

Experimentation of the Teaching Source

Empathy, a good tool to stop bullying

| <i>Level of difficulty</i> | <i>Name of the partner school</i> | <i>Name of the teacher(s) involved</i> |
|----------------------------|--------------------------------------|--|
| <i>Easy</i> | <i>Lycée Marie Immaculée - Nancy</i> | <i>Emmanuelle Moutaux</i> |

Description of the experience

The experiment is carried out in a final year class of 29 pupils in which pupils present their masterpiece, a video on the theme of bullying at school.

Teacher presentation of the empathy-based sequence. The implementation will consist of four phases:

- A phase of observation of a harassment situation? What is creating this situation?
- A phase of reflection on the feelings, the emotions: what can a person feel in a situation of harassment? What behaviours and attitudes have a suffering person?
- A phase of finding solutions to avoid any situation of harassment
- A phase of raising awareness among peers to avoid any form of harassment
- Introduction to the sequence: presentation by the video creators - short presentation by the creators of their work (context, objectives ...)
- The teacher remains in the background, observing
- Distribution of sheets and pens (3 per island) (the students are placed in islands)
- The pupils do not intervene during the video but note any comments or reactions
- Viewing the video (cut before the end)

We draw 3 columns on the board

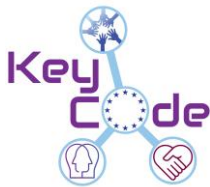
First phase: Observation of the bullying situation: in black, The question is asked to the pupils who write down on a sheet of paper in black what creates the bullying situation: they write down two or 3 keywords: 5 minutes

The students exchange freely, without feeling controlled. The adult does not make any comments
Sharing with the whole class: the teacher notes on the board the pupils' comments in the first column (in black)

Second phase: the feelings, the emotions: what can people feel who feel harassed? what behaviours and attitudes do they have? The question is asked to the pupils (who are always in islands) who write down 2 to 3 keywords in red on the sheet: 5 minutes

Sharing with the whole class: the teacher notes the pupils' comments on the board (in red): 5 minutes

Third phase: solutions: what solutions would be possible to avoid harassment situations inside and outside the establishment? The pupils write their ideas in green on the sheet of paper (5 minutes) then stand in a U-shape to discuss together.



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Then pooling: the ideas are noted on the board (in green, in the third column) At the end of these three phases: the pupils react to all the words written on the board.

Fourth phase: The pupils discuss the solutions they could put in place to avoid harassment in their establishment or outside the establishment and choose an action among all the proposed actions (creation of posters, points of listening, plays, songs, etc.)

Strengths: the freedom to speak on this problem for some students, the possibility of expressing their feelings and emotions, the feeling of listening

Needs of the classroom to be addressed

As part of the realization of a masterpiece (vocational high school project that spans two classes, from Première to Terminale) and on proposals from pupils, some pupils have chosen to make a video to testify about cases of harassment in the school.

Validation of the teaching source

This educational resource is easily transferable to middle school and high school, with or without visual support, when it comes to developing students' empathy and identifying the values that will allow them to fight all forms of intolerance and rejection. others, racism (all forms of discrimination).



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