



Co-funded by
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20 non-formal methods to foster resilience against bullying and developing social skills



REWRITING THE STORY

Empowering Youth against Bullying





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Who created this manual?



Promesas Association

Asociación Promesas (Spain) acts as project coordinator and co-creator of the educational results. We lead the overall management, ensure smooth communication among partners, and supervise the quality and coherence of all activities.

Within the content work, Promesas is responsible for designing and developing the educational board game, creating the promotional videos, and supporting the testing of the story-based methodology with youth in Spain.

Our organisation contributes its wide experience in non-formal education, educational game design, and creative learning environments to guarantee that the project's tools are practical, engaging, and easily adaptable for youth workers and educators.



En Root Association

En Root association is a passionate team dedicated to promoting inclusion, resilience, and social growth through non-formal education. Over the years, we have worked with young people, educators, and communities to create learning experiences that empower, connect, and inspire.

As a proud partner in this Erasmus+ project against bullying, we took the lead in writing this manual about non-formal methods to foster resilience against bullying. Our aim is to create a practical, engaging, and adaptable resource that educators and youth workers can use to support young people in building confidence, empathy, and strong social skills.

We believe in the power of education beyond the classroom, and we're excited to share these methods with all those working to make learning spaces safer and more inclusive for everyone.



CJRAE Ialomita

The County Center for Educational Resources and Assistance Ialomița (CJRAE Ialomița) is an educational support institution that provides psychological counseling, educational guidance, and specialized assistance to students, teachers, and parents within Ialomița County.

Its main goal is to promote inclusive education, equal opportunities, and the development of all students. The County Center for Educational Resources and Assistance Ialomița (CJRAE Ialomița) plays a vital role in supporting the educational community by coordinating and guiding the activity of school counselors, speech therapists, and support teachers across the county. These professionals work directly with students, teachers, and parents to promote emotional well-being, academic success, and social inclusion.

School counselors provide psychological and emotional support, helping students manage stress, build self-confidence, and develop healthy relationships. They also offer career guidance and assist teachers and families in creating a positive and motivating school environment.

Speech therapists (logopedists) work with children who experience speech and language difficulties. Through specialized therapy sessions, they help improve communication skills, support language development, and boost students' confidence and participation in class activities.

Support teachers (special education teachers) ensure that children with special educational needs are fully included in mainstream education. They adapt teaching methods, provide

individualized learning plans, and collaborate closely with classroom teachers to make learning accessible and meaningful for every student.

Through the combined efforts of these professionals, CJRAE Ialomița fosters an inclusive and supportive educational system where all students can reach their full potential.

The center's programs contribute to reducing school dropout rates, improving academic performance, and enhancing students' emotional balance and resilience.

By promoting collaboration among schools, families, and the wider community, CJRAE Ialomița helps build a safe school environment where every child is valued, understood, and supported.



What is this manual for?

This is a manual of 20 non-formal educational tools that aims to support teachers and youth workers to address bullying and help students to foster social and emotional skills while are facing or witnessing it.

Those methods are designed and tailored in a way that is helping the facilitators to hold a safe learning environment for youngsters while addressing such a sensitive topic.



What is non-formal education?

Non-Formal Education (NFE) is structured, purposeful learning that happens outside the formal school system (think workshops, projects, mentoring, youth exchanges, and game - based learning).

It's inclusive and learner - centered: everyone can contribute, set goals, and learn something useful regardless of background or prior achievement. NFE focuses on real - life competences : communication, empathy, teamwork, conflict resolution, initiative – through experiential methods and reflection.

Across Europe, these competences are widely recognised (e.g., Youthpass) and strongly valued by employers; EU programmes like Erasmus+ support NFE with mobility and training opportunities for young people and educators. In short, NFE doesn't replace school – it complements it by turning learning into a practical, motivating, no - one - left - behind experience that builds both personal growth and employability.



What is bullying and why is it important to engage yourself to stop it?

Bullying is intentional, repeated behavior that aims to hurt, intimidate, or control another person.

It can cover many forms – physical, verbal, emotional, social, or cyberbullying – and it often involves a power imbalance, where the person bullying uses their strength, popularity, or influence to harm someone who feels unable to defend themselves.

Bullying causes real emotional, psychological, and sometimes physical harm. It can lead to anxiety, depression, low self-esteem, and even long-term trauma for those affected.

Stopping bullying is not just the responsibility of schools, teachers, or parents – it's something everyone can and should take part in.

Above all, everyone deserves to feel safe and respected in their environment – whether it's school, work, or online. Silence supports the bully. If we don't speak up or take action, we become part of the problem. By building resilience and social skills, we help individuals to protect themselves and others, by creating more connected, compassionate, and confident communities.

Lastly, by addressing bullying early, we promote mental well-being, empathy, conflict resolution, and inclusive social environments where everyone can thrive.



Self awareness

Taxi Driver

50 minutes



4 - 20
participants



Materials needed

- 4 chairs
- a set of sticky notes
- pencils



Learning objective



Raise awareness of the role of active listening in preventing misunderstandings and explore the role of emotions in communication.



Instructions

Part I - Play the game

Step 1. Ask who wants to play the role of the cab driver and volunteer base choose 3 other participants as passengers.

Step 2. Set up 4 chairs in a shape of a 4 seats car, one seat for the “cab driver” and three other chairs for the passenger seats.

Taxi Driver

Step 3. The participant playing the cab driver begins the scene by driving the car, with a neutral expression. After a few moments of driving, the improviser spots a customer.

Step 4. The passenger climbs into the back of the cab. The game begins. The second performer playing the passenger must have a specific emotion. This must be assigned before the game begins, and known to the other performers.

Step 5. The trick is to get the cab driver to adopt his customer's emotion. When a new performer (a new passenger) enters the scene, the cab driver and the other passengers imitate the new emotion and its associated behavior.

Step 6. The passengers explain to the driver where they are going and what they intend to do.

Once the passengers have interacted with each other, the cab driver begins to drop off his customers.

Step 7. When a passenger is dropped off and leaves the scene, everyone changes personalities again, until the cab driver is alone again and returns to the neutral personality.

Part 2 - Debriefing - Set up chairs in a circle and ask the participants the following questions

- What happened, what did we do?
- How did you feel while practicing these theatrical improvisation methods? List all the emotions you felt.
- What was easy or difficult to do? What made it easier?
- What skills did you need to do this exercise better?
- Can you name any situations in everyday life where you might need these skills?
- How can you apply these skills to prevent or resolve conflict?
- Ask participants to write down on a sticky note what do they take away from this learning experience?



Tips for the facilitator

Choose emotions in advance and assign if needed.

Keep it playful and low-pressure.

Use humor to reduce fear of acting.

Identity Tree

50 minutes



4 - 20
participants



Materials needed

- Blank paper
- Colored markers



Learning objectives



Help participants explore identity through strengths, values, and personal growth.



Instructions

Step 1

Each participant draws a tree with three parts:

1. Roots: strengths, talents.
 2. Trunk: "Who am I?"
- * Trunk: "Who am I?"
 - * Crown: areas for growth

Identity Tree

Step 2

Optional prompts: What gives you stability? What would you like to develop?

Step 3

Share in pairs or small groups.



Tips for the facilitator

Model your own tree first.
Encourage emotional honesty, not perfection.
Use calming music to support reflection.

The abuse system

20 minutes



6 - 30
participants



Materials needed

- None



Learning objectives

- To experience how abuse systems work
- To understand that we can all play a part in an abuse to modify it
- To acquire an attitude to react when others are in need



Instructions

Part 1

Step 1 Standing in a circle, each participant chooses 2 other people.

Step 2 On the count of 3, their task is to stand at the same distance from each other so that the 3 people form an equilateral triangle. 3 people form an equilateral triangle.

The movement continues and sometimes never comes to an end.

The abuse system

Debriefing:

- What happened ? How did you feel? Were you paying attention to what was going on around you?
- What was going on around you?
- What were the rules that governed this system? Did you respect them?
- Could someone from outside orchestrate/regulate this system (self-regulating)?
- Can you find any analogies between this and anything else (the Universe, an ecosystem, etc.)?

Part 2

This time the rules will be the same (form an equilateral triangle), but we will introduce an external factor.

At a given moment, the trainer will tap someone on the shoulder. This person will start counting to him/herself from 10 to 0, at a slow pace.

When he/she reaches 0, he/she will sit on the floor. The people who have chosen this person for their triangle, when they see this person on the floor, will start the countdown (without stopping their movement) and sit down when it is over. And so on and so forth, until everyone is seated.

Debriefing:

- What did you observe, how did you feel, how would you transfer this to the analogy of an abusive situation?
- What does it mean to be tapped on the shoulder (abuse, virus, extinction...)?
- Do you have any further observations?
- Can you draw any conclusions from this exercise that you can apply to your life?

The abuse system

Part 3

Again we have the same task (triangle), and the same external disturbance (tapping on the shoulder), but this time the tapped person will count backwards from 10 out loud.

During the countdown, anyone passing near her (without leaving her position in the triangle) can tap her on the shoulder and save her from the disturbance, stopping the countdown.

Here the trainer will have to quickly touch the shoulders of different people, in order to try to collapse the system.

Sharing:

- What happened? How did you feel? Did you respect the rules that govern this system?
- How would you rate this ability to bounce back from an external shock?
- How resilient do you think this system was?
- In this analogy with a system: what would be the countdown (this is more difficult, but someone might say feedback)?
- How did the feedback influence resilience?

In natural systems sometimes there is no feedback or we are not able to recognise it.

- Can you draw any conclusions from this exercise that you can apply to your life?



Tips for the facilitator

**To be performed outside or in a
place with enough space to
move**

Strengths and Weaknesses

50 minutes



4 - 20
participants



Materials needed

- Worksheet with three columns:
“I’m good at”
“I’m okay at”
“I struggle with”



Learning objectives



Foster self-reflection and reduce shame around challenges.



Instructions

Step 1

Fill in the sheet individually.

Step 2

Share in pairs or small groups.

Strengths and Weaknesses

Step 3

Ask:

- What makes you feel confident?
- What challenges drain your energy?

Step 4

Discuss how we grow with help and effort.



Tips for the facilitator

**Encourage vulnerability through modeling.
Remind students that weaknesses don't define them.
Invite stories of growth.**

The Chest of Emotions

50 minutes



8 - 25
participants



Materials needed

- A printed or drawn image of an open treasure chest (large enough for all to see)
- A box or actual chest (optional, for added visual impact)
- Slips of paper and pens (optional, for those who prefer to write instead of speaking)



Learning objectives

Help students express emotions
they may have suppressed
Develop empathy
by understanding different perspectives
Create a safe environment for emotional sharing
Foster self-awareness and emotional healing

The Chest of Emotions

Instructions

Step 1 Arrange chairs in a semicircle

Place the image of the open chest in front of the group.

Introduce the concept of the "Chest of Emotions" as a safe place where feelings can be shared and transformed into positive thoughts.

Step 2 Introduction to the Activity

The coordinator explains that emotions, even difficult ones, need to be expressed to be understood and healed. Emphasize that participation is voluntary.

Step 3 Main Activity

The coordinator presents different scenarios (e.g., conflict with parents, a time they felt left out, a moment they were really happy). Volunteers are invited to "talk to the chest" as if they were expressing emotions they couldn't say at the time.

The chest "absorbs" the emotions, and the coordinator helps reframe them positively (e.g., "It's okay to feel this way. What could you learn from this?"). Those who don't want to speak can write their feelings on paper and place them inside the chest.

Step 4 Debriefing

Discuss:

- How did it feel to share?
- Did you relate to anyone's emotions?
- How can expressing emotions help in real life?

Encourage reflections on how emotions impact relationships and well-being.



Tips for the facilitator

Ensure a non-judgmental atmosphere.

Validate each participant's emotions.

Reinforce that all feelings are normal and deserve to be acknowledged.



Coping strategies

Wall of Words and Nonviolent Communication

50 minutes



8 - 25
participants



Materials needed

- Sticky notes
- Markers,
- NVC posters (Observe, Feel, Need, Request)



Learning objectives

Understand the power of words and introduce conflict-resolution language.



Instructions

Step 1

Ask participants to anonymously write hurtful words they've heard or used.

Step 2

Read some aloud (without identifying who wrote them).

Wall of Words and Nonviolent Communication

Instructions

Step 3

In pairs, act out mini-conversations with one being dismissive.

Step 4

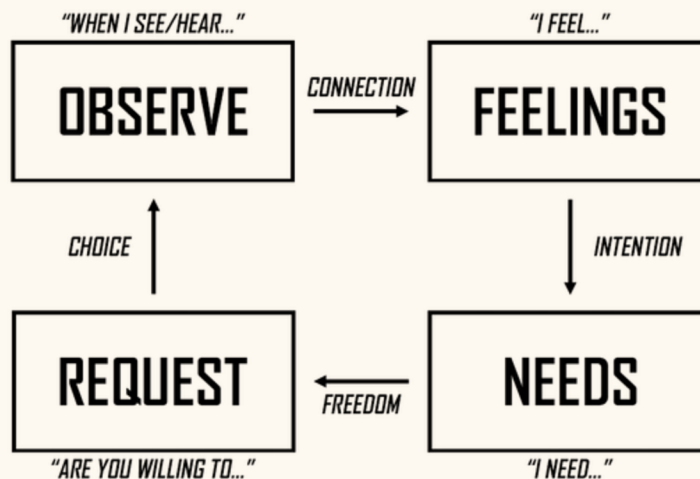
Debrief on how it feels to not be listened to.

Step 5

Introduce NVC and guide students through the 4 steps.

Step 6

Practice applying NVC to simple conflicts examples given by the participants



Tips for the facilitator

**Be aware of triggering words—use discretion.
Emphasize that the goal is connection, not blame.
Use roleplay to solidify the process.**

The Chair – Emotional Balance

50 minutes



8 - 25
participants



Materials needed

- A 4-legged chair
- Stack of books
- Sticky notes



Learning objectives



Demonstrate how support systems maintain emotional stability.



Instructions

Step 1

Show the chair balanced with 3 legs and books.

Step 2

Remove a leg (symbolically) and ask: “What will happen?”
Relate to emotional imbalances.

The Chair – Emotional Balance

Step 3

Ask participants to write their support systems on sticky notes.

Step 4

Place notes on each leg.



Tips for the facilitator

**Use metaphors they relate to (sports, family, friends).
Emphasize that rebuilding a leg is possible.
Encourage naming small but important supports.**

Understanding Emotions and Their Messages

50 minutes



8 - 25
participants



Materials needed

- Worksheet with the provided structure (Emotion, Message, Appropriate Answer, Solutions and What I Learned)
- Pens or markers
- Flipchart or board for discussion



Learning objectives

To help students recognize, analyse, and manage their emotions by understanding the messages behind them and identifying appropriate responses.



Instructions

Step 1

Form Pairs. Students will work in pairs to complete the activity.

Understanding Emotions and Their Messages

Step 3

Identify Two Situations

Each student selects two specific situations from their life when they experienced a strong emotion (e.g., anger, sadness, joy, fear, frustration, etc.).

Step 4

They will briefly describe each situation to their partner.

Analyse the emotions:

- What emotion did you feel?
- What triggered it?
- What message does this emotion convey? (For example, anger might signal that a boundary was crossed, while sadness might indicate loss or disappointment.)

Step 5

How could you have reacted in a healthy way? (Discuss different ways of managing emotions constructively.)

Step 6

Discuss Solutions & Prevention

How can you prevent or better handle a similar situation in the future?

What strategies or methods can help? (e.g., communication techniques, relaxation methods, problem-solving strategies, etc.)

Step 7

Each student notes down what they have learned from analysing their emotions and discussing them with their partner.

Step 8 (Optional)

Volunteers can share their findings with the class.



Tips for the facilitator

Teacher/facilitator can guide the discussion by highlighting key takeaways and reinforcing emotional intelligence strategies.

Circle of Safety – Understanding and Responding to Bullying

30 minutes



6-30
participants



Materials needed

- Pre-prepared scenario cards (one unique story per group)
- A chair for the person in the middle
- Small “gifts” of encouragement: printed cards with kind words or symbols of support (optional: stickers, motivational notes, drawings, etc.)
- Timer



Learning objectives

- To deepen students' understanding of bullying dynamics in school.
- To develop empathy by engaging with real-life inspired bullying scenarios.
- To provide emotional support strategies and foster a safe, supportive community.
- To challenge and reflect on aggressive behaviors and social exclusion.
- To practice active listening, encouragement, and peer support.

Circle of Safety – Understanding and Responding to Bullying

Instructions

Step 1

Divide the group into small, mixed groups of 4–6 students. Ask them to arrange their chairs in a circle, leaving one empty chair in the center

Step 2

Drawing and Reading the Scenarios

Each group receives a bag or envelope with folded scenario cards.

Step 3

A student from each group draws a card, sits in the center chair, and reads the story out loud. The others form a "circle of safety" and take turns offering:

- words of encouragement
- open-ended questions to explore the situation
- possible solutions or ways to seek help
- a symbolic gift of support (e.g. a card with kind words)

Step 4 Debriefing

After exploring at least one scenario in each group, students summarize the story and their discussion.

One representative from each group shares a brief recap with the full class:

What was the scenario?

What reactions or ideas emerged during the discussion?

Circle of Safety – Understanding and Responding to Bullying

Scenarios:

Medical Condition and Name-Calling

"I have a scalp condition and had to cut my hair short for treatment. Now a classmate insults me daily and calls me 'Râie' (scab). I feel ashamed and hopeless."

Body Image and Social Isolation

"I'm very thin and short for my age, and I feel invisible. Girls don't talk to me. Entering class feels like walking into a nightmare of judgment."

Speech Difficulty and Extortion

"I have a speech issue and feel ashamed to talk. A boy bullies me daily, stealing my money and threatening to spread lies about my family. I'm terrified."

Academic Pressure and Self-Harm

"I do well in school, but classmates mock and gossip about me. Yesterday, I broke down and hurt my-self. I don't know how to stop the pain."



Tips for the facilitator

Create a safe, respectful environment before the activity begins.

Be available for emotional support during or after the session.

Avoid pressuring students to share personal stories; the scenarios are fictional but realistic.

If serious issues arise, follow up appropriately with a school counselor or support staff.

Storytelling Related to Bullying

50 minutes



10-30
participants



Materials needed

- Paper and pens/markers for brainstorming
- Optional: props or costume pieces for dramatization
- Timer or clock to manage time



Learning objectives



Help participants understand the emotional impact of bullying by creating and hearing personal or fictional stories.

Foster Perspective-Taking: Encourage students to consider the viewpoints of both victims and aggressors.

Promote Positive Behaviors: Offer examples of healthy conflict resolution and bystander intervention through storytelling.



Storytelling Related to Bullying

Instructions

Step 1

The facilitator introduces the power of storytelling in addressing bullying. Emphasize how stories can make issues feel real and relatable, opening space for empathy and change. Present a few examples of good practices (see below) to inspire the group.

Step 2 Team Formation and Story Creation

Participants are divided into small teams (3–5 members). Each team is tasked with creating a short story related to bullying using the following guidelines:

Length: 1.5 to 2.5 minutes

Characters: 2–3 characters maximum

Message: Keep it simple, focused on one clear message

Tense: Use present tense, as if the story is happening now

Style: Use visual imagery that brings emotions to life

Language: Include a repeated word or phrase to highlight the story's core theme

Step 3 Story Presentations

Each team presents its story to the rest of the group. Stories can be acted out, read aloud, or told as digital/video storytelling (depending on resources and context).

Storytelling Related to Bullying

Step 4 Group Reflection and Discussion

After all presentations, facilitate a group discussion:

- How did each story make you feel?
- Did any characters or situations feel familiar?
- What lessons can we take from these stories about how to respond to or prevent bullying?



Tips for the facilitator

Encourage participants to connect the stories with real-life behaviors and choices.



Conflict resolution

Restorative questions to solve conflicts

50 minutes



5-30
participants



Materials needed

- A3 poster with the restorative questions



Learning objective

Help students learn how to handle conflicts constructively and resolve differences peacefully.

Every human relationship is about building, maintaining and repairing it. Offering compliments and expressing gratitude for the other's kind gesture is one way of nurturing relationships. But sometimes we make mistakes and hurt each other. Conflict is inevitable and is an opportunity for growth. The following set of questions is one of the methods based on restorative approaches that may help you when you a conflict arises.

Restorative questions to solve conflicts



Instructions

Step 1

Ask students to write conflict scenarios, real or invented.

Step 2

Ask 3 to 5 students to act out the conflict.

Step 3

Ask one of the students to be the conflict mediator and to ask questions to the people involved in the conflict.

Step 4

Repeat the exercises with another group of volunteers.

The five Restorative Questions:

1. What happened? (list just facts, not feelings or any other comments)
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?



Tips for the facilitator

Brief the participants at the beginning of the workshop that if at any point the conflicts played are too intense emotionally they can say stop.

Win-Win agreement tool to solve the conflicts

50 minutes



5-30
participants



Materials needed

- Sticky notes
- Pencils



Learning objective

**Help students learn how to solve conflicts
constructively and resolve differences
peacefully.**



Instructions

Step 1

Ask students to come up with conflict scenarios (e.g., two friends disagree over a group project, someone feels left out of an activity). Ask students to role-play one of these scenarios.

Win-Win agreement tool to solve the conflicts

Step 2

Introduce the "Win-Win" Approach:

Teach students to focus on creating solutions where both parties feel heard and respected. Practice using statements like:

"I feel... when you... because..."

"How can we solve this together?"

Step 3

Re-play the scenario and this time the participants have to use "I" statements, such as "I feel..." and "I need..." By staying calm they will have to come up with win-win solutions.

Step 4 Debriefing

- What strategies worked well for resolving the conflict?
- How did each person feel in the role-play?

Step 5 Evaluation

Ask the participants to write down on a sticky note what were the differences before using "I" statements and win-win approach and after they used the methods.



Tips for the facilitator

Encourage students to come up with real conflicts or disagreements that they had in the past to test this method.

Role Play

50 minutes



5-30
participants



Materials needed

- Conflict slips (anonymous)
- A box
- Flipchart for DESC/NEMO models.



Learning objective

Practice communication tools to resolve real conflicts.



Instructions

Step 1

Ask participants to write down anonymously real conflicts.

Role Play

Step 2

Choose 1 or 2 conflicts for roleplay.

Step 3

First round: act without guidance.

Discuss what went wrong.

Step 4

Teach DESC or NEMO and repeat the scenario with those tools.

Step 5

Write strategies on post-its and place on a group poster.



Tips for the facilitator

Ensure emotional safety—moderate carefully.

Model calm and respectful communication.

Acknowledge how hard real conflict resolution is.

Broken heart

50 minutes



15-30
participants



Materials needed

- Worksheets shaped like a heart (one per participant) – A4 size
- Pens, pencils, or coloured markers
- Trash bin or a symbolic box (for optional emotional discard moment)
- Glue or tape (optional – for the “repair” stage)
- One large heart for demonstration



Learning objectives



To raise awareness about the emotional impact of bullying

To develop empathy and respect for others

To create a safe space for emotional reflection and sharing

To encourage positive ways of relating within the group



Broken heart

Instructions

Step 1

Begin with a short discussion:

- "How do you feel when someone treats you kindly?"
- "And how do you feel when someone says something mean or ignores you?"

Introduce the theme: bullying and its invisible but lasting emotional effects.

Step 2

Give each student a worksheet shaped like a heart.

Ask them to write inside the heart the names of 3–5 people they love or care about (family, friends, pets, etc.).

Then say: "This heart represents you – your emotions, your inner world, and your important relationships."

Step 3 Crumpling the Heart

Next, give the unexpected instruction:

"Now, I want you to crumple your heart into a tight ball. Don't tear it, just crumple it as much as you can."

Students may hesitate or protest – that's part of the emotional learning.

"It feels wrong, doesn't it? That's because we know what's inside matters. But bullying does exactly this – it crushes someone's heart, even if we don't see it from the outside."

Broken Heart

Step 4 Unfolding the Heart

Ask students to carefully unfold and flatten their heart.

Then ask:

- "What does your heart look like now?"
- "Is it the same as before?"

The discussion point:

"Bullying leaves marks. Even if you say 'I was just joking' or 'I didn't mean it', the other person's heart is affected. Some creases never go away."

Step 5 Guided Group Discussion

Reflection questions:

- "How did it feel to crumple your heart?"
- "How did it feel to try to fix it?"
- "Do you think bullying affects only the victim, or the whole group?"
- "What can we do to stop crumpling other people's hearts?"

Step 6 Conclusion

Optionally, the students can display their hearts on a wall or board as a class commitment.

Propose a group pledge:

"We promise not to crumple anyone's heart. We will treat each other with respect, even when we are different."



Tips for the facilitator

You can end this workshop with a deep breathing exercise or a positive affirmation said together (e.g. "Kindness lives here").



Developing empathy and taking responsibility

The friendship course

50 minutes



15-30
participants

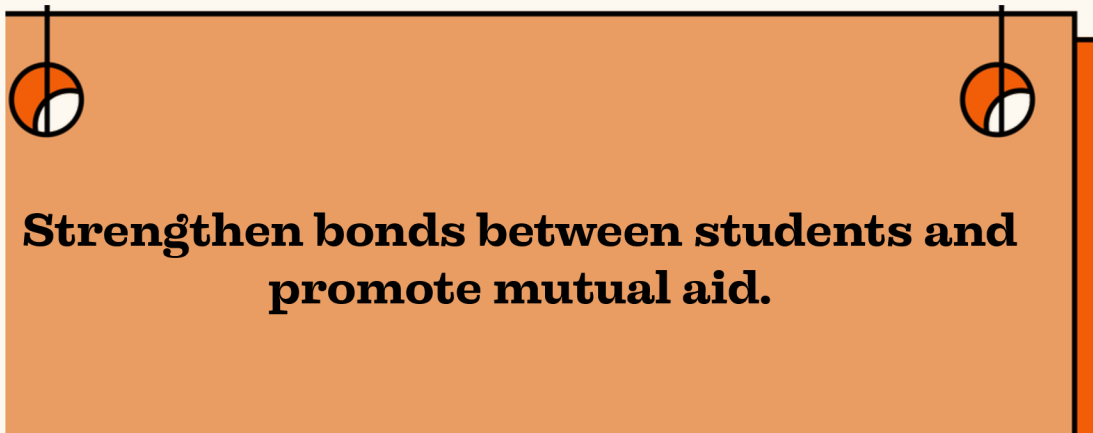


Materials needed

- Tasks printed on A4 paper
- Paper and pencils



Learning objectives



Strengthen bonds between students and promote mutual aid.



Instructions

Step 1

Set up an obstacle course with the following tasks in the classroom or outside on the courtyard.

The friendship course

Task 1 Back-to-Back Drawing

One student describes the printed image of a castle, while the other draws it without seeing it.



Task 2 One student thinks of an object in the classroom; the other asks yes/no questions to guess it within 20 tries.

Task 3 - Story Builder

How: One student says a sentence to start a story. The partner adds the next, and they alternate. Add rules (e.g., use one word from the following list in each sentence you create: bully, bullied, witness, ally, kindness, action, stop, support).

Task 4 - Mirror Challenge

One partner makes slow movements (arms, legs, facial expressions); the other mirrors them precisely.

Task 5 - Paper Ball Toss

Crumple paper into a ball. One partner tosses, the other catches using only one hand. You need to catch it three times

Task 6 Sit-Back-to-Back Stand-Up

Partners sit back-to-back on the floor, link arms, and try to stand up together without using their hands.

The friendship course

Step 2

Divide the students into teams of 3 or 5.

Each team must complete the course, helping each other. If one finishes, they have to help the rest of the teams to complete all the tasks.

Step 3

Ask the following questions at the end of the activity to emphasize the importance of mutual help and support among classmates.

1. What happened, what did you have to do?
2. How did you feel during this activity?
3. How easy or difficult was it for you to accomplish the task? What was easy for you? What was difficult?
4. What helped you accomplish the task? What made your team work well or poorly?
5. What did you learn from this experience?
6. Is there anything you learned from this activity that can be applied to your friendships and relationships with others?
7. What was it like for you to give and receive support? Do you often offer your support to others?



Tips for the facilitator

You can end this workshop with a deep breathing exercise or a positive affirmation said together (e.g. “Kindness lives here”).

The twins

50 minutes



5-25
participants



Materials needed

- None



Learning objectives

Raise awareness of the role of active listening in preventing misunderstandings and explore the role of emotions in communication



Instructions

Step 1

Randomly group the students into groups of 3.

The twins

Step 2

Each group should choose one person to act as the interviewer, while the other two have to answer as “twins” (as it's just one person speaking).

Step 3

Let each group to chose any subject that they will talk about and answer questions from the audience. After the interviewer asks a questions, the twins must answer in sync with each other, without discussing the answer between them. They have to listen to each other and speak at the same time with the same words to answer the question.

Step 4

Ask for a volunteer twin group to take “the stage”. Have the class (and you) ask them questions one at a time.

Step 5

Allow several different volunteer twins to have a chance to perform in front of the audience.

The twins

Step 6 Debriefing

- What happened, what have we done?
- How did you felt while playing these improv theater methods? List all the emotions you felt.
- What was this easy or hard to do? What made it easier?
- What skills were needed to make it a success?
- Can you name any day to day life when you might need this skills?
- How can you apply this skills in preventing a conflict or solving one?
- What are you taking from this learning experience?



Tips for the facilitator

Prepare yourself a list of random topics on which the participants should talk about related to their interests. Before performing tell the participants they can invent things in their stories or about the topics chosen to present

Forum Theatre

50 minutes



5-25
participants



Materials needed

- Chairs in a semicircle,
- 4 table clusters



Learning objectives

Raise awareness about different forms of bullying and encourage students to think about possible solutions.



Instructions

Step 1

Set up the safe space and establish what rules to respect during this workshop:

1. There is no wrong answer
2. The participants can ask questions anytime
3. One speaker a time

Forum Theatre

Step 2

Divide the class into 4 small groups.

Step 3

Each group prepares a short scene depicting a bullying situation.

Step 4

Groups perform their scenes in front of the class for 3-7 minutes/per group.

Step 5

After each scene, students discuss possible solutions to help the victim.

Step 6

Groups re-enact the scene incorporating the suggested solutions.

Step 7

Ask participants to discuss in pairs and write something what they have learned from this workshop or something that was new information for them.



Tips for the facilitator

Encourage participants to be as natural as they can while performing, highlighting that the point is to observe a realistic scenario of bullying rather than assessing their acting skills.

Make sure everybody from each group has a role in the scenario proposed, even if they just say one line.

Bullying Role-Playing

50 minutes



5-25
participants



Materials needed

- None
- Chairs optional for scene setup



Learning objectives

Develop empathy by taking on different roles in bullying situations.

Instructions

Step 1

Divide students in 3 equal groups and ask them to act out the following 3 scenarios:

1. Mocking for appearance → roles: Aggressor, Victim, Bystanders
2. Exclusion from group → Aggressor, Ostrich (passive), Bystanders
3. Offensive WhatsApp message → Aggressor, Warrior (defender), Observers

Bullying Role-Playing

Step 2

Reflect as a group:

- What changed when aggressors multiplied?
- How did the victim feel?
- Why didn't the Ostrich act?
- What did the Warrior model?



Tips for the facilitator

Reinforce the power of role models.
Discuss digital vs real-life aggression.
Celebrate assertiveness and bravery.

Improvisation Theatre & Empathy Games

50 minutes



5-25
participants



Materials needed

- A large empty room



Learning objectives



Strengthen cooperation and deepen social-emotional understanding.



Instructions

Step 1

Warm-up with name-movement chain game.

- Vocal warm-ups: Bra-bre-bri, Cra Cre, Cri, Dra, Dre Dri, etc.

Improvisation Theatre & Empathy Games

Step 2

Attention game: All participants stand up in a circle and they have to pass the energy to one another. One person sends the energy by clapping and saying "Zap" to the person from their right. After one complete circle of passing the energy you can send the energy in the opposite by saying "Boing" or skipping one person by saying "Hopdibidi!"

Step 3

"The Twins or Triplets" (two or three students answer questions on a topic in unison without preparation).

Step 4

Invite large-group to synchronize answers.

Step 5

Reflect on how attention, listening, and unity were practiced by asking question how hard were the exercises for them and what helped them to succeed.



Tips for the facilitator

**Keep energy up—this session is physical and expressive.
Use it at the start or end of the program.
Reinforce that empathy can be practiced through play.**

Commitment Web

50 minutes



5-30
participants



Materials needed

- Ball of yarn or wool



Learning objectives



Build closure and group cohesion through symbolic commitment



Instructions

Step 1

In circle, pass the yarn across while completing the phrase:
“I commit to...” (e.g. “...speaking up when I see bullying”)

Commitment Web

Step 2

Each student holds part of the yarn to form a web of commitment.

Step 3

Close this activity with a strong group cheer and mutual applause.



Tips for the facilitator

**Make the moment meaningful—play background music.
Remind the group that they've built a support network.
Celebrate each voice.**

