



**CENTRO SVILUPPO
CREATIVO
DANILO DOLCI**



**Międzynarodowa Szkoła Podstawowa
Edukacji Innowacyjnej w Łodzi**



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Liceul Tehnologic Ticleni
JUDEȚUL GORJ - ROMANIA

STRENGTHENING ANTI-BULLYING EFFORTS: ADDRESSING VIOLENCE IN SCHOOLS AROUND EU

Teacher Guide





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A COMPREHENSIVE TEACHER'S GUIDE FOR GAMIFIED SCENARIOS

An Evidence-Informed Operational Guide for European School Systems

SECTION 1: METHODOLOGICAL FRAMEWORK & THEORETICAL BACKGROUND

School bullying is not an isolated, dyadic interaction between an aggressive student and a vulnerable target. Instead, peer abuse is a complex sociological and systemic phenomenon sustained by a classroom's collective ecosystem.

When an incident occurs in a corridor, a classroom, or a digital group chat, its continuation, escalation, or resolution depends heavily on the surrounding peer audience. Rather than relying on outdated, surface-level disciplinary measures that only punish individual symptoms, the SABE framework targets the underlying psychosocial group dynamics that allow peer abuse to thrive.

1.1 The Sabe Project and Curriculum

The **SABE (Strengthening Anti-Bullying Efforts) project** is an innovative European initiative designed to address the evolving, multi-faceted nature of bullying and cyberbullying within contemporary school systems. Developed for students aged 7–16, the project moves away from outdated, surface-level disciplinary practices that merely punish individual symptoms of misconduct. Instead, it targets the complex sociological and systemic peer audience dynamics that allow exclusion and peer abuse to thrive in classrooms, corridors, and digital spaces.



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At the core of the curriculum is the **SABE Gamified Learning Platform**, which translates real-world bullying dilemmas into immersive, story-based digital simulations. By providing a supportive, low-stakes digital ecosystem, the project allows students to explore the direct consequences of their choices without real-world risk. Through this gamified pedagogical framework, the SABE initiative actively cultivates empathy, celebrates diversity, empowers the "silent majority" with safe upstander intervention strategies, and fosters a collaborative, long-term anti-bullying school culture across all international partner networks.

By adopting a **holistic and gamified pedagogical approach**, the platform aims to:

- Cultivate empathy, inclusion, and active bystander behavior.
- Equip students with interactive problem-solving mechanisms to recognize, prevent, and counter contemporary forms of violence and exclusion.
- Provide a supportive, low-stakes digital ecosystem where students explore the consequences of choices without real-world risk.

The curriculum spans seven core theoretical and interactive modules. Each module targets a critical dimension of bullying prevention, character building, and digital citizenship. (For the complete curriculum please [click.](#))

Module 1: Understanding Bullying Dynamics

- **Core Content:** Definition, myths, and types of bullying explored via varied, age-specific scenarios.
- **Inclusion Focus:** Identifying vulnerabilities among groups using socially inclusive examples.
- **Systemic Strategy:** Whole-school approach featuring concrete reporting protocols and awareness campaigns.



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Module 2: Root Causes and Responsible Responses

- **Core Content:** Empathy building through targeted role-plays and Social-Emotional Learning (SEL) discussion formats tailored by age.
- **Inclusion Focus:** Seeking restorative justice and community reconciliation rather than purely punitive punishments.
- **Systemic Strategy:** Self-care frameworks and coping strategies for educators facing job stressors.

Module 3: Early Intervention and Support

- **Core Content:** Tailored, practical intervention examples across different age groups and communication mediums.
- **Inclusion Focus:** Specialized counseling protocols addressing the unique psychological needs of various target groups.
- **Systemic Strategy:** Fostering community strength by building teacher alliances and expert collaborations.

Module 4: Curriculum Integration Across Subjects

- **Core Content:** Infusing anti-bullying, empathy, and respect themes directly into languages, sciences, arts, and sports.
- **Inclusion Focus:** Classroom and school projects actively promoting diversity, equality, and non-violence.
- **Systemic Strategy:** Addressing ethical issues, digital safety boundaries, and hidden risks in online games and platforms.

Module 5: Constructive Parent Partnerships

- **Core Content:** Age-appropriate parent communication formats, collaborative workshops, and structured meetings.



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- **Inclusion Focus:** Targeted discussion guides tailored for vulnerable or disadvantaged student demographics.
- **Systemic Strategy:** Continuous parent involvement and structured check-ins post-investigation for sustainable, long-term change.

Module 6: Responding to Cyberbullying

- **Core Content:** Proactive education on digital literacy, digital footprints, and online threats segmented by age group.
- **Inclusion Focus:** Investigating, tracking, and safely documenting cyber harassment instances without escalating harm.
- **Systemic Strategy:** Managing strict legal boundaries, student privacy concerns, and specialized digital counseling support.

Module 7: Creating a Safe School Environment

- **Core Content:** Building high-visibility awareness campaigns and safe reporting mechanisms tailored explicitly for different ages.
- **Inclusion Focus:** Continuous policy enhancements addressing shifting needs across diverse student groups.
- **Systemic Strategy:** Evaluating impact by tracking intervention outcomes through rigorous annual school reviews.

1.2 Integrating the Gamified Platform into Classroom Instruction

Before any software development began, partners implemented live pilot sessions within local schools to test the interactive boundaries, transcripts, and emotional impact of the stories. These trials ensured that the educational content effectively captured classroom dynamics and resonated with the target age groups (7–16) prior to digitizing the curriculum. The SABE platform features **6 key interactive story-based scenarios** with varying difficulty levels



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tailored to different age groups. Following the successful school pilots, the project transitioned these six scenarios from text-based and role-play frameworks into a dynamic digital application. The validated, pre-tested school scenarios were coded into an interactive, branching-choice story engine.

To maximize the platform's efficacy, teachers should follow a structured three-step implementation model:

Step 1: Pre-Game Briefing (10–15 Minutes)

- **Objective:** Set the stage and activate prior knowledge.
- **Action:** Introduce the specific module topic (e.g., Cyberbullying). Review core terminology and set clear expectations for respectful gameplay.

Step 2: Active Gameplay & Scenario Navigation (20–25 Minutes)

- **Objective:** Immersive experiential learning.
- **Action:** Students navigate the online platform individually or in small groups. They encounter real-life dilemmas, analyses different characters' perspectives, and observe the immediate consequences of their actions within a safe digital ecosystem.

Step 3: Guided Debriefing & Reflection (15–20 Minutes)

- **Objective:** Anchor the digital gameplay into real-world behavior change.
- **Action:** Facilitate an open classroom dialogue using targeted reflection prompts.

Following each gamified scenario, this manual provides a complete curriculum for an **Extra Class Hour**. Clearly marked as optional, this dedicated lesson hour is designed for teachers who want to allocate additional classroom time to deeply process the scenario's themes through interactive group work, skill-building exercises, and community-focused activities.



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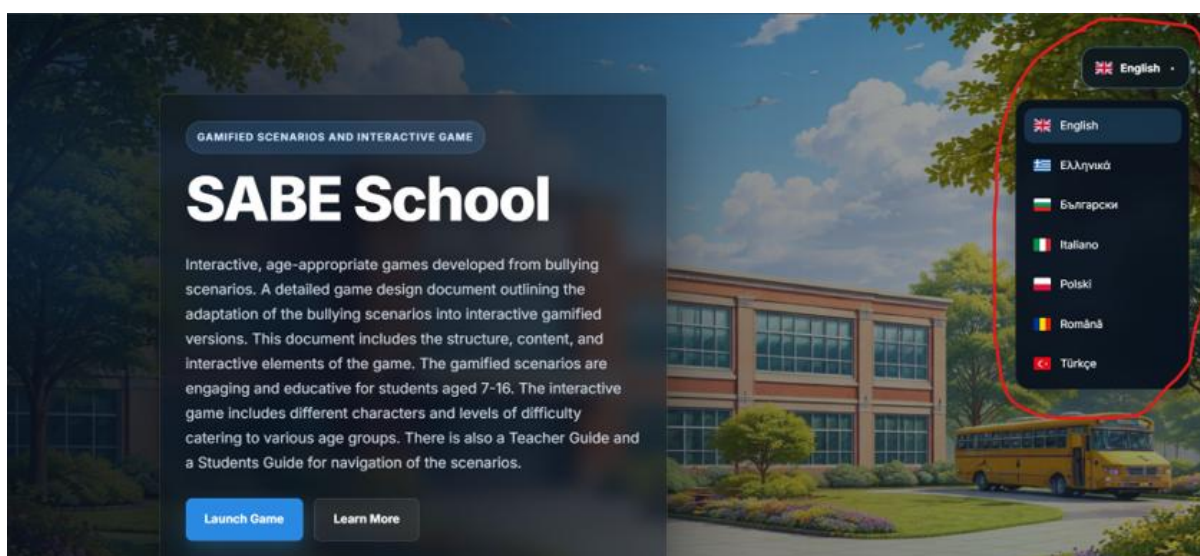


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SECTION 2: SCENARIOS & LESSON PLANS (STEP-BY-STEP TEACHER DIRECTIVES)

2.1. HOW TO USE THE PLATFORM?

Welcome to your hands-on navigation guide for the **SABE Anti-Bullying E-Learning Platform** (<https://platform.sabe-anti-bullying.eu/>).



When you use the **SABE Anti-Bullying E-Learning Platform**, you can seamlessly toggle the interface between different languages (such as English and Turkish) depending on your classroom needs. Look at the upper right-hand corner or the main introductory panel of the web interface (<https://platform.sabe-anti-bullying.eu/>). You will see distinct language option buttons or flag icons representing the available partner locales. Click on the language abbreviation or flag that matches your classroom.

Whether you are a teacher setting up a live classroom session, an administrator drafting a lesson map, or a student ready to dive into the activities, your entry point begins on the main landing page. This page is split into two distinct pathways depending entirely on what you want to achieve today.



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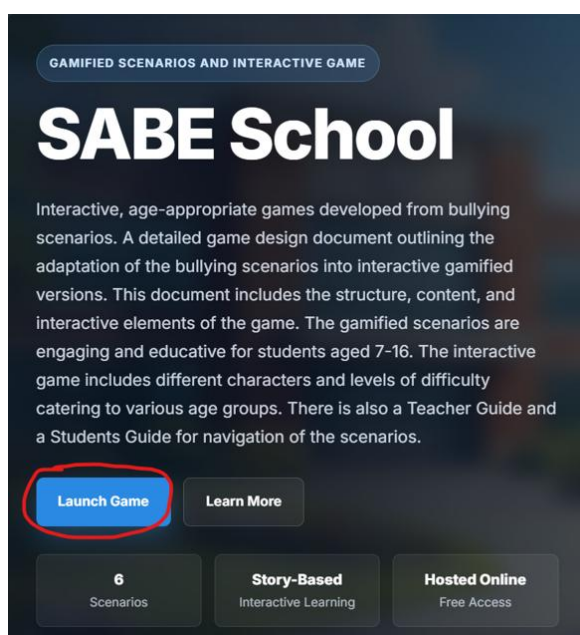


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Follow the direct instructions below to launch your session:

SELECT YOUR DESTINATION: THE TWO WEB LINK CONTROLS

When you first open the platform, look at the two prominent buttons displayed on your screen. You must choose one based on your current goal:



OPTION 1: Click "LAUNCH GAME" to Run the Interactive Scenarios

If your goal is to immediately start an active lesson, run a student workshop, or practice peer intervention skills, **click the LAUNCH GAME button**.

- ☐ **What happens next:** The platform will execute the main application runtime engine (story.html) directly in your browser.
- ☐ **What you will see:** This opens the interactive simulation catalog containing the **six European partner scenarios**. You can select a story to watch peer conflicts unfold, make choices at critical dilemma points, and see how your decisions directly impact the emotional safety of the characters.

OPTION 2: Click "LEARN MORE" to Explore Project Documentation



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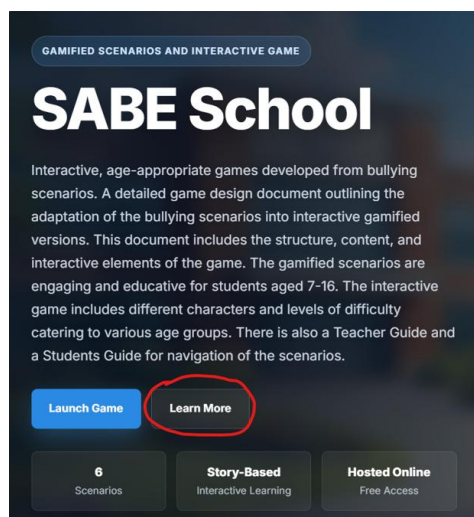
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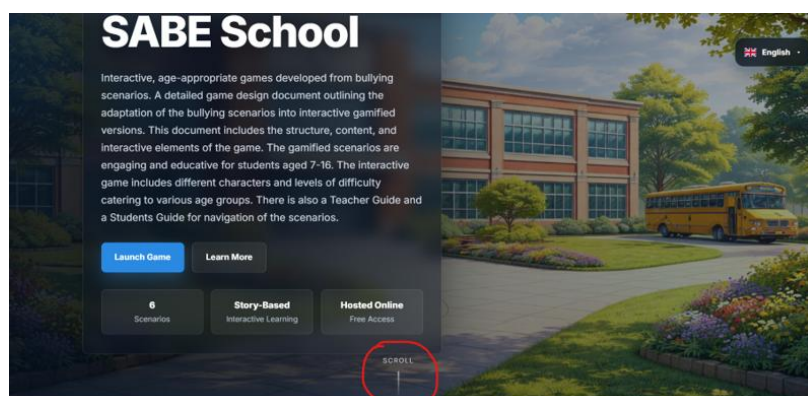
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If you are an educator preparing a curriculum framework, a parent researching school safety resources, or an international partner looking for deep structural context, **click the LEARN MORE button.**

- **What happens next:** Your browser will bypass the game timeline and open the centralized **SABE Project Information Portal.**
- **What you will see:** This portal contains the complete background and methodology of the project. You can read about the consortium partners,

When you scroll down the page you will see the evaluation buttons.



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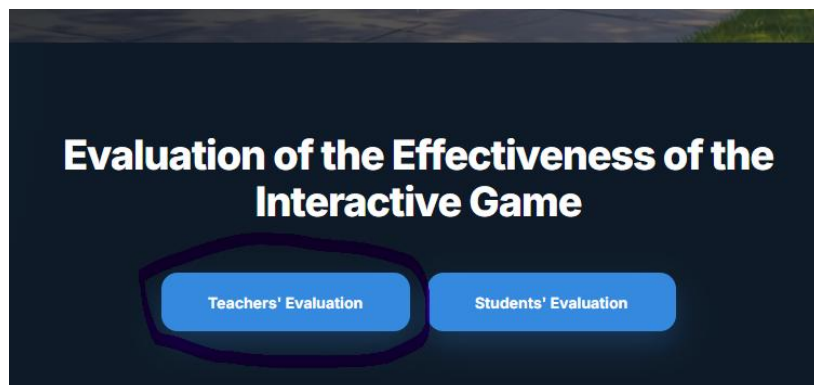
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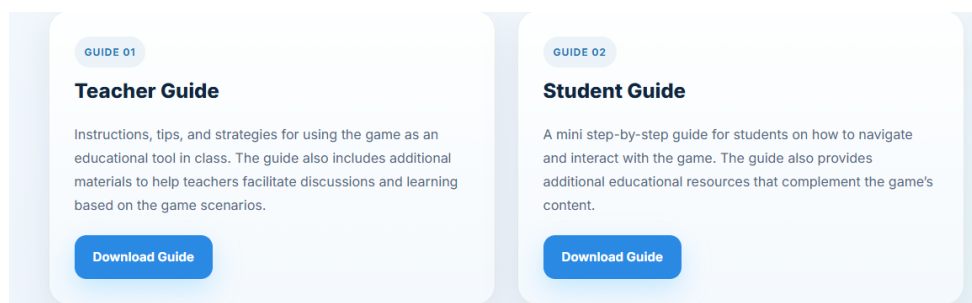
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This links directly to your quick feedback form, which you will fill out after completing the game.



If you scroll down you will see the direct links to Teacher and Student Guide.



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2.2 SELECTING YOUR SCENARIO

When you launch the story simulation module at <https://platform.sabe-anti-bullying.eu/wp-content/uploads/en/story.html>, the platform takes you through an initial screen designed to introduce the topic before you dive into the interactive scenarios.



When you click the **“Launch Game”** button from the main landing page, the screen will transition into the game environment. You will find yourself on the Home tab:

- To get your journey started, simply click the large **“Explore the stories”** button right in the middle of the screen.
- This button unlocks the doors to the virtual school and takes you directly to the central mission hub.



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- On the initial introduction page, look down at the bottom left. Click the **Speaker Icon** once. The sound engine will immediately cut the soundtrack, letting you introduce the lesson goals clearly.
- **Progress counter (bottom right corner):** To help you track your achievements, a clear counter sits in the bottom right corner of the screen. When you first start, it will read 0/6. Every time you fully complete one of the school stories, this counter will automatically update (for example, changing to 1/6, then 2/6, and so on).

Follow these direct instructions to navigate this page and start your lesson:

- Before you click the **START** button to open the scenarios, look at the welcome text panel. The page asks you a foundational question.
- Pause on this screen before anyone clicks forward.
- Ask your students to read this question out loud or write a one-sentence answer on a scrap of paper.
- Use it as a mental anchor: Remind the class that every choice they make in the upcoming game modules is a direct answer to this exact question.
- Once you have discussed it briefly, have everyone click **START** to enter the scenario.

The following six lesson plans are designed to be delivered in a class hour. One core mandatory hour is followed by an optional second hour for extended activities. This is a dedicated, optional session designed for teachers who wish to allocate additional classroom time to process the scenario's themes more deeply through advanced role-plays, Nonviolent Communication (NVC) rehearsal, and collaborative project-based co-creation. They line up directly with the digital scenarios hosted on the [SABE E-Learning Platform](#).



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SCENARIO 1: "Name-Calling Isn't Funny" (Danilo Dolci - CSC Framework)

- **Target Cohort:** Ages 7–12 (Elementary to Lower Secondary)
- **Core Themes:** Verbal Harassment, Casual Banter Defense, Social Conformity Pressure

Hour 1 (40 Minutes): Linguistic Breakdown & Platform Engagement

- **00:00 – 00:10 | Step 1: The Crumpled Heart Metaphor.** * *Directive:* Distribute a clean, crisp piece of A4 paper to every student. Stand at the front of the room and read aloud a series of common verbal insults often dismissed as casual jokes (e.g., "Hey loser," "Four-eyes," "Nice haircut, did you get it in a trash can?"). Instruct the students that every time you read an insult, they must crumple their paper tighter into a ball.
- Once the paper is completely balled up, tell them to smooth it out perfectly so it returns to its original condition. Point to the permanent wrinkles and state: "*These wrinkles represent the permanent psychological scars left in a peer's mind. A simple 'I was only joking' or an apology cannot erase these marks.*"
- **00:10 – 00:25 | Step 2: Live Platform Scenario Navigation.** * *Directive:* Open the digital portal: <https://platform.sabe-anti-bullying.eu/wp-content/uploads/en/story.html>. Project the *Scenario 1: Name-Calling* interactive sequence onto the main screen.
- On the right-hand page of the book layout, the platform introduces a core critical thinking text block: "It's just a joke"... or is it? In this scenario, you will explore how words can hurt more than you think. What would you say if someone went too far?
- **The 60-Second Stop:** Do not allow students to pass this screen immediately. Use this prompt as a quick icebreaker.
- **Key Concepts to Emphasize:** Ask the room to define where harmless, mutually fun teasing stops, and where targeted psychological harm actually begins. Remind them



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that a comment stops being a "joke" the exact moment it makes a classmate feel small, isolated, or trapped.

- Instruct students to move their cursors to the bottom right corner of the desk interface and click the blue **START** button. (CLASSROOM SCRIPT FOR STEP 3: "Hands off your mice, please! Look at the notebook page on your screens. Let's read the text on the right side together: 'It's just a joke... or is it?' I want two volunteers to tell the class how they know when a comment has crossed the line and is no longer a joke. ... Thank you. Now, move your cursor down and click
- Guide the class through the story introduction where Mark is mocked for his appearance. When you are sure that you arouse a **sense of empathy and curiosity** among students, go on with this:

CLASSROOM SCRIPT TO READ ALOUD: "Class, keep your hands off the mouse. Look at the phrase Tom just used. He is targeting Mark's style to try to make him look small. Why do you think someone feels the need to make a classmate feel uncomfortable just to make themselves look powerful? What is Tom actually trying to accomplish here?"

- **00:25 – 00:40 | Step 3: Script Analysis and Role-Allocation.** * *Directive:* Divide the class into small groups of four. Distribute a printed transcript of the platform conversation. Assign one student in each group to read a specific role: Mark (Target), Tom (Aggressor), Jamie (Passive Witness), and Morgan (Upstander).
- Instruct them to read the scene aloud once exactly as written, focusing on how Tom uses humor to justify cruelty.



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Tom: (pointing, loudly) "Whoa! Look at Mark's hair! Are you sure you're not in the wrong bathroom?"

(Some students laugh nervously, Marks looks uncomfortable.)

Mark: (quietly, trying to ignore it) "It's just hair. I like it this way."

Tom: (mocking) "Just hair? You look like a girl! Are you trying to be one or something?"

Jamie: (shrugs, unsure) "Uhh... I mean, I guess it is kinda long."

Tom: (smirking) "Next thing you know, Mark's gonna come to school wearing a dress!"

When the screen pauses on the question, do not click "Continue" immediately. Stand near the screen, draw the students' attention to the text, and read the question aloud clearly to set the tone.

"What could have happened if nobody spoke up for Mark?"

- Ask the students to focus on Mark's emotional state and the social dynamic. Do not accept simple "bad things" answers; push them for specific vocabulary (e.g., *isolated*, *scapegoated*, *empowered*).
- Give students 2 minutes to discuss in pairs. This ensures that even lower-level or quieter students have a chance to discuss.
- Gather answers from different pairs. Write their ideas on the board in two columns: **"Impact on Mark"** and **"Impact on the Group."**
- Before clicking "Continue," summarize their thoughts by emphasizing that *silence is also a choice*. Then, click the button to see how the actual scenario unfolds.
- When the screen displays *"Why do you think Jamie apologized?"*, keep the scenario paused. Give the students a brief moment of silence to think about Jamie's character development and recent actions in the story.

Guide students to look deeper than just a surface-level answer. Encourage them to explore *why* someone apologizes by prompting them with sub-questions:



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- *Was it out of genuine regret (empathy)?*
- *Was it to fix a professional/social relationship (utility)?*
- *Was it due to social pressure?*

Have students work in groups of 3 or 4. Ask them to brainstorm the underlying feelings involved in apologizing (e.g., *guilt, courage, vulnerability*).

As students share their ideas, write sophisticated emotional vocabulary on the board to expand their linguistic repertoire about emotions.

Summarize the discussion by highlighting that an apology can be a sign of strength or a strategic move. Click "Continue" to discover Jamie's actual motivation in the scenario.

At the end of the scenario, You will see the discussion questions. Do not rush through these questions. Treat this screen as a dedicated workshop or wrap-up segment. You can divide the classroom layout or assign different questions to different groups to ensure depth.

For Mark: Guide students to focus on empathy and emotional impact (e.g., *victim mindset, vulnerability*).

Jamie & Morgan: Highlight moral dilemmas. Use these questions to explore the difference between active intervention, passive compliance, and late remorse.

- Help students see the connection between Tom and the other characters (Mark, Jamie, Morgan). Highlight that Tom's power completely depends on the reaction of the audience. If the audience speaks up, Tom loses his platform. Introduce and write key psychological and social terms on the board: *intimidate, exert dominance, social status, accountability, provocation*.
- Ask students what an appropriate consequence for Tom should be. Challenge them to think about how a school community can hold a student accountable while also addressing the root cause of their aggressive behavior to prevent future incidents.



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Hour 2 (40 Minutes): Upstander Rehearsal & NVC Integration (Optional)

- Divide the class into small groups and assign them a creative scripting task. Students must write and perform a short role-play depicting a follow-up scene that didn't happen on the screen.

Scenario Choices for Groups:

- Scenario A: Tom and Mark have a guided conversation with a teacher or school counselor to resolve the issue (Restorative Justice).
- Scenario B: Jamie and Morgan sit down with Tom privately to explain why his behavior wasn't acceptable and why they chose to stand up for Mark.

Pedagogical Goal: To practice spoken fluency and pragmatics (how to confront someone politely but firmly in English).

- Guide the class in creating an anchor chart based on the final question of the previous slide ("*What can we say or do...*"). Divide the board into three action-oriented columns:
 1. What to SAY (Direct intervention phrases like "*That's not cool,*" or "*Leave him alone*").
 2. What to DO (Indirect intervention like walking away with the victim or reporting safely).
 3. How to SUPPORT (Post-incident empathy, checking in on the person later).

Pedagogical Goal: To move from abstract ethics to concrete, low-risk behaviors students can actually copy in real life.

- Move the discussion from the fictional characters to the students' actual school environment. Guide the class to synthesize their ideas into a visual "Upstander



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Toolkit" anchor chart, categorizing verbal interventions, non-verbal support strategies, and reporting mechanisms.

- Hand out small, blank index cards. Instruct each student to write down one clear sentence they can comfortably say aloud if they see a classmate being teased.
Examples to dictate: "Drop it, that's not funny," or "Leave them alone, you've made your point." Tell them to slip this card into their pencil cases or wallets as a personal action prompt.
- Conclude the lesson by emphasizing that peer support and speaking up are active choices that shape their school climate. Use their input during this session as a formative assessment of their ethical reasoning and advanced communicative competence.

SCENARIO 2: "Addressing Physical Assault and Discrimination" (KMOP Framework)

- **Target Cohort:** Ages 10–14 (Upper Elementary to Lower Secondary)
- **Core Themes:** Xenophobia, Cultural/Ethnic Bias, Physical Violence, Institutional Reporting

Hour 1 (40 Minutes): Structural Bias & Turning-Point Mapping

- Use masking tape or string to outline a large circle in the middle of the classroom floor. Have all students stand on the outer perimeter.
- Read aloud a series of arbitrary personal background statements: *"Anyone who speaks more than one language at home," "Anyone born in a different town or country," "Anyone who celebrates cultural holidays that differ from the majority."* Instruct students who match the criteria to step into the center circle.
- Stop the class and ask them to observe the physical divide. State: *"Human groups easily construct artificial walls that alienate individuals based entirely on appearance, accent, or origin. This is the root source of xenophobic bullying."*



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- Open the scenario on the project screen. Display the introductory screen. Read the book graphic aloud with a calm, impactful cadence: *"In this scenario, you will meet Alex, who faces a difficult situation at school."* Given the age bracket (10–14 years old), avoid overly simplified language; treat this as a mature civil discussion.
- Explain that bullying often stems from stereotypes, cultural prejudices, and fear of differences. Emphasize that targeting someone because of their background or identity transforms a personal conflict into an act of discrimination.
- Read aloud the sentences on the screen. Prepare them to emphasize with Alex. Click on the next button to start the journey of Alex, where Alex, a student from a different cultural background, is targeted by five classmates near the school water fountain.
- When the dark blue banner pops up on the screen, keep the simulation paused. Read the question aloud with a serious, measured, and empathetic tone: *"How do you think Alex feels when the classmates tell him 'You don't belong here'?"* Let the weight of that question settle in the room before taking answers.
- Explicitly point out to the students that the phrase *"You don't belong here"* is not just a regular insult or playground teasing. Explain that this phrase attacks Alex's right to exist in the school space based purely on his background—making it an act of cultural discrimination.
- **SAFETY NOTE!** Before going on with the discussion, open the floor for discussion and dive into these scenarios, you need to firmly re-establish the classroom guidelines you agreed upon during your preparation phase. To ensure this remains a safe, productive, and supportive space for everyone, tell the students that you will strictly adhere to the following rules:

Complete Confidentiality: What is said in this room stays in this room.

Absolute Active Listening: Give your full, respectful attention to whoever is speaking. No interruptions.



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Anonymity is Mandatory: Under no circumstances are you to use the real names of your classmates, teachers, or peers. Furthermore, do not bring up specific, real past school incidents.

- To solidify their empathy, pose the question to the class : *“If you moved to a new country where you didn't speak the language perfectly, and a group of peers told you that you didn't belong on your very first week, how would that affect your courage to come to school tomorrow.”*
- Summarize their inputs on the board, noting that ignoring verbal exclusion often allows it to escalate into something much more dangerous. Instruct a volunteer student to click **"CONTINUE"** to see how Alex tries to handle this initial confrontation.
- When this dark blue banner populates the interface, maintain the screen on freeze. Read the text clearly and with a measured, serious cadence: *“What should a student do if they see someone being bullied or excluded?”* Allow the weight of the question to settle, shifting the focus from the fictional narrative to collective civil responsibility.
- Before opening the floor, strictly enforce the trauma-informed guidelines established in the scenario preparation phase: mandate absolute confidentiality, guarantee active and non-judgmental listening, and explicitly prohibit the mention of real-world peers or specific names.
- Guide student brainstorming by categorizing their tactical suggestions on the whiteboard into two operational frameworks based on Restorative Justice principles:
 - Direct Peer Solidarity (Low-Risk Acts): Shifting to physically stand next to the victim, creating a tactical diversion to interrupt the aggression, or using basic welcoming phrases.
 - Indirect/Delegated Intervention: Rapidly engaging the school's adult protective network (duty teachers, floor supervisors, or administrators) instead of engaging in physical counter-aggression.



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- Document the finalized, student-generated behaviors on the board. Inform the class that these core principles will serve as the raw material for the collaborative classroom artifact—the "**Class Helping Rules Poster**"—which they will systematically codify via Canva in the upcoming solutions session.
- Once a shared consensus regarding safe peer intervention is anchored, select a student volunteer or engage the navigation controls to click "**CONTINUE**"
- Keep the screen paused on the final prompt. Read the question aloud with an inspiring and collective tone: *"What can schools do to help every student feel safe and accepted?"* Point out that while being an upstander helps in the moment, changing the entire school culture stops bullying before it even begins.
- Remind the class of the primary lesson objective: cultural diversity enriches rather than threatens a community. Ask the students to think about how their classroom environment can actively celebrate differences rather than just "tolerating" them
- Ask the class: *"What is one rule we can all agree on to make our class a safe and kind place?"* Write their ideas on the whiteboard. These ideas should build a protective framework that values respect, active listening, and anti-discrimination.
- Explain to the students that their answers to this question will be officially used to create a collective "**Helping Rules**" poster via Canva during the upcoming solutions session. This poster might be printed and used to decorate the classroom as a constant physical reminder of their agreement.
- Once the key rules are collected on the board, click "**CONTINUE**" to officially complete the digital interactive story segment of Alex's scenario.
- Display the notebook-style "Discussion" slide on the screen. Explain to the class that they have completed the digital story of Alex and are now going to share what they have learned to help protect their own school community.
- Before reading the questions, firmly remind the students of the preparation guidelines : *"As we talk about these questions, remember our core rule: no real names of*



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classmates or past school incidents can be mentioned. We are here to listen to each other without judgment or mockery.

- Do not rush through the list. Address the questions in pairs, allowing students time to respond in their regular notebooks or share aloud with a partner before opening a class-wide dialogue.
- For the first three questions:

"How do you think Alex felt in the story?"

"If you were in Alex's place, how would you feel?"

"Why is it important to notice other people's feelings?"

guide students away from simple answers like "sad" or "bad." Scaffold advanced emotional vocabulary suitable for ages 10–14, such as *isolated*, *targeted*, *invisible*, *unsafe*, *humiliated*, or *devalued*. Emphasize that when someone is targeted because of where they are from, the emotional impact is much deeper.

For the last two questions:

"What is one simple thing a friend could do to help someone being bullied?"

"Why can a small action, like standing next to someone or saying something kind, make a big difference?"

- Highlight the word **"simple."** Challenge the misconception that interrupting bullying requires a physical confrontation. Discuss how standing silently next to a classmate at a water fountain can disrupt a bully's sense of power and make the target feel supported. Underline the exact moments where the adult supervision structure failed to protect Alex, mapping how a weak adult warning can act as a green light for an aggressor to escalate verbal exclusion into physical violence.
- As students share their ideas for small actions, write their key phrases on the whiteboard. Remind them: "Keep these ideas in mind, because we will use them to create our final class 'Helping Rules'"



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- Direct the students to look at the practical solutions written on the board during the terminal discussion. Instruct them to open Canva (or distribute large poster paper and standard markers if working offline).
- Gather the students back together for a brief restorative closing reflection. Ask each student to complete one of these two concluding sentences in their regular reflection notebooks or aloud:
 - “One thing I will do if I see someone being isolated is...”
 - “To make sure everyone feels they belong in our classroom, I will..
- Because discussing physical assault and ethnic discrimination can trigger strong emotions, execute your safety mechanism before dismissing the class:
 - Thank the students for their vulnerability, respect, and active listening. Remind them: “What we discussed today stays in this room to protect everyone's privacy.
 - If today's story made you feel uncomfortable, or if you want to talk about something happening in confidence, my door is always open after school.”
- Print out the finalized Canva poster and hang it prominently near the classroom entrance or the water fountain area as a permanent reminder of their collective pledge to prevent bullying and celebrate diversity.

Hour 2 (40 Minutes): Restorative Justice Frameworks & Flowchart Engineering (Optional)

- Instruct the teams to run a physical role-play of the water fountain sequence, but this time, they must change the bystander mechanics.
 - Train the students playing the bystanders to execute an **"Upstander Escort"**:
"When verbal aggression begins, bystanders should not physically separate the students or block the aggressors. Instead, they should create a simple distraction to help Alex exit safely (e.g., *'Hey Alex, the teacher is looking for us, let's go'*). The group should then immediately walk together to the nearest



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teacher, administrator, or counselor's office. Students must never physically get between the conflicting parties.

- Convene a whole-class circle discussion. Deliver these precise processing questions:
 1. *"How did Alex's sense of spatial safety change after the teacher delivered a weak warning and walked away?"*
 2. *"Why does an insufficient adult response directly encourage an aggressor to escalate verbal exclusion into physical violence?"*
 3. *"If you witness a group tracking a vulnerable classmate toward an unsupervised area, what specific actions must you take immediately?"*
- Distribute sheets of paper and markers. Instruct each group to sketch a clear, operational **"Student Safety Flowchart"**.
 - The chart must map out exactly what a student should do if they witness identity-based threats (Step 1: Interrupt safely; Step 2: "Invite the target to move with you toward a trusted adult / safe supervised area.; Step 3: Provide an official report to the designated safety teacher; Step 4: Follow up with the target to ensure safe transitions).

SCENARIO 3: "The Corridor Incident" (Know and Can Association Framework)

- **Target Cohort:** Ages 7–12 (Primary School)
- **Core Themes:** Physical Aggression, Unsupervised Spaces, The Bystander Circle

Hour 1 (40 Minutes): Boundary Mapping & Scenario Analysis

- Hand each student three colored cards: Green, Yellow, and Red. Explain that you will read out physical actions that happen during recess. If they think the action is fun for everyone, they hold up Green. If it makes them uncomfortable or crosses a line, Yellow. If it is flat-out harmful, Red.



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Read out:

1. *"Chasing a friend who is laughing and running away."* (Green)
 2. *"Pulling a classmate's backpack tightly from behind as a joke."* (Yellow/Red)
 3. *"Tripping someone in the hallway and walking away while laughing with a group."* (Red).
- Emphasize this rule: *"An action is defined as harmful by its impact on the person receiving it, not by the intention of the person doing it."*
 - Launch the digital corridor scenario module. Display the intro screen. Read the text aloud with dramatic pauses: *"A game, a joke...or something more serious? In this scenario, you will explore how actions can hurt, even when not intended. What would you do if you saw it happening?"*
 - Let the ambiguity sink in for a moment to build curiosity. Draw the students' attention to the phrase: *"...how actions can hurt, even when not intended."* Ask a quick check-for-understanding question: *"Can you think of a time when someone said 'just kidding' but the other person was actually hurt?"* Before opening a massive floor debate, give students 1 minute to look at the question: *"What would you do if you saw it happening?"* Ask them to quickly write down **one verb** or **one phrase** that represents their immediate instinctual reaction (e.g., stop it, report it, walk away, record it). Explain to the class that they are about to experience a simulation where these choices matter. Collect a few quick keyword predictions from the room, then transition into the active scenario.
 - When the screen displays the prompt: *"Why is it important to listen when someone asks you to stop?"*, keep the scenario frozen. Read the question aloud to the class with clear emphasis on the words **"listen"** and **"stop"**
 - Remind the students of the corridor incident. Point out that Dimitar's initial intention was just to play enthusiastically, but because he ignored Ivan's soft request to *"Please stop,"* the situation escalated into an unsafe interaction where Ivan was hurt.



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- Give students 2 minutes to discuss the question with a peer sitting next to them. Guide their discussion with the following sub-prompts:

How does it make someone feel when their personal space or verbal boundaries are ignored?

At what exact point does a playful joke cross the line into aggression or bullying?

- Gather quick feedback from the pairs. Write their keywords on the board and establish a definitive classroom standard: **"Stop means stop immediately, no matter the intention."**
- Continue with the digital scenario.
- As the screen transitions to "What could the witnesses have done to help Ivan?", ensure the interface remains paused. Highlight the internal conflict of the scenario's witnesses: wanting to assist versus fearing negative outcomes or adult reactions.
- Adapt the expectations for student output based on their developmental stage:
 - For Younger Students (Ages 7–8): Direct them toward simple, concrete actions such as finding a nearby teacher or calling out for support.
 - For Older Students (Ages 9–12): Challenge them to articulate peer-mediation strategies, like direct boundary reinforcement or physically walking with Ivan away from the tension.
- Give the class 90 seconds to shout out short action phrases. Divide the whiteboard into two tactical approaches: **Direct Intervention** (e.g., telling Dimitar to stop) versus **Indirect Intervention** (e.g., alert a staff member immediately).
- Remind students that standing up for a classmate aligns directly with building a reliable and secure peer environment where everyone feels safe. Click "Continue" to see how the interactive scenario resolves the dilemma.
- The last screen contains multiple deep reflective prompts. Do not rush them. Consider having students sit in a discussion circle. Deal with the first four factual/analytical



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questions relatively quickly to establish a shared narrative baseline before focusing deeply on the final two abstract questions

- Focus heavily on: *"How do we recognize when physical behavior stops being a game?"*
- Remind students that Dimitar was running and full of energy, meaning excitement can sometimes blind someone to the comfort level of others.
- Guide students to pinpoint explicit markers of discomfort: body language, tone of voice (even a soft "please stop") , and physical indicators like stumbling or tearing up
 - For Younger Students (Ages 7–8): Ask them to demonstrate or describe basic facial expressions or body signs (e.g., pulling away, frowning).
 - For Older Students (Ages 9–12): Challenge them to analyze the social responsibility of the group to stop a game when one person is clearly not enjoying it anymore.
- Ask students write a brief paragraph answering the following prompt:
- "Think about Ivan, Dimitar, and the two witnesses in the corridor. If you see someone pushing or pulling a classmate's bag next week under the pretext of 'just joking', what is the exact phrase you will use to intervene safely?"

Hour 2 (40 Minutes): Restorative Interventions & The Security Charter (Optional)

- Instruct the drama groups to run **"Take 1"** (The Default Ending): The crowd stands in a circle, laughs nervously, and leaves the target to gather their scattered books alone.
- Immediately shout *"Freeze!"* and command them to run **"Take 2"** (The Upstander Ending): Two students from the bystander perimeter must break the circle, step into the center area, physically block the view of the laughers by turning their backs to them, kneel down, help collect the items, and walk arm-in-arm away with the target to the nurse or counselor.
- Have the students sit on top of their desks in a wide circle. Ask these exact questions:



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1. *"What social fears or blockages hold a student back from breaking out of the crowd circle to help someone on the floor?"*
 2. *"How does standing still and watching silently help the person who did the tripping?"*
 3. *"If you are afraid of being targeted next, what is a safe way to get help without confronting the aggressor directly?"*
- Distribute paper brick cut-outs to each student. Instruct them to write one actionable commitment to keep hallways safe during breaks (e.g., *"If I see someone sitting alone or pushed in the hallway, I will stand by them"*).
 - Have each student walk up and tape their brick onto the main classroom door, constructing a literal "Classroom Protection Wall."

SCENARIO 4: "Beautiful or Ugly Duckling?" (MSPEI Framework)

- **Target Cohort:** Ages 7–10 (Early Elementary Classrooms)
- **Core Themes:** Relational Exclusion, Socio-Economic Isolation, Allegorical Therapy

Hour 1 (40 Minutes): Allegorical Transposition & Relational Auditing

- Place a series of prompt cards into a jar. Each card describes a quiet classroom exclusion situation (e.g.,
 - 1) *"A student sits down at a lunch table, and two people immediately pick up their trays and move away,"*
 - 2) *"A student is wearing old, worn-out shoes, and classmates whisper and look at them during line-up,"*
 - 3) *"A student struggles to understand game rules due to an accent"*
- Have three students pull a card and act out the scene using body language only—no spoken words. Emphasize how heavy and cold *relational exclusion* feels, even when no physical violence occurs.



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- Open the platform scenario. Read the opening question aloud with an empathetic, reflective tone: *"What does it feel like to be left out of the group?"* Let the class sit with the question for a brief moment to personal-contextualize the feeling.
- Briefly explain that unlike physical friction, social exclusion is often quiet and invisible (e.g., not being invited to play, being ignored during breaks, or classmates refusing to share a desk). Emphasize that emotional injuries can be just as painful as physical ones.
- Have students turn to a partner for 60 seconds to answer the final prompt: *"What would you do to include someone?"* Ask each pair to come up with **one simple, immediate action** a student can take during recess (e.g., waving someone over, sharing a toy, asking a simple question).
- Summarize their introductory ideas on the board under the title "Inclusion Instincts." Inform the class that they are about to experience a simulation designed to help them recognize when a peer is being quietly isolated, and then transition directly into the active digital scenario.
- To help students conceptualize the invisible emotional weight of social exclusion, build empathy for the isolated individual, and articulate why passive exclusion can hurt just as much as active bullying.. The instruction for each game is on the screen. For the third game you can reach the The Ugly Duckling video directly at <https://youtu.be/P97fi2t5C08>.
- After playing all the games on the screen;ask the students *How can we help classmates who feel like an 'ugly duckling' today?"* Emphasize the word **"today"** to signal that the discussion is no longer about a fairy tale, but about their current, daily lives.
- Before jumping straight to solutions, ask the class to identify how an "ugly duckling" looks in real life. Guide their focus toward subtle cues of relational isolation:
 - *Sitting alone at a lunch table or on a bench during recess.*



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- *Being left out when groups are formed for class projects.*
- *Walking slightly behind a group of friends instead of alongside them.*

Give the class 2 minutes to generate immediate, low-barrier welcoming behaviors. Write down their ideas on the board under the heading: **"Inclusion Acts"**. Challenge them to focus on small actions that require zero social risk but carry significant impact (e.g., *a warm smile, making eye contact, sitting next to someone new*).

- Remind the class that creating a safe, inclusive environment is a shared group responsibility, not just the job of the teachers.
- Summarize their points on the board. Gather students in a circle away from the screen. Ask them to think about how a group's collective behavior can completely change a classmate's experience at school. "The duckling became a swan, but what about our classmates? How can our choices make sure nobody feels invisible in our corridors tomorrow?"
- Divide students into small groups of 3 or 4. Challenge them to create a short, catchy slogan (maximum 5–7 words) that encourages inclusion or fights against social isolation. To scaffold their writing, provide a word bank on the board:
- *Word Bank:* Welcome, Join, Stand, Together, Team, Friend, Kind, Safe, Share.

Examples of Expected Student Output:

- *"Different outside, same inside!"*
- *"No empty seats, join our team!"*
- *"Be a friend, include till the end!"*



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Hour 2 (40 Minutes): NVC Integration & Creative Art Therapy (Optional)

- Introduce Marshall Rosenberg's Nonviolent Communication (NVC) metaphor using two simple animal concepts:
 - **The Jackal:** Speaks with judgments, labeling, exclusion, and blame (e.g., *"You don't fit in with us, go away"*).
 - **The Giraffe:** Has a long neck to see big perspectives and a large heart to speak with empathy and state needs (e.g., *"I see you are standing by yourself. Would you like to join our table?"*).
 - Hold up a toy or drawing of a Jackal and a Giraffe. Read out exclusionary phrases and have the students yell out which animal is speaking. Have them practice translating "Jackal phrases" into "Giraffe welcomes."

Sample Phrases:

Jackal Phrase 1: *"Go away, the game is already full! We don't have space for you."*

- **Giraffe Welcome:** *"We already started this match, but you can be next in line, or we can add an extra player to our team!"*

Jackal Phrase 2: *"You can't play football with us, you're too slow and you always ruin the score."*

- **Giraffe Welcome:** *"We want to win, but we also want everyone to play. Let's practice passing the ball together."*

Jackal Phrase 3: *"This is our bench. Go find somewhere else to sit."*

- **Giraffe Welcome:** *"We are sharing secrets right now, but there is plenty of room on the bench if you want to sit with us."*

- Lead a brief circle-time processing session with these simple prompts:

1. *"Why do children sometimes exclude others from their games? Why are those reasons unfair?"*



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2. *"How does a student's body language change when they are feeling pushed out or ignored by the group?"*
 3. *"What are three welcoming things we can do tomorrow to ensure no classmate is left sitting alone during lunch?"*
- Unroll a large sheet of butcher paper across the floor. Provide finger-paint or markers.
 - Have every student trace their handprint onto the poster. Inside their handprint, instruct them to write one welcoming phrase.
 - Title the poster: **"We are Heroes, Not Haters"** and hang it prominently at the front of the classroom.

SCENARIO 5 "The Group Chat & The Meme" (Liceul Tehnologic Ticleni Framework)

- **Target Cohort:** Ages 12–16 (Secondary School / High School)
- **Core Themes:** Digital Permanence, Audience Amplification, Group Chat Charters

Hour 1 (40 Minutes):

- Draw a large geometric web on the blackboard. Label the center node *"The Original Private Post"*. Draw lines branching out exponentially to represent class group chats, school forums, and external messaging apps.
 - Ask students to estimate how many minutes it takes for an embarrassing, non-consensual photo or a targeted meme to reach 500 screens within a school district.
 - Explain the clear boundaries where playful peer banter transitions into criminal digital harassment and cyber-victimization under national education laws.
- When the introductory banner populates your screen, freeze the interface. Read the text clearly and with a measured, serious cadence to shift focus from a casual screen to collective digital responsibility:



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"It starts as a joke in a group chat... but does it stay that way? In this scenario, you will explore how quickly things can go too far online. What would you do if you were part of the chat?

- Before clicking forward, look at the class and ask:
"Where exactly is the line between a group chat joke and cyberbullying?"
- Draw a line down the middle of the board. Label one side **"Banter/Joking"** and the other **"Cyberbullying"**
- Guide students to understand that an online "joke" instantly crosses the line into harm when it includes three systemic factors:

Power Imbalance: A group targeting an individual.

Lack of Consent: Creating or sharing content about a classmate without their explicit permission.

Repetition & Scale: Online posts do not disappear; every view, share, or laughing emoji repeats the harm continuously.

- Before opening the floor for students to analyze the characters, state these boundaries firmly:
 - "As we unpack this story, our anonymity rule is absolute: **no real names** of classmates, no active social accounts, and no personal school conflicts can be mentioned. We are analyzing the fictional characters on the screen only."
 - "Everyone has the **'Right to Pass.'** If an interactive prompt or question feels too close to home, you can choose to pass without explaining why.

Continue with the story.

"How would you feel if something personal you created was turned into a joke?"

- When this banner appears, freeze the digital interface. Before taking answers, look at the class and contrast this slide against the opening slide you reviewed earlier:



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- “Remember our opening slide stated that things start as a joke in a group chat? This question asks you to look at the exact moment that joke targets a piece of your personal identity.”
- Explicitly guide students (ages 12–16) to process the unique vulnerability of artistic or creative exposure.
- Explain that when a character like Andrei shares an original drawing, it is an act of personal trust within a group space.
- Turning that specific creation into a mocking meme without consent isn't generic peer friction—it is a violation of boundaries that causes immediate social degradation.
- Instruct students to open their reflection logs. Give them 60 seconds to write down descriptive terms. Push them past elementary words like "sad" or "angry." Encourage terms aligned with their developmental stage: “Exposed, violated, devalued, betrayed, and socially trapped.”
- Once students have logged their personal feelings, explain that individual hurt is amplified when a passive digital audience joins in using laughing emojis. Click "**CONTINUE**" to observe how the rest of the group chat reacts to the meme deployment.
- "What signs might show that someone is emotionally hurt by online bullying?" When this interface banner pops up, **freeze the screen**. Address the students directly to highlight the core difference between physical bullying and cyberbullying:

“In our physical scenarios, we can easily see the impact—someone crying, hiding, or being physically cornered. Online, the aggression follows a person straight into their bedroom, behind closed doors. Because we can't see their face through the screen, we have to look much closer at their behavior to know they are hurting.”
- Guide the class (ages 12–16) to look for signs across different settings, connecting what happens in the digital chat to how it changes a person in real life:



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- Digital Signs: A peer suddenly going completely silent in a highly active group chat, deleting their profile picture, leaving shared servers, or abruptly shutting down their devices.
- Classroom & Social Signs: Sudden drops in school participation, sitting alone during breaks, showing nervous anxiety whenever their phone buzzes, or a sudden decline in academic engagement.
- Emotional Signs: Increased irritability, acting defensive when asked about their phone, or showing signs of social withdrawal and deep humiliation.

Have students spend two minutes writing down these behavioral shifts in their reflection logs. Use this exercise to challenge the cognitive distortion that online actions don't cause "real" pain:

“When someone claims a meme is 'just banter,' look at the targeted person's actual behavior. If they withdraw, stop sharing their work, or go silent, the impact is severe. Silence in a chat isn't agreement or indifference—it is often a sign of feeling overwhelmed and isolated.”

- Before taking responses from the room, firmly restate your core safety boundaries:

“As you share signs you've noticed, remember our strict rule: do not share personal tech accounts, do not bring up live classroom group chats, and do not use real names. Focus purely on the general behavioral signs we need to watch out for to protect one another.”
- Summarize the signs students have noted on the board, emphasizing that noticing these changes is the first step toward stepping in as an upstander. Click "CONTINUE" to guide the class into exploring how to safely support a peer showing these emotional signs.



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- "Cami is unsure how to intervene." When this banner populates the screen, **maintain the system on freeze**. Do not click continue. Address your students by validating the realistic social anxiety behind Cami's hesitation:

“Look at Cami’s expression and the phone screen. Cami isn’t the one who made the meme, and she isn’t the one laughing, but she is stuck. She feels uncomfortable because she knows this has gone too far. Let’s talk about why doing the right thing online can feel incredibly scary for a bystander.”

- Use this specific prompt to address peer pressure and status anxiety within the 12–16 age group
- Ask the class: “*What is Cami afraid will happen if she types 'stop' right there in the group chat?*”
 - Fear of becoming the next target of Radu and Ioana's mockery.
 - Fear of being isolated or excluded from the main social circle.
 - The belief that “someone else will say something, so I don't have to” (Diffusion of Responsibility). Map their answers on the board to isolate core social fears
- Guide students to realize that intervening doesn't require a public confrontation. Present them with three distinct operational paths for Cami, moving from private solidarity to systemic reporting:

Option A: The Private Check-In (Low-Risk / High Impact) Instruct Cami to minimize the group chat window and open a direct, private message to Andrei. *Script:* “Hey Andrei, I saw what they posted in the group chat. It’s not funny at all, and I think your drawing is actually really cool. Don’t listen to them.” Explain that breaking the target’s isolation privately takes away the sting of public humiliation without drawing immediate fire from the aggressors.

Option B: The Group Chat Shift (Medium-Risk / Definitive) Have Cami post a neutral, boundary-setting text directly into the active thread to break the



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momentum. *Script: "Alright guys, this isn't cool anymore. Let's drop it and change the subject."* Teach the class that a calm, non-judgmental redirection can give other uncomfortable bystanders the courage to stop sending laughing emojis.

Option C: Preserving Evidence & Adult Engagement (Systemic) If the group chat continues to escalate, instruct Cami to take immediate screenshots of the thread to preserve the digital footprint. Emphasize that she should bring this evidence directly to a trusted teacher, counselor, or parent. Remind the class that asking an adult for help to protect a peer is a sign of community strength, not "snitching".

- Once the class has formulated these actionable options on the whiteboard, select a student volunteer to click "**CONTINUE**".
- Bring the screen to a freeze on this notebook-styled "Discussion" slide. Transition students from the digital simulation by stating: "We have observed how Andrei's creative artwork was weaponized into a meme. Now, let's step completely out of the chat interface and look at these questions to build a safer digital space for our own class."
- Before addressing the prompts, firmly restate the safety boundaries: "During this discussion, our ground rules remain active : do not mention real group chats, do not pull out your physical phones , and do not mention real names. We are discussing the mechanics of online behavior
- Go through the displayed questions sequentially, giving students time to formulate their responses:
 1. "Where is the line between joking/banter and cyberbullying?"
 2. "What roles did people play in the chat (aggressor, reinforcers, defenders, outsiders)?"



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- Challenge the Bandura model of moral disengagement. Remind students: “An online joke stops being a joke the exact millisecond the target wants it to stop. If you react with a laughing emoji to a harmful post, you are no longer an outsider—you have actively joined the chat as a reinforcer.”
 3. "How might the target feel during and after the incident? What might bystanders fear?"
 4. "What are safe, realistic upstander actions in a group chat?"
- Connect back to the role-play outcomes. Highlight how cyberbullying bypasses the school gate and follows a target directly into their private home. Validate the bystanders' fear of social isolation, but emphasize that small, private messages of solidarity (the Private Pivot) are low-risk actions that immediately break the target's isolation.
 5. *"What should you save as evidence and who can you report to at school and at home?"*
- Map the precise structural reporting flowchart on the whiteboard. Explicitly instruct students: “Do not delete the thread out of panic, and do not engage in a text war with the aggressor. Take screenshots immediately to save the digital footprint, and bring it directly to a trusted teacher, parent, or our school counselor.”
- As students share their answers, log their core insights on the board. Inform them that these exact points will serve as the immediate foundation for the final activity: drafting the 3–4 binding rules of the **Class Online-Respect Code** using Canva.



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Hour 2 (40 Minutes): Restorative Policy Co-Creation & Charter Pinning (Optional)

- Instruct the students to unite into larger teams of six. Distribute a large sheet of cardboard to each team.
- Instruct them to draft an official, legally-styled **"Class Chat Social Charter"** containing three non-negotiable operational rules to govern all active student messaging groups.
- *Mandatory elements to enforce:* (1) A total prohibition on sharing non-consensual images of peers or teachers; (2) An obligation to delete defamatory content immediately; (3) A rule to explicitly pause the group chat feed if a peer is targeted.
- Lead a whole-class open forum using these structured prompts:
 1. *"Why does the permanence of a digital post cause long-lasting anxiety for a target compared to a temporary verbal comment?"*
 2. *"How do passive digital actions, like viewing a post or adding a laughing emoji, make someone an active accomplice to cyberbullying?"*
 3. *"What specific legal and institutional rules protect students from non-consensual sharing of their images within school groups?"*
- Have each team read their drafted charter aloud to the class. Use a democratic vote to select the strongest rules from each poster and compile them into a singular master charter document.
- Instruct every student to sign their name at the bottom of the poster. Take a photograph of the finalized charter and instruct the class group chat administrators to pin the image to the top of all active student communication groups.



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SCENARIO 6: "When Online Words Hurt: Ari's Story" (Üsküdar MEM Framework)

- **Target Cohort:** Ages 13–16 (Middle School to Upper Secondary)
- **Core Themes:** Disability Bullying, Ableism, Cyberbullying, Digital Disinhibition Effect

Hour 1 (40 Minutes):

- Project a sequence of harsh, real-world anonymous internet text comments onto the main screen. Explain the scientific concept of the **Digital Disinhibition Effect**: how the lack of physical eye contact, vocal tone, and face-to-face feedback online tricks a user's brain into dropping moral boundaries.
- Define **Ableism**: the systematic discrimination or marginalization of individuals with physical or cognitive challenges. Explain that when ableism merges with cyberbullying, it creates an incredibly isolating environment for a vulnerable student.
- Open the Üsküdar MEM scenario portal: <https://platform.sabe-anti-bullying.eu/>. Project the story of Ari, a student with a physical disability who uploads an original piece of digital artwork to a school forum.
- Read the text on the right page clearly and with a measured, serious cadence:
- *"A message, a comment, a meme... can it really hurt someone? In this scenario, you will explore how online actions affect real lives. What role will you choose to take?"*
- Immediately following the reading, deliver this targeted follow-up script to challenge the diffusion of responsibility online:
- *"Notice that final question: 'What role will you choose to take?' In a digital group chat, you can never truly be invisible. If you see a mocking post about a classmate and you react with a laughing emoji, you have chosen a role. If you forward it to another group, you have chosen a role. Even if you stay completely silent and just watch it happen because you're afraid of being targeted next, you have still chosen a role. Today, we are going to look at how to choose a role that actually protects people."*



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- Give the room **10 seconds of absolute silence** to let the weight of the question sink in. Then, click **START** to open the interactive story.
- Draw the students' attention to Ari's smiling expression and her digital drawing of dragons. Ask the class: *"Sharing something you created takes courage. When Ari hits 'send' to show her classmates her artwork, what is she hoping or expecting to receive from her peers?"* Log key answers on the board (e.g., encouragement, feedback, connection). Click **"NEXT"** to witness how the chat dynamic shifts.
- Point to the laughing emojis on the screen. Ask the classroom:
- *"The students sending these laughing emojis might say, 'I didn't write the comment, I just reacted!' Are they innocent bystanders, or did they just help Jordan bully Ari?"* Explain how clicking a laughing emoji validates the aggressor and multiplies the humiliation for the target.
- When the screen turns grayscale. Read the banner question:
"Why is it important to respect someone's creativity and effort online?"
- Give students 60 seconds of silence to think about this question or write down 2-3 keywords in their reflection logs. Before opening the floor for responses, firmly remind the room of the core boundary guidelines:
"As we discuss how to protect peers from this kind of behavior, remember our strict rule: do not mention anyone's personal tech accounts, do not bring up real past classroom arguments, and do not use real names. We are focusing on general principles of digital respect."
- Note student insights on the board. Remind them that these reflections will directly inform the **Class Online-Respect Code** poster they will design in Canva at the end of the module.
- Once the foundational concepts of empathy and digital boundary-setting are locked in, click **"CONTINUE"** to guide the class into exploring how bystanders can actively intervene to support Ari.



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- Explain to students that once a screenshot enters a public page, the original context is stripped away. The target loses all control over their own narrative, and the audience grows exponentially. Click **"NEXT"**.
- Contrast this image with the very first scene of Ari. Ask the students:
"Look at Ari's posture, her eyes, and her action of closing the phone. How does the concept of 'closing the phone' contrast with the feeling of knowing the post is still live on a public school page?"
"Even if she turns off her screen, has the bullying stopped for her?"
- Explain that closing a device provides no relief when a student knows their peers are still actively liking, sharing, or mocking their identity in the digital background. Click **"NEXT"**.
- When the screen turns to grayscale read the central blue banner question:
"When does a joke online become cyberbullying?"
- On your physical classroom whiteboard, draw two columns: "Harmless Teasing" and "Cyberbullying." Have the class define the threshold line. Guide students to realize that a joke crosses into cyberbullying the moment it targets an unchangeable characteristic (like a disability), relies on a power imbalance, involves repetitive targeting, or causes intentional distress.
- Remind students that the specific boundaries they identify during this debate will serve as the text guidelines for the collaborative **"Class Online-Respect Code" poster** they will generate at the end of the unit. Click **"CONTINUE"** to choose the restorative paths.
- When the screen turns to grayscale read the central blue banner question *"Why is speaking to a trusted adult an important step?"*
- Ask the room to define who a "trusted adult" is in their school environment (e.g., school counselor, homeroom teacher, administrator). Address the core question directly: *"Why do students often hesitate to tell an adult when cyberbullying occurs?"*



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What fear keeps them quiet, and how does involving a counselor or teacher break the power balance that the bully relies on?"

- Intervene immediately if students attempt to mention real school incidents or criticize specific teachers by name. Keep the discussion analytical and structurally focused.
- Remind students to log these specific intervention strategies. They will explicitly frame the **"Reporting and Support Mechanisms"** section of their final collaborative **"Class Online-Respect Code"** poster via Canva. Click **"CONTINUE"** to advance the resolution paths.
- Explain that reporting an incident to a professional isn't about "getting people in trouble"—it is about restoring balance, ensuring psychological safety, and stopping systemic ableist discrimination. Ask the class:

"How does bringing an adult into the situation change it from a private burden into an issue that the school community is now responsible for fixing?"

- Remind students that formal reporting allows the school to implement standard digital safety guidelines and support both the target and the aggressor through corrective interventions. Click **"NEXT"**
- When the discussion screen opens, divide your classroom into small collaborative working groups. Assign each group one or two of the prompt questions visible on the screen to analyze deeply for 5 minutes:

Group 1: *How did Ari feel at each stage of the scenario?* (Focus on empathy and emotional trajectories).

Group 2: *How could bystanders act to support Ari?* (Focus on upstander tactics vs. passive reinforcement).

Group 3: *What could Jordan have done differently to express opinions without hurting anyone?* (Focus on the boundaries of constructive peer feedback vs. ableist abuse).



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Group 4: *Why is it important to report cyberbullying incidents?* (Focus on breaking the cycle of digital isolation).

Group 5: *How can students make digital spaces safer and more inclusive?* (Focus on proactive digital culture).

Group 6: *What actions can friends or peers take to help victims of cyberbullying?* (Focus on interpersonal allyship).

- Keep a tight rein on the discussion boundaries. If students begin to speculate about real peers, point out the colorful paper-doll chain icon at the bottom right of the screen layout:

“Look at the interlocking figures on your screen. They represent collective solidarity, not division. Keep your comments analytical, treat the fictional characters as our case study, and do not reference individual classmates or live accounts.”

- Once the groups conclude their verbal presentations of the questions, instruct each group to take the core conclusions, reporting strategies, and upstander guidelines they just generated and synthesize them into a highly visible, professional **"Class Online-Respect Code" poster** using Canva. These digital codes of conduct will be exported, shared digitally with the wider school network, and printed to permanently line the classroom walls as a testament to their digital safety commitment.

Hour 2 (40 Minutes): Socratic Fishbowl & The Digital Ally Protocol (Optional)

- Instruct the the students to write a text-based intervention script to insert directly into that live chat thread to break the momentum of the meme.
- Enforce this rule: *The text response must be non-confrontational and avoid attacking the bully, which would only trigger a flame war. * Approved scripts to rehearse:*
"Delete this, it's not cool," "Ari worked hard on that art, drop the edits," or "This chat group is for class updates, take this down."



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- Place four chairs in the center of the room; the rest of the class forms a wide circle around them. Invite four students to sit in the center chairs to debate these exact prompts while the class listens:
 1. *"Why does a cruel meme targeting a physical disability cause deep emotional harm to a student's sense of academic safety?"*
 2. *"How does hiding behind a screen alter a student's moral responsibility compared to delivering an insult face-to-face?"*
 3. *"What are the concrete responsibilities of a group chat administrator when exclusionary or ableist content is posted?"*

If a student from the outer ring wants to contribute, they must walk up, tap a center student on the shoulder, and swap seats.

- Have each student open their digital notebooks. Instruct them to write out a personal **"Digital Ally Protocol"** consisting of three rules:
 1. Never forward or screenshot a mocking meme targeting a peer.
 2. Always send a private support message directly to the target (e.g., *"I saw that post in the group chat, it was completely out of line. I think your artwork is amazing"*).
 3. Take a screenshot of the harassment with timestamps and report it to a trusted adult.



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APPENDIX: TEACHER RESOURCES & STUDENT TEMPLATES

SECTION 5: STUDENT WORKSHEETS & REFLECTION LOGS

5.1 The Scenario Reflection Log (Knowledge & Emotions Tracker)

Target Cohort: Ages 7–16 (Adaptable for all modules)

Instructions for Students: Fill out this reflection log individually following the digital gameplay simulation.

PART 1: EMOTION TRACKING

1. **The Character's Perspective:** Which character did you follow in the scenario? How did they feel when the conflict peaked? Use sophisticated emotional vocabulary (e.g., *isolated, humiliated, devalued, betrayed, socially trapped*).

My Response:

2. **The Audience Impact:** How did the reaction of the surrounding peer audience affect the target's emotions? (e.g., did laughing emojis or silent compliance multiply the harm?)

My Response:

3. **Self-Check:** If you were placed in this exact situation in real life, what would your immediate instinctual emotional reaction be?

My Response:

PART 2: KNOWLEDGE & SITUATIONAL ANALYSIS

4. **The Critical Turning Point:** Identify the exact moment in the digital game where a character's choice made the situation significantly better or worse.

My Response:



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5. **Categorizing the Friction:** Based on Module 1, did this scenario depict general peer conflict or systematic bullying? Prove your choice using the three core criteria:

Repetition, Intent, and Power Imbalance.

- ☐ General Conflict (One-time disagreement, equal power dynamic)
 - ☐ Systematic Bullying (Repeated targeting, intentional harm, power imbalance)
6. **The Moral Dilemma:** What social fears or blockages might stop a bystander from stepping in to help in this scenario? (e.g., status anxiety, diffusion of responsibility, fear of becoming the next target).

My Response:

5.2 My Personal Upstander Action Prompt Card

Instructions for Students: Cut out the card below, write down a concrete intervention sentence you feel safe using, and keep it in your pencil case or wallet as a personal reminder.

+-----+ | **SABE UPSTANDER**

TOOLKIT | | | **What I can SAY (Direct Phrase):** | |

" _____ " | |

(Examples: "Drop it, that's not funny," "Leave them alone.") | | | **What I can DO (Indirect**

Action): | | * Move physically to stand next to the targeted peer to break isolation. | | * Create

a tactical diversion to interrupt the aggression safely. | | * Save digital screenshots with

timestamps and show a trusted adult. | +-----+

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SECTION 6: FORMATIVE REINFORCEMENT ASSESSMENTS

6.1 Module 1–4 Cumulative Quiz (Printable Classroom Assessment)

Student Name: _____ **Date:** _____

Directions: Select the most accurate operational answer.

1. **When does a casual joke or playful peer banter cross the line into cyberbullying?**
 - A) The moment a teacher notices it happening.
 - B) The exact millisecond the target wants it to stop, or when it includes a power imbalance, lack of consent, and audience amplification.
 - C) Only if it contains explicitly abusive or foul language.
2. **If you react to an embarrassing, non-consensual meme of a classmate with a laughing emoji in a group chat, what role have you taken?**
 - A) An innocent outsider, because you didn't create the meme.
 - B) A defender, because you are keeping the chat lighthearted.
 - C) A reinforcer, because you validated the aggressor and multiplied the target's public humiliation.
3. **What is the scientific concept known as the "Digital Disinhibition Effect"?**
 - A) The speed at which a digital photo spreads across multiple school forums.
 - B) How a lack of physical eye contact and face-to-face feedback online tricks the brain into dropping moral boundaries.
 - C) The technical settings used to block malicious users on social applications.
4. **Which of the following is considered an effective, low-risk "Indirect Intervention" for a bystander witnessing physical or verbal exclusion?**
 - A) Engaging in physical counter-aggression to push the bully away.
 - B) Rapidly engaging the school's adult protective network (duty teachers, floor supervisors, or administrators).
 - C) Standing completely still to avoid drawing attention to yourself.



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Answer Key for Teachers:

1. **B** — A comment stops being a joke the moment it causes distress, lacks consent, and involves a power dynamic.
2. **C** — Laughing emojis actively reinforce and scale the digital harassment.
3. **B** — Digital disinhibition explains why students say things online they would never say face-to-face.
4. **B** — Utilizing adult protective structures protects the upstander while securing the victim.

SECTION 7: COPE & COUNTER STRATEGY WORKSHEETS

7.1 The Giraffe Communication Framework (Relational Inclusion Tool)

In the SABE framework, we differentiate between two modes of communication: **The Jackal** (blame, labeling, exclusion) and **The Giraffe** (empathy, big perspective, stating needs).

Task: Translate these exclusionary "Jackal" phrases into welcoming "Giraffe" protocols.

The Jackal Exclusion Phrase	The Giraffe Inclusive Translation
<i>"Go away, the game is already full! We don't have space for you."</i>	<i>e.g., "We already started this match, but you can be next in line, or we can add an extra player to our team!"</i>
<i>"You can't play with us, you're too slow and you"</i>	Your Turn: _____



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The Jackal Exclusion Phrase	The Giraffe Inclusive Translation
<i>always ruin our high score."</i>	_____
<i>"This is our private bench. Go find somewhere else to sit."</i>	Your Turn: _____ _____

7.2 The Digital Footprint Protocol (Cyberbullying Counter-Strategy)

If you are targeted online or witness a peer being harassed in a group chat, implement the **Three-Step Protocol**:

- **Step 1: Do Not Engage or Delete out of Panic.** Engaging in an online text war escalates the conflict. Do not delete the thread immediately, as it serves as vital proof.
- **Step 2: Preserve the Evidence.** Take immediate **screenshots** that show the sender's account information, the specific text or media, and the exact timestamps.
- **Step 3: Initiate the Private Pivot.** Minimize the public group chat and open a direct, private message to the targeted peer. Let them know they are supported and that you are going to report the incident to an adult together.



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**Międzynarodowa Szkoła Podstawowa
Edukacji Innowacyjnej w Łodzi**



kmOp



Liceul Tehnologic Ticlești
JUDEȚUL GORJ - ROMANIA

SECTION 8: INTERNATIONAL REPORTING PORTALS & HELPLINES

Teachers and students can access institutional support, legal guidance, and counseling through the following dedicated national networks:

Partner Country DOCX	National Child Helpline (Free/Confidential)	Official Anti-Bullying / Cyber-Safety Website
Poland	116 111 (Telefon Zaufania dla Dzieci i Młodzieży)	www.sieciaki.pl / dyzurnet.pl
Romania	119 The Child Protection Anti-Abuse Hotline 116 111 (Asociația Telefonul Copilului)	https://www.salvaticopiii.ro/ce-facem/protectie/siguranta-pe-internet
Bulgaria	116 111 — National Child Helpline / Национална телефонна линия за деца , managed by the State Agency for Child Protection. For immediate danger: 112 . For online safety support: 124 123 .	www.safenet.bg GDBOP Cybercrime Directorate / cybercrime.bg .
Greece	1056 (National Helpline for Children-SOS)	www.cyberalert.gr / www.hamogelo.gr
Italy	114 (Emergenza Infanzia) / 19696 (Telefono Azzurro)	www.generazioniconnesse.it
Türkiye	ALO 183 (Sosyal Destek Hattı) / ALO 141 (MEB İletişim)	www.guvenliweb.org.tr / ihbarweb.org.tr



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