

Experimentation of the Teaching Source

“Do we have alternatives?”

<i>Level of difficulty</i>	<i>Name of the partner school</i>	<i>Name of the teacher(s) involved</i>
<i>Easy</i>	<i>Arnolfo di Cambio – Colle Val d’Elsa</i>	<i>Ida Sabatino</i>

Description of the experience

Introduce the activity. Explain that they are going to work in small groups to make short role-plays on the theme of bullying.

Carry out a brief brainstorming session on "What is bullying?" to ensure that everyone agrees about what bullying is, knows the different forms it can take, and that it can happen in any school, college, club, organisation or workplace.

Divide the participants into three sub-groups and assign one of the scenes to each group. Give them 15 minutes to rehearse and prepare their role-plays.

Once they are ready, ask each group, in turn, to present their scene.

SCENE 1: A group of students plays football, a boy asks to participate and is excluded.

SCENE 2: Students dance carefully and I am taken around by a group of vip-snobs.

SCENE 3: An indiscrete photo arrives on the mobile phone of some boys and a student is bullied.

Leave any comments until all groups have presented their scenes and then come together for discussion.

During role playing students place themselves in an imaginative social setup in which they must find a way to interact with others. And mostly students will experiment with a role of a person or character they would like to be.

This makes it possible for a student to empathize with someone else, and is therefore able to understand why these people or characters do what they do. Your student is able to relate to his emotions as well as gain control over his behaviour.

Role playing also helps your student learn conflict resolution, for example while playing with others they may argue on who will become the villain and who will become the super-hero, they will have to brainstorm for the potential solution together, and this is how they learn about teamwork. These skills are valuable even later in life.

Needs of the classroom to be addressed

In this particular moment, with a pandemic emergency, we think that it’s important for the students to know their feelings and emotions. Teachers don’t have to underestimate the psychological consequences of this situation on young people. It’s important they learn to speak about their moods.



Project Number: 2020-1-FR01-KA201-080108

Validation of the teaching source

Start by reviewing the role-plays.

Students may reflect and correct and wrong behaviours.

Some have reported personal incidents.

Students reflect on situations, look for real alternatives, evaluate how they would behave if they were bullied.

Testing carried out on April/May 2021



Co-funded by the
Erasmus+ Programme
of the European Union

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 Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).