VIEW OF VICTIM:** He didn't understand why the boys make fun of him. He started to feel different and disliked himself. He was scared, sad, misunderstood and alone. He thought that if he told his parents what the others did to him, they will get angry with him and they boys will hurt him. He was unable to find a solution, he thought that his life will be forever like this.
- **POINT OF VIEW OF BULLYING STUDENT/ STUDENTS:** They thought it was funny at the beginning. They didn't want to hurt him, it was just a joke or a game for them. They didn't like the way the boy spoke, moved, danced or behaved with the rest of the classmates and girls.
- **POINT OF VIEW OF WITNESS:** They didn't realized that this was happening until the very end of the situation. Girls just accepted him as one of the group since the school began. Some boys knew that bullies were messing with him, but they didn't think it was affecting him so much.
- **POINT OF VIEW OF TEACHERS:** Teachers know about the bullying thanks to the student who told about the WhatsApp message. Before that, they didn't notice anything. Of course, they know that the boy preferred the company of girls and that he was shy and sensitive, but nothing out of the ordinary.



STUDY CASE

- POINT OF VIEW OF PARENTS (OF VICTIM/BULLY): None of the parents knew anything. The boy's parents had noticed that their son was sad, he liked to come to school less every day, but they thought it was because the exams results were low. When they asked him about school, he told them that everything was going well, in a very general way. He never talked about his friends. When they received the call of the school was very shocked for them. They never imagined what was happening. The parents of the bullies could hardly believe it. The first reaction was defensive towards their children. Then they understood the seriousness of what they had done and immediately collaborated with the school.
- POINT OF VIEW OF SCHOOL'S COUNSELLOR: The counsellor team of the school proposed a series of performances in class to redirect the issue and had meetings with students and parents of both.
- CONCLUSIVE DEDUCTIONS: After an intense work with the class, training for students, workshops and a lot of cooperative work, positive discipline, emotional intelligence... we managed to solve the problem. The students were aware of the importance of accepting others and themselves, that the differences enrich us, learn to respect everyone and tolerance are values that make us a better person.

Nowadays, this boy is happy, he has a group of friends, he speaks in public and he is not afraid to express his sexuality because he is just people like you, respected and accepted by everyone.





Spain- a unique experience

The Erasmus+ learning mobility from Spain was for me an unique experience. I met new people and learned a lot of things about their countries and traditions. We also learned about the anti-bullying methods used by other schools and other countries. We enjoyed all the activities and workshops that the Spanish team prepared for us, they were very well organised and also very fun and interactive.

We visited lots of things and learned in a fun mode new things. The Spanish teachers were very friendly with us and took care of us very well. Our host families were very nice to us and really made us feel like home. It was very fun to hear what they think about our country and how they see us, and to hear that they really have Romanian friends who live in Spain.

Also, we enjoyed meeting the teams from other countries, they were really nice people, and we really had

I enjoyed the whole week and all the activities, but from all of them, my favourite was the anti-bullying video filming and editing workshop.

First we were organised in groups. Each group had one member from every country, this way we could learn and share more things about our countries.

Every group was given a tablet to record their video on, and we could choose how and where to film it. We had about 30 minutes to prepare and film our video. Me and my team decided to have an educative video, based on a bullying scene presented at the beginning of the workshop. Each of us had something to say, and we spoke in different languages.

The next day, we were given the tablets

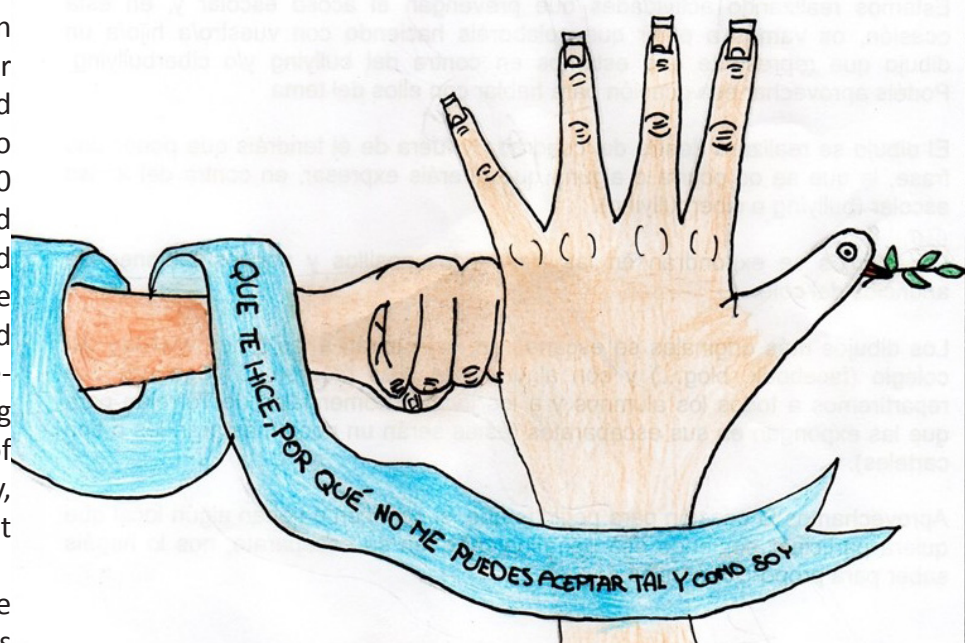
back and we had to edit our videos. The tablets had a video editing app, and they taught us how to use it. I liked this activity because it was very inter-active, each member of the group having to come up with an idea. We learned what it takes to prepare a video, to choose the perfect place to shoot it and it was also very interesting for me to learn video editing.

This was a great team activity, giving us an opportunity to share things with the other members and to make new friends and experiences and I really think that our videos will help us to prevent the bullying.

After these mobility I think I understood the bullying better and also learned new prevention techniques, that we are going to start use also in our school. I improved my communication skills and exercised my English, and I made new friends.

I hope that, like us, the other teams enjoyed the time we spent together in Spain and they learned new things from us. I also think that these kind of learning mobilities are really important for the students, and I am very happy that I was part of these mobility.

Luca, Romania





Spain mobility- "Gymkhana" activity at Europa Park

In the fourth day of activities at "La Gaviota" school in Torrejon de Ardoz, Spain we went to Euro-pa Park. Europa Park is a thematic park which contains miniatures of important monuments across Europe like the Eiffel Tower from Paris, Fontana di Trevi from Rome or Puerta de Alcala from Ma-drid. The activity was the kind of a treasure hunt. We divided into 6 intercultural teams with stu-dents from all the partic-ipant countries. All the teams received a "kit" which contained the map of the park, a list of questions about the monuments and a pen. No phones were aloud and the goal of the activity was to find all the answers for the questions based on the information found on the cards from every monument in less than 80 minutes. At the end of the activity all the teams had their questions answered and everybody had received chocolate as a reward. This activity was very useful because it helped us commu-nicate and socialise in English, taught us how to work and per-form as a team and how to use our time efficiently. Also it made us learn new things about different countries from Eu-rope and to appreciate other people cultures and history. I consider that this activi-ty was very fun and I am hoping that I will experience something similar again in the future!

Agnes, Romania



The Erasmus Week in La Gaviota

I am going to tell you my experience in this Erasmus week that it sure has been different for each one of us.

It has been special and exciting, we all speak the same language and I do not mean English, but re-spect, friendship and equality among all, colleagues and teachers.

I have shared this whole adventure with a child from Portugal, with whom I have learned that ham is said "presumed" and that they love having dinner soup and much more.

I hope to continue living more experiences like this and thanks to our teachers and our school.

¡Viva La Gaviota!

Angela - Spain



**You are not alone,
we are all with you**



STUDY CASE

ROMANIA

Empowering students to prevent violent behavior

Factual description of the bullying event:

M.C., 17 years old, is a student who was reported several times before by the form teacher as being very violent, with problematic and aggressive behavior, constantly involved in various conflicts in and outside school.

Type of violence:

- against colleagues: insults, beatings, hits, injuries;
- against teachers: bad language, disrespectful behavior.

Response implemented:

Teachers along with the school management during the councils discussed about the M.C. student situation who is constantly involved in violent situations. It was discussed the family situation of the student, and the teachers told that they know that his parents have left the country, to go to work abroad and that M.C. lives with her aunt. The family relationship was also characterized as being distant, cold, and the parents present a sort of indifference: the mother lack of authority and the father is more concerned about business than his son.

Although the school principal tried to contact his parents, this did not succeed, but were held discussion with the student aunt, to get involved in the student's behavioral change, also she was guided to introduce another family system of rules with sanctions and rewards

School intervention: more strict school regulation with sanctions and rewards and involvement of MC in a program for pedagogical and psycho-social assistance for the awareness of the violent behavior consequences.

It was also discussed in the teachers council what sanctions the school may apply. Sanctions applied in school and have low benefits and are for short-term. The sanctions are effective if:

- Occurs immediately after the event, having weighted intensities (a severe punishment has no large effects);
- To be established from the beginning;
- Not to affect the emotional relationship with the one sanctioned.

The school principal said that he agrees with the sanctions only under the conditions mentioned above. For aggressive behaviors education it is considered important to combine sanctions with positive reinforcements. Giving to the students lower grades for school indiscipline is not considered to be effective, and expulsion from the school is not a solution because this would have devastating effects on the student future.

To the teachers have been required to have an active involvement in developing prevention programs on anti-violence, in giving special attention to the emotional side of students' education and to understand their needs, other than knowledge. As a solution to the situation of the MC



STUDY CASE

student it was proposed that due to his desire to always get in front and be more important than his colleagues, to be included as a promoter in a program to combat violence in schools. Having also the support from teachers and school counselor the student will develop activities to inform students on the effects and consequences of violent acts in schools.

Thus this, M.C. becoming an emblem of combating school violence, first will realize the gravity of his acts better and will not resort to such behavior anymore, not for ruin his new image created in front of his colleagues.

Impact of the bullying action:

The causes of this behavior are hereditary heritage (father manifest a violent behavior) and the negligence of family.

Involvement of the student in activities to combat school violence can have a double impact on him: first can reduce his violent attitudes and behaviors by developing new character, attitudes, more mature and more controlled; and secondly, raising self-esteem, respect and valorization of his person as being important in school, maintaining the leading position, but channeled to positive aspects by building and exploiting the potential of behavioral change.

Point of view of victim:

Teachers and Director attended most of the times in a „passive” manner to the phenomena of violence and delinquency (thefts) that occur relatively frequently, the authors being students in school



who have a precarious financial situation. Offering only warnings or giving to the students lower grades for school indiscipline is not enough. There should be more severe sanctions, expulsion or other sanctions which involve them in activities that keep them busy and not to do bad things.



STUDY CASE

Point of view of bullying student(s)

M.C. appreciate that he have indeed a violent behavior in and outside of school, telling with sincerity and without loss about various situations in which he was involved, considering that is one of the students who make use of physical and verbal violence.

Point of view of other students:

Colleagues characterize the student as a person with a tumultuous temperament and predisposed to aggression, but sociable wishing to have friends with whom to spend time. Sometimes have an uncontrollable behavior. He likes to be admired, to learn and to shock the others.

Point of view of teachers:

The M.C. student is currently causing the biggest problems. Especially after his parents have gone to work abroad, simply did not go a month without causing a serious incident and acting violent.

He has serious problems with class frequency, and the teachers have come to tolerate his absence from school, because when he is present, they barely manage to hold the classes.

It is true that he has no problems at all disciplines, during some classes is quiet. The latest incident is one in which he spit a teacher and threw the class catalog out of the window.

His involvement in information and awareness activities on violence in schools may have a great impact on him. Will become a leader not by promoting violence but fighting against it.

Is very important to him to be empowered.

One day you can be the shooter
and the other the target.



Point of view of school directors:

Teachers are very important in terms of school quality education. Having teachers honored for what they teach, dedicated to student interest would contribute positively to increase students participation and decrease violence in school. The director said that he would insist on the counsellor role by paying more attention in advising and informing teachers on how to combat violence,



STUDY CASE

how to intervene and to introduce a system of monitoring and reporting cases of violence.

Conclusive deductions:

Experts say that adolescence is the most sensitive period of physical, mental and social development of young people, they are not only changing from one year to another, not only from month to month, but even from one day to another, and, what is more important, not only changes one or other of the components of personality, but the whole personality, the whole behavior.

In adolescence young people are being in a constant search for self, self-discovery, self-recovery and self-involvement in social life.

School is a very important factor in shaping behavior.

On this case were highlighted the importance of awareness of the consequences of violence in schools, primarily by teachers and by the school management, and after that by students. The school involvement is also important in shaping behavior, motivating and valuing students.

The case of MC shows how important the process of socialization is in shaping people's behavior. The role of family in this process is very important as the person learns not only the values and norms of society as a member but works as a standard of conduct for its members. MC's socialization in the absence of the parents can be considered incomplete and explain his behavior. Both family and school does not have clear positions and principles toward MC. They failed to help him feel part of a team, cooperate and act collectively. The child is trying to gain attention in any way and regardless of the costs is that of behavior. It's a strong personality, expressed in an aggressive manner in a space that is also the second largest operator after family socialization. The aunt is supportive but in no case was able to effectively substitute for the lack of parents' MC.





Gymkana in Europa Park.

It all started with the Erasmus + project "I am not a Target". This project has been carried out by the school and consists of carrying out activities against bullying and cyberbullying together with other children from other countries (Portugal, Italy, Greece, Cyprus and Romania). Of all the activities we did, my favourite was that of Europe Park because it was teamwork. I was very excited to participate in an Erasmus, because before I had only seen it on television, and I will always remember this wonderful experience.

I am very proud to have participated in this project and the teachers of my school. I hope more schools are encouraged to participate. I will always remember the good times I have had with people from different cultures.

Selena R.S. 6ªA



Great time sharing Erasmus experience+

Last week I had a great time sharing this experience with more students. What I liked the most was that I met new friends and the atmosphere was very nice. Above all, I can say that what I really enjoyed was knowing more about different cultures from different countries and we learnt a lot about bullying, cyberbullying, respect, tolerance and cooperative working.

Natalia A.C. 6ªB



**Bullying is bad.
It is better to be good.**



- In the name of bullying: DON`T SHUT UP!

For me, Erasmus + has been a very nice project, especially, to meet new friends and the best ... From other countries!

We have learned many things and we have all learned a lot from Europe. With the activities that have been planned, we have been able to relate children from several countries, Romania, Italy, Portugal, Cyprus, Greece and Spain.

I will never forget this beautiful week.

We must fight so that there is no more bullying. Children can no longer allow them to be treated badly or to be hit, they have to talk and not keep quiet, we all must respect each other. Some time ago, I lived in Ceuta and they made me psychological bullying. I remained silent without saying anything for six months, but thank God I came to live in Madrid and with this beautiful project I learned that in the face of bullying you don't have to shut up, you have to talk. That way you will be happy.

Ismael A.B. 6^oC





Progetto Erasmus+, mobilità Torrejon de Ardoz

During the week from 18th to 22nd November, the comprehensive school Silvio Pellico, located in Vedano Olona, took part in the activities of the third Erasmus+ mobility, regarding the project "I am not a target".

Four students attending the third year at Silvio Pellico middle school, whose names are Gabriele Muraca, Benedetta Negri, Filippo Cavadini and Michele Barbesino, together with two of their teachers, Federica Buran and Lorenza Bernasconi, could share this beautiful experience in Torrejon de Ardoz, a multicultural Spanish village near Madrid.

The students stayed with their Spanish host families, that welcomed them warmly and made the teenagers live an amazing week in Spain, introducing them to their customs, traditions and delicious local food.

The efficient team of CEIP "La Gaviota", organized daily interdisciplinary work-shops and school trips, underlining the most important aspects regarding the topic of the project, namely bullying and cyberbullying.

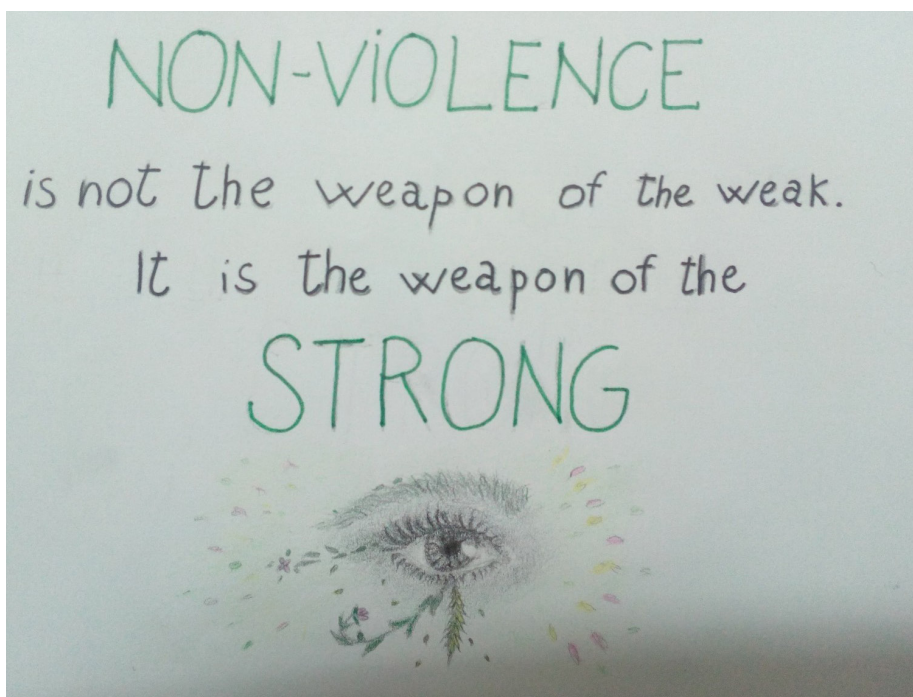
The most interesting visits, which will be kept

forever in our heart, were the one to Madrid, where we saw the Prado Museum and the Plaza Major, the one to Buen Retiro Park and maybe even more the one to Alcala de Henares, Miguel de Cervantes's homeland, on a rainy and cold day, enjoying the typical and beautiful statues, monuments and churches.

Thank to the daily activities, our students had the opportunity to interact and exchange opinions with the students coming from the other partner countries: Portugal, Romania, Greece and Cyprus. They were able to establish an open and productive dialogue on a sensitive but increasingly present and worrying issue.

The only effective way to fight and reduce our world problems goes through education and consciousness raising; we strongly believe in positive values and their dissemination among our future generation of boys and girls and we really would like them to promote the above mentioned values.

The aim of education is to "turn an empty mind into an open mind" and one of the possible ways to reach this goal is to make young people know and compare other cultures.





MOMENTES OF MOBILITY IN TORREJÓN DE ARDOZ – MADRID 18th – 22nd November 2019

I had an amazing experience in Madrid with the project “Erasmus +”. I went there with three class-mates Benedetta, Filippo and Gabriele representing Italy and, in particular, our school: I.C. “S. Pel-lico”. We were hosted by a school in Torrejón de Ardoz, near Madrid. There we met other foreign students from Romania, Cyprus, Portugal and Greece and of course Spain. We went there for the “I am not a target” project that is against bullying. We arrived on Sunday and we met our hosting family. I was very lucky, because my host mum and my host sister were very nice, they took me to the restaurant and then we met my classmates at the shopping centre where we had fun playing bowling. On Monday I went to school and had breakfast there. In the morning we went to the townhall where the Mayor welcomed us. It was amazing because every team had the flag of their country and we received some presents from the city. During the break we tasted the typical Spanish food: paella! We visited the school and had lunch together. In the afternoon every school introduced itself and we played some games to know who we are. The following day began with a police conference about cyberbullying. It was very interesting. We had some creative labs. At 12:30 we met an expert who explained us how our emotional and social intelligence works. After lunch we watched a short part of the film “Wonder” and we spoke about our feelings. On Wednesday we went to Madrid and had a cultural visit of the city. It was fantastic: 1) we ate bocadillos de calamares (slurp!!!!), 2) we visited the Prado museum (I like Arts very much!!!!), 3) in the RetiroPark we recorded a video against bullying. Thursday began with a game at the Europe Park, a beautiful park where there are reproductions of the most important European monuments, such as the London Bridge, the Eiffel Tower, the Brandenburg gate, the Little Mer-

maid statue, Trevi Fountain and others. Then we returned to school, we edited the video and in the afternoon we played another game. The last day we went to the Guernica school, we visited it and had some activities there. We took the bus and we went to Alcala de Henares where Miguel de Cervantes (the author of Don Quijote) lived and we had a treasure hunt there. In the afternoon we went back to school and we had a questionnaire about our experience. In the evening we had dinner at school and we had a party with music. It was nice but at the same time it was sad because the next day we had to leave. It was an amazing experience because I improved my English and my Spanish and I learnt how bullying can be dangerous. I grew up also because I had to live in a different family and in a different home. I think that meeting new people and other cultures is a treasure, a very precious treasure!

Michele Barbesino (3a A)





STUDY CASE

Cyprus

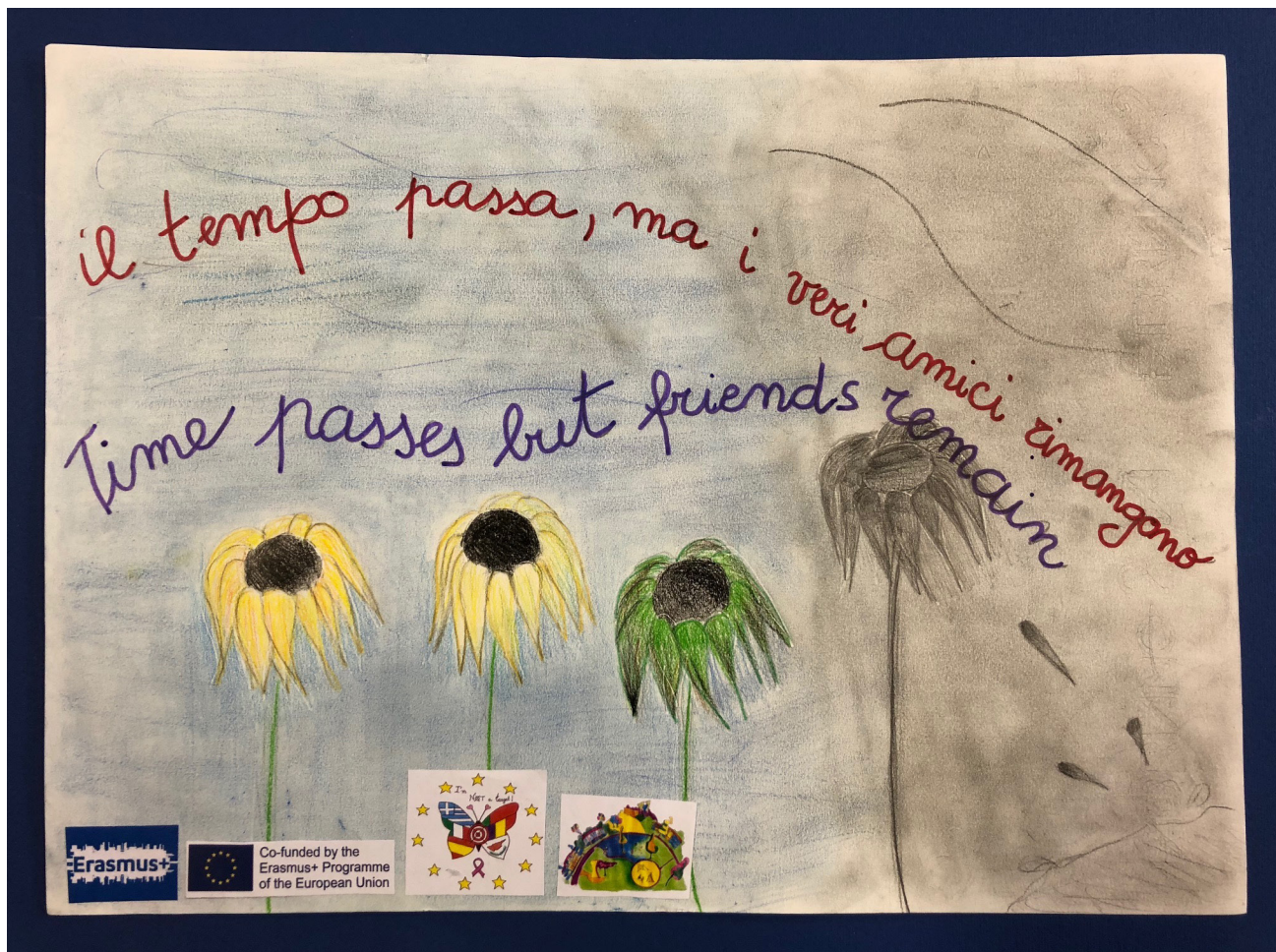
The case of verbal bullying

- **School bullying:** This study touches upon the case of verbal. The offender was a student of the first grade of high school and the victim was his classmate. It is a case of direct school bullying, since the offender referred repeatedly to his classmate in derogatory and offensive terms for her looks.
- **Basic cause:** Studying the incident, we realized that the basic cause was that the offender, who was not Cypriot, tried in this way to fit in and deal with comments about his origin. His goal, therefore, was for his fellow classmates to think highly of him by humiliating the victim, which in the offender's eyes was "weak" and an easy target.
- **Exact description:** The student used multiple names on a daily basis to describe his classmate, referring to her height and looks. This was commonly done in the presence of other classmates, who were laughing.
- **Results:** The student's behaviour, in combination with the tolerance of his classmates, negatively affected the victim's mental state. The victim appeared upset and started getting isolated. Teachers wondered about the reasons for this. After several meetings with the school counselor, the victim eventually confessed what she had been going through for the past two weeks.
- **Victim's confession:** The student appeared very upset on the offender's words, in the presence of their classmates. She expresses that she wanted to be moved to another classroom.
- **Offender's admission:** The offender admitted on calling his classmate names. He claimed, however, that he was joking and simply saying the truth: "That's how she looks. Why wouldn't I say it?".
- **Witnesses' view:** The offender and victim's classmates confirmed the incident. They claimed that they did not stop their classmate from using derogatory language because they had the impression that he was joking, and never realized that the victim was taking offence.
- **Teacher's view:** The teachers stated that the bullying was never done during class hours. It was the change in the victim's behaviour that led them to investigate the incident.
- **Victim's parents' view:** After the incident's investigation, the school informed the victim's parents. The parents stated that they had noticed their daughter's change of behaviour, but thought it was the transition from primary to high school. Their opinion was that the school should take measures for their daughter's safety. They even asked to meet the offender's parents and discuss.



STUDY CASE

- Offender's parents' view: The offender's parents expressed their disappointment on their son's behaviour and could not justify it. They asked him to apologize to the victim and her parents, and he did.
- School's reaction: The school reacted immediately when informed about the incident. The first step was moving the victim to another classroom. Given that this took place on the first month of the school year, it didn't cause any additional issues.
- Schoolcounsellor's view: The school counsellor acted quickly during the investigation of the incident and met all. Moving the victim to another class room was her own initiative, aiming to the victim's safety and well-being.
- Conclusive deductions: The school's quick involvement, correct coordination and cooperation among all sides, led the successful management of the bullying incident.





Erasmus+ Spain November 2019

This year we were lucky enough to be chosen for the first trip for students in Erasmus+ 2019 to Spain. For us this was a huge experience and a great opportunity to get to know other countries cul-ture and life style .

Spain is different from Cyprus in many ways , we really loved Torrejon de ardoz and all the places we were taken to, with both our host families and school. Within the limits of the program we learned lots of things in the most interesting and creative ways. We really liked all the activities but the one which amazed us the most was the treasure hand in the Europe park because, by doing this activity we had fun and learned many things about lots of places in Europe that we weren't going to learn otherwise , also this activity got us together because we had to do it in our groups as a team-work. All the people were really friendly especially our host families and school teachers some-

thing that we weren't expecting in this volume. Food was different than what we are used to in Cyprus but it is always nice to try and to taste different things . The trip from Cyprus to Spain was a little bit tyr-ing but very interesting , we had lots of fun both going and coming from Spain .In this trip we didn't have only the opportunity of getting to know many things about Spain but also we learned how to come up against different situations as bullying and cyberbullying. Furthermore we met lots of people and made new friendships that will last forever.

If we could suggest something to improve this activity is that would be the age of the students to be similar, thing that we believe would improve the communication between us.





STUDY CASE

Greece

It's better facing your problem!

It was a case of direct bullying. It was the case of a boy of the second grade of the primary school. He was facing problems with some of his classmates as they started mocking him during the breaks, using offensive language and making derogatory comments regarding his weight.

As the teacher ultimately found out, every time the victim tried to participate in a game at break-time, the offenders ran away calling him offensive names. When he tried rather unsuccessfully to run after them, the mocking would become even worse.

At first, the teacher did not know what was happening, until the victim started complaining about his stomachache day after day. She also saw a change in his attitude and started paying more attention to him and his interactions with the other students.

Before these incidents, the boy was easy to participate in the class and also very eager to play with his classmates. But after being treated like this, he lost interest in everything, became extremely introvert and, as his mother informed the teacher, he did not want to come to school in the mornings. When the teacher approached him to find a way to help him, although the student denied at first that anything wrong was going on, he finally talked about the incidents and how they caused a difficulty for him to come to school every morning. After their conversation, the teacher realized that the trigger of the offenders' behavior was the victim's weight.

Being asked about their behavior, the offenders denied it at first but finally they admitted on mocking their classmate. The rest of the victim's classmates who did not take part in the incident claimed that although witnessing the situation they did not try to stop the offenders.

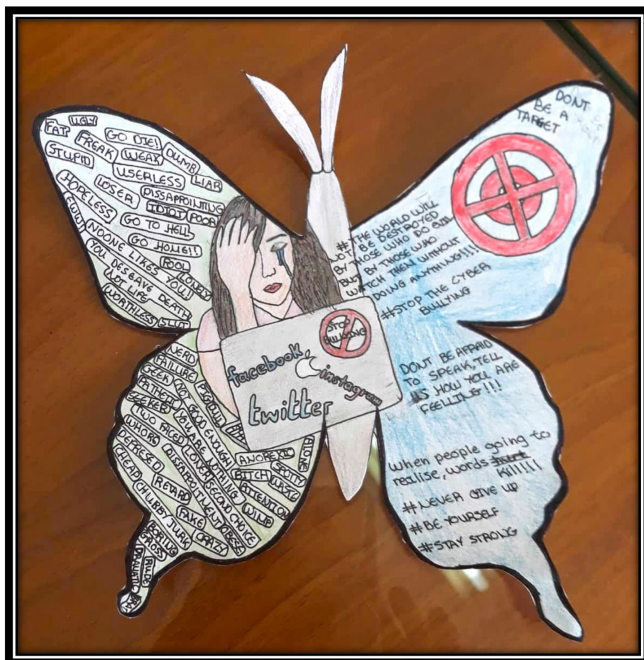
The parents of the victim had suspected that something was happening to their son, probably at school, and this was the reason they decided to speak to his teacher when their son started trying

to avoid going to school. On the other hand, the parents of the offenders had not realized anything, as usually happens in similar situations.

All the parents of the students that were involved as well as the school counselor were asked to meet the teacher of the class and the school principal. After a very detailed and insightful discussion, and deciding that this was the best way to face the problem, everybody took the responsibility to act in the right way in order, at first, to defuse the situation, and ultimately, to create a more convenient situation for all.

So due to the right coordination and everyone's willing participation we managed to solve this problem.

12th Primary School , Drama





STUDY CASE

PORTUGAL

TITLE OF THE STUDIED CASE: **“The Evil Rap” (real case).**

SCENARIOS OF BULLYING EVENT: Cyberbullying.

CAUSES OF BULLYING EVENT: Jake* is jealous of Thomas* for some time, using all the opportunities he gets to annoy him.

FACTUAL DESCRIPTION OF THE BULLYING EVENT: On a Wednesday morning, Thomas (4th grade) says to his teacher when arriving to school: “I’m very sad, there’s some music on the internet with lies to mock me. Jake is picking on me again.”

Further talkings with Thomas helped the teacher to understand that there was an on line video made by Jake with him singing a rap song talking trash about Thomas.

By the recess, the school headmaster, Thomas and his teacher watched the movie in which, regardless of not filming his face, Jake is easily identifiable singing the said rap song – plus, the song was posted on Jake’s mother Facebook page.

Song lyrics’ spoke sarcastically about Thomas’ good grades, his multiple friends and his general likeability, envy reeking everywhere.

IMPLEMENTED RESPONSE: Jake’s parents were called to school to talk with the school headmaster and his teacher. Jake was questioned about his conduct in the presence of his parents. School psychologist offered to guide Jake’s rehabilitation and Thomas’ healing process. Plus, 4th grade classes had lectures about cyberbullying.

IMPACT OF THE BULLYING ACTION: Several Thomas’ and Jake’s classmates watched “The Evil Rap” video. All criticized Jake for his doings and stood by Thomas.

Besides his sadness, Thomas always had his friends’ support, which helped him a lot.

Many of Jake’s classmates told him to remove the video. Next day, Jake missed school - her mother said he was sick.

VICTIM’S POINT OF VIEW: Due to his parents, teachers, classmates and friends support, Thomas gradually overcame the situation.

BULLY’S POINT OF VIEW: Jake made the video just as a joke; he did not expect it to hurt Thomas so bad.

WITNESSES’ POINT OF VIEW: Classmates that watched the video stood by Thomas, considering that Jake was a coward moved by envy.

TEACHERS’ POINT OF VIEW: Teachers felt surprise because nothing of the kind ever happened in this Elementary School. Jake’s teacher knew he used to pick on Thomas, which he always disregarded and even laughed about it.

All the schoolteachers felt that Thomas needed support and provided it. However, they also felt that Jake was in need of guidance, for he was also a child on his early stages of personality development.

PARENTS’ POINT OF VIEW (victim): Thomas’ mother was very worried, she had never realised her son was envied so bad.

PARENTS’ POINT OF VIEW (bully): Jake’s mother apologised, saying she didn’t notice the video on her Facebook page. She assured she would remove the video at once.

Jake’s father never understood the gravity of the situation: didn’t understand why he had been called, disregarded what happened as a vulgar joke between two friends, was apologetic about



STUDY CASE

what his son had done; he spoke compulsively throughout all the reunion, to the point of almost not letting his wife speak.

SCHOOL'S COUNSELLOR POINT OF VIEW: School's psychologist considered Jake didn't know how to manage his inferiority feelings that made him feel so jealous of a classmate with a better school performance and who is popular and admired by his peers and teachers. The fact that Jake's father disregarded his son's actions is considered to eventually potentiate re occurrences of episodes like this. Supervised sessions implemented with 4th grade classes allowed to discuss what happened, which led to Jake's rehabilitation in the eyes of his peers.

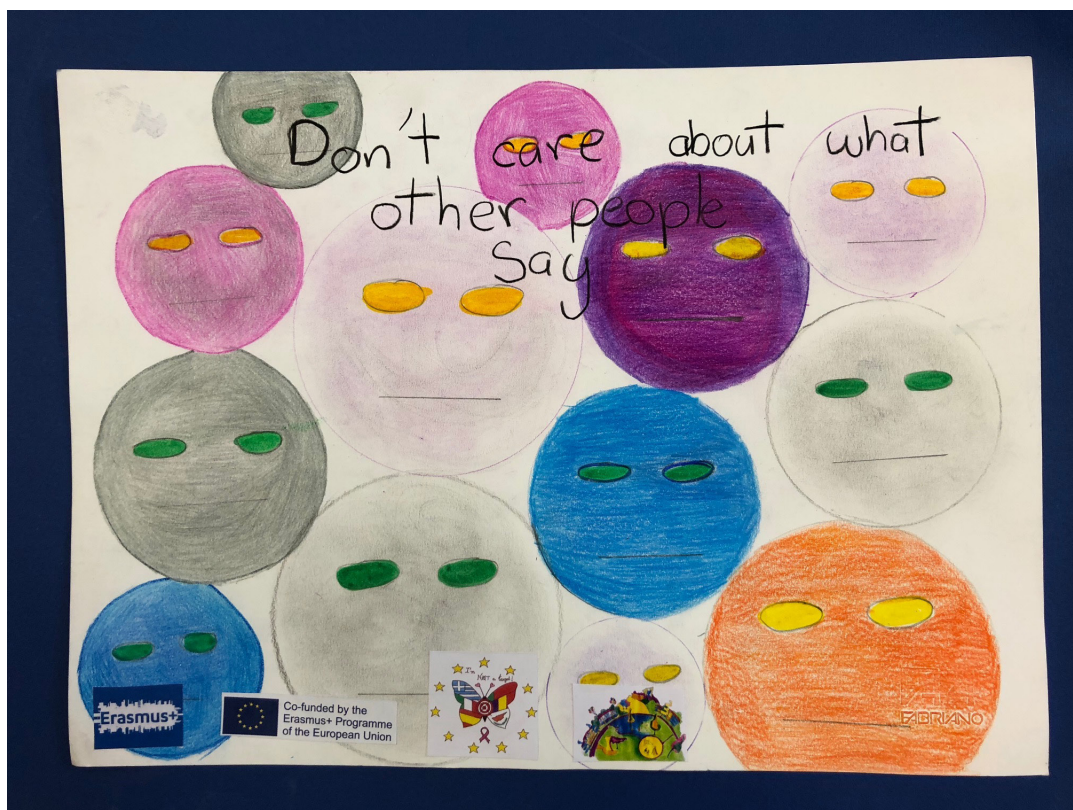
CONCLUSIVE DEDUCTIONS: Jake seems to replicate his father's moral values (or lack of); plus, he made his low self-esteem plain for all to see.

He needs counselling to help him understand his personal value and to be surer of himself, to acquire a better notion of right and wrong and to develop empathy for people's feelings.

This case also shows us that bullied students are not always the weak, lonely and fragile kid in the playground corner: they can also be the mega-popular, good-graders that like to intervene in classes. Strong kids can also be targeted for bullying by envious classmates.

*(fictitious names)

Done by a team of teachers from EB Cova da Piedade / AE Emídio Navarro (Portugal)





Proudly representing Portugal during the Spanish mobility

My name is Yanessa Cabral, I am 9 years old, and I was one of the chosen students to represent Portugal on the Erasmus Project.

I was very happy to participate on this interesting project, because I had the opportunity to understand better bullying against others, sometimes it seems something simple, but we hurt the other person, I learnt to be careful with words towards other people.

I went to Madrid with two teachers and three classmates, each of us stayed with different families, I loved my family a lot, with all my heart, they are excellent people, treated me extremely well, I felt as part of their family, and we still talk every week, soon I may go to Spain to visit them. I gained another sister for sure, her name is Emma, she is sweet, kind, polite and lovely. My family took me out to meet Madrid and to make sure I would enjoy my stay, and I did enjoy.

The school where we used to go gave us an excellent reception, it is called "La Gaviota" situated in Torrejón.

During the week we did different workshops, for example the first one was with the local Police, they spoke about cyberbullying, we and our parents must pay attention on this, a person on the other side can hurt us, some people use fake profiles to get close to children easily.

All workshops were useful and helped us to understand better the different types of bullying.

We all did butterfly sculptures, I decided to draw some countries which participated on the project, and we also did a T-shirt painting with a butterfly and our name on it.

It was good to create videos about bullying, each of us had a different role, but in the end the message was the same, we should say "We are buddy, not a bully".

We had the opportunity to meet some sight-seeing, as Prado's Museum, Europa Park, Retiro Park and one of the picnics was in Alcalá.

The food was great, Paella was my favorite one and I loved a soup that my Spanish mother made, she even sent some packs and explained to my mum how to make it in Portugal.

One day before the trip there was a party at school with everyone, all participated countries, we danced, played, talked, we had fun, each country sang our own national anthem... after the party we all cried because the experience was about to finish.

On the last day my Spanish family took me out for a Christmas Party, and I appeared on the National TV dancing and singing.

I want to say thank you to my two teachers who travelled with us for this unique opportunity, which I will never forget, the teachers gave us love, attention, and always made sure we were OK.

Thanks EB Cova da Piedade for this opportunity.

*Yanessa Cabral (9 years old)
(EB da Cova da Piedade
AE Emídio Navar-ro/Portugal)*





An enriching experience with European friends: bullying words can hurt!

In November I along with my colleagues and teachers went to Spain. We agreed to meet at the airport and we left by plane to Madrid. We left our families full of homesickness.

When we arrived at our destination, we had a warm reception at La Gaviota school, where the host families were waiting for us.



During the several days we were there, I participated in many workshops, games and various activities.

I visited the city of Torrejón de Ardoz, the La Gaviota school, the city center of Madrid and Alcalá de Henares.

The school was very colorful, cheerful, modern and the teachers were all very friendly.

The official language of the Erasmus project was English, so we all spoke English and as such, I learned new words and made new friends.

I learned that bullying hurts people, it causes a lot of pain, not only physically but also

psychologically.

Whenever we see someone suffering from bullying, we cannot be afraid and we should ask for help from parents, teachers or a police authority.

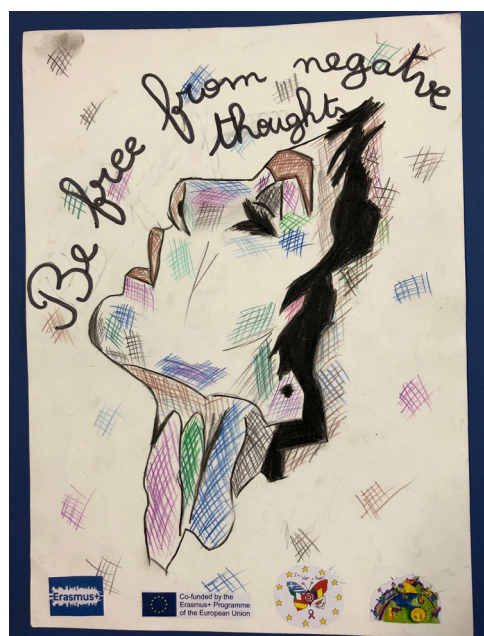
In mobility to Spain, what I liked the most, besides getting to know several students was going to Europe Park, because there were monuments from countries where I have never been, but that one day I would like to visit.

While there, my host family took me to visit many places and gave me to try some typical foods, but what I liked most was the paella.

I enjoyed getting along with the other children, I was good for them and they were also good for me. In many situations, we all helped each other.

In my opinion, this experience was very fun and enriching, because I had new experiences.

*António Levinovskyy (9 years old)
(EB da Cova da Piedade
AE Emídio Navarro/Portugal)*





ERASMUS EXPERIENCE AT LA GAVIOTA PRIMARY SCHOOL IN TORREJÓN DE ARDOZ

How nervous and excited we were as a reception center for our European partners! We had a huge responsibility and we wanted to show that we could be good hosts in this, our first experience.

We started with an educational, motivating and full schedule in which there was no room for boredom, and where we tried to merge fun with training. It was distributed to the school teachers in order to accompany our partners and direct different activities, but in addition, we were able to count on different specialists in different areas of school co-existence such as emotional intelligence professionals, state security forces, or staff of the National Institute of Cybersecurity. In this way, we go through the workshops, the talks, the cultural activities and the visits without leaving room for boredom.

We did not count on the fact that the weather might not be favorable. But it was difficult to predict that December was going to bring us so much rain. Even so, we were dynamic and flexible so there were certain activities that were modified from time to time to solve this problem. Others





could not be modified because it meant not visiting Madrid and Alcalá de Henares, cities that we could not miss.

We cannot ignore the support of the entire educational community of La Gaviota, that went out of their way to make this experience so successful. Besides, we thank the families who hosted the students, since their availability and dedication was worthy of admiration.

During Saturday and Sunday, our friends arrived. These were received at the airport and at the school by the host families and some teachers. On Monday, early in the morning, the European students arrived together with the host students. Accreditations were distributed, introductions were made... and we went to the City Hall where we were received by the Councilor for Education. On the way back, we took a walk through La Gaviota to see the facilities and ended up savoring some of the local cuisine: paella, Spanish omelette, etc.

On Tuesday we had a talk given by the national police about bullying and cyberbullying. To energize the day and relax, we held a workshop on ceramic, t-shirts and butterflies. And to end the day we participated in some dynamics on emotional intelligence led by Laura Pérez (a professional trainer). In the afternoon, a film forum was organized and posters on bullying were made in international teams.

Time was flying by and it was already Wednesday, the day marked for our visit to Madrid. Impossible not to live the city, walk on its streets, its corners and learn from its people. We visited the Prado Museum and the Retiro Park where the students made short videos to draw attention to bullying.

On Thursday our friend Willy Fog faced a challenge to cross Europe in just 80 minutes. For this, we went to the Europa Park in Torrejón de Ardoz and in international teams we visited the monuments, deciphering challenges and overcoming the obstacles that Willy Fog's enemies put us. In the afternoon we learned to work with a video editing program and as a group we edited the videos made the day before. The day ended with an incredible escape room organized in our facilities and where the students had to sharpen their wits to be victorious.

On Friday, we visited Guernica School, in San Fernando de Henares, to tell us about their experience with the KIVA program. Later we visit the historic city of Alcalá de Henares, World Heritage City and birthplace of Miguel de Cervantes. In the afternoon and despite the heavy rain we visited "Magical Christmas" in Torrejón de Ardoz, which is considered one of the best Christmas events in Europe. At night we threw a great party with food, dance, certificates, hugs..., and some other tear. We hope that this week our friends from Cyprus, Portugal, Greece, Italy and Romania felt part of the CEIP La Gaviota family.

Raúl Cañamero Cita and María Marín Ruíz - Spain

With what we go home?

The second day of the mobility was about Cyberbullying. We attended to a conference with the border police of Madrid and the police of Torrejon. They were specialized in this type of conferences, in schools, with kids and teenagers. Their purpose was to make children understand the gravity of cyberbullying and the fact that most of the times this type of bullying can hurt much more than a simple bullying.

This conference was more than useful. It opened our eyes about the fact that the internet is our buddy, but it can become our enemy too if we abuse it. The most important thing to retain is that you are not alone so if you are a victim or just a side watcher and you know that one of your friends needs help, you must contact immediately a teacher or if the case is more serious you should appeal to the police.

Iris, Romania



I Am Not a Target! Erasmus+ 2018-2021
Resurse utile
iamnotatarget.eu
cnlr.ro

Editorial Team:
Dalia CHIRA- 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

