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DEVELOPMENT OF SOFT SKILLS AS A FACTOR IN PREVENTING AND OVERCOMING BULLYING **MANUAL**

for educators and psychologists



Yerevan

2024

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The content expresses the views of the authors, which may not reflect the views of the Embassy of the Kingdom of the Netherlands and others.

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INTRODUCTION

Bullying is a widespread and complex phenomenon with a heavy social impact (Mohan, Abu Bakar, 2021), a form of violence that is regularly accompanied by aggressive behavior and is caused by unequal power relations (Pigozi, Machado, 2015). It is a serious problem, especially in schools (UNESCO, 2017). One of the fundamental rights of a student as a citizen is to be safe, protected, not exploited and not subjected to degrading treatment at school. No student should be bullied, and no parent should worry that their child may be bullied at school (Olweus, 1991).

The protection of children's rights is regulated by a number of RA laws and legal acts. It is necessary that all children in an educational institution are protected, have the opportunity to fully develop their full potential and achieve success in life.

Of course, children can also play a crucial role in the protection of their rights, if they are sufficiently aware and have the appropriate knowledge. However, children are vulnerable in an unsafe environment. The lack of bullying prevention mechanisms in schools increases the risk of children being neglected, exploited, abused and otherwise exposed. This is why imparting knowledge about well-being and rights protection and building resilience and psychosocial stability are important.

Prevention policy should be multi-sectoral and multi-disciplinary, including family, school and networks for the protection of children's rights. Professionals providing educational psychological support, and school psychologists in particular, can facilitate a broader and more coordinated interaction, helping to join forces to promote a safe learning environment.

Purpose of the Manual

The present Manual aims to reduce the manifestations of bullying in public educational institutions, to strengthen the abilities of educators in preventing and overcoming bullying, to make students more aware and protected to avoid similar situations, to contribute to the creation of a violence-free environment.

Through the “**Development of soft skills as a factor in preventing and overcoming bullying**” Manual intended for educators and psychologists, **we have tried to provide the staff in educational institutions with professional material that will help effectively prevent and overcome any manifestation of bullying towards children, become familiar with the basic concepts related to the protection of children’s rights and principles, to understand what it means to take a systematic approach to the protection of children’s rights, and how to create a safe environment for all children studying in an educational institution, promoting the inclusion of each of them, regardless of ethnicity, religion, culture, social status and disability.**

Structure of the Manual

The Manual consists of the following sections:

1. *Informational part,*
2. *Collection of exercises to help prevent and overcome bullying in schools,*
3. *Appendices.*

The first, **informational part**, explores the phenomenon of bullying and the role of soft skills in managing and overcoming it, providing knowledge that needs to be mastered in order to perform the exercises effectively.

The **second part** of the Manual offers exercises (intended for both children and parents/guardians) that will help the educators and psychologist to develop soft skills among students during scheduled meetings. Although they can be used individually, it is more effective to implement the whole program.

Exercises can have a positive impact on students’ daily lives, interpersonal relationships, and the social system in general. Educators and psychologists can consider them as a starting point for every meeting and discussion. It is extremely important that participants are given the opportunity to comment on the topic, ask questions, and reflect on their own experiences. The content of the presented collection can be discussed both through group work and role play.

This section of the Manual uses scenarios, role plays, videos, conversations about interpersonal relationships, and discussions about bullying. The problems encountered during pedagogical work, which are related to the sphere of protection of children's rights, are discussed through them.

The **third part**, the **Appendices** section of the educational program, includes all the learning materials necessary for effective application of the exercises.

INFORMATIONAL PART

What is bullying?

WHO has identified bullying as a major public health problem. During childhood and adolescence, it increases the risk of negative effects on health, social life and education (WHO, 2012). Bullied victims may experience anxiety, hopelessness (Hawker, Boulton, 2000), suicidal thoughts, poor sleep quality, and decreased energy; all that negatively affects their mood, concentration and general well-being (Saldıraner, Gızır, 2021). Research has shown that violence continues to have negative consequences well into adulthood (Brunstein et al., 2019; Copeland et al., 2013; Kontak et al., 2019).

Aggressive acts are considered manifestations of bullying only when they occur in relationships in which the children involved perceive that there is a power imbalance (Craig, Peters, Konarski, 1998; Olweus, 1993). Bullying acts target the victim with the intention of harming them (Olweus, 1993). The same behavior expressed as a random or reactive response to a situation is not a manifestation of bullying (Atlas, Pepler, 1998; Pellegrini, Long, 2002; Pepler, Craig, 2000; Sudermann, Jaffe, Schieck, 1996).

Educators should address the phenomenon comprehensively, knowing its types, effects, prevention methods, and students should be familiar with the basic concepts and principles related to the protection of their rights (Asyah et al., 2023). All of these will help prevent the damage caused by bullying.

Bullying is a form of behavior in which one or more people, using personal dependence, helplessness, positional vulnerability, power or power imbalance, regularly and deliberately exhibit negative (unpleasant or offensive) behavior through verbal or written expression, physical or psychological violence, including cyberbullying (takes place in an online environment using electronic equipment).

Types of bullying

Bullying is divided into the following types according to the behavior of bullies: physical bullying, verbal (oral) bullying, social bullying, economic bullying, cyberbullying.

Physical bullying: a bully intimidates or physically harms the victim. Manifestations include, but are not limited to, such actions as pushing, hitting, slapping, beating, choking, inflicting various degrees of injury on health, illegal deprivation of liberty.



Verbal (oral) bullying: a bully insults or mocks the victim. Behaviors include regularly criticizing, yelling at, teasing, insulting, belittling the child (e.g. using offensive, inappropriate words, putting them in uncomfortable or embarrassing/ridiculous situations, etc.).

Social bullying: sometimes called covert bullying. Often difficult to recognize as it can occur behind the victim's back. A bully harms a child's relationship or reputation by spreading false news, gossip, excluding him/her from groups and events, using derogatory nicknames, humiliating him/her in the presence of the group, reprimanding him/her.

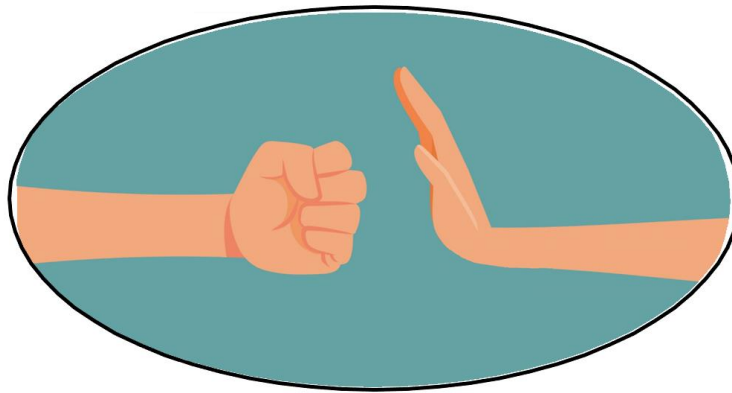
Economic bullying or extortion: a bully makes demands for money to the victim, threatens (when the targeted person does not comply with the demand), forces them to steal things for him/her (the bully).

Cyberbullying: a bully uses digital technologies to cause emotional, social harm to a targeted person. Cyberbullying also includes teasing, insults, threats, but takes place in an online environment (e.g., through sharing hate speech, gossip, photos on social networks (UNESCO, 2020)).

Unlike other types, it is difficult to control because it can happen consecutively at any time of the day. A bully can act anonymously by harassing a target online (e.g. accessing the victim's account without their permission) with the aim of humiliating, psychologically oppressing, harassing and intimidating them. In addition, publicizing data or spreading false information has a larger audience.

Having some knowledge about bullying, we can already talk about its prevention and overcoming mechanisms in schools.

Activities aimed at preventing and overcoming bullying



The state's obligations to protect children from all forms of violence derive from a number of conventions ratified by the Republic of Armenia: the Convention on the Rights of the Child, the European Convention for the Protection of Human Rights and Fundamental Freedoms, the Council of Europe Convention on the Protection of Children from Sexual Exploitation and Sexual Violence, the Revised European Social Charter, as well as from the UN's Sustainable Development Goals.

Every child has the right to feel safe at home, at school and in the community (UN Convention on the Rights of the Child, 1990). Bullying is not part of personal growth and development. Research shows that the underlying behavior of bullying usually does not go away on its own and can lead to more serious consequences over time. In order to stop and correct harmful behavior, it is important that adults are able to support children. They must respond immediately and take preventive steps to prevent similar behavior in the future.

Raising awareness among students, their parents, and school staff is important to prevent bullying. Schools can organize awareness programs highlighting the different forms of bullying and their consequences. Trainings and workshops can provide tools for recognizing, preventing and dealing with bullying.

School teaching staff can develop effective strategies to prevent bullying. For this purpose, it is important to monitor the environment surrounding the child in order to identify the bullying that happened to him/her, respond to it and fight it further, because every child has the right to be protected, deserves to live in an environment free from violence. Steps should also be taken to create an environment of mutual respect where bullying is not an acceptable or tolerated

behavior.

Soft skills and bullying

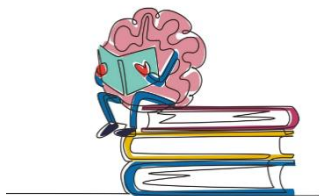
Bullying is a socially complex interaction that often leaves deep emotional scars on students, shaping their future. Apart from being a behavioral problem, it includes many layers.

Basic soft skills such as empathy, self-awareness and communication play a key role in preventing and overcoming school bullying (Salmivalli, 2023).

If we try to briefly present what soft skills are, we can say that they are factors underlying the ability of people to communicate and interact effectively with each other (Cambridge University Press, 2003). Soft skills provide an opportunity to adapt flexibly in the social environment, to overcome various interpersonal and intrapersonal problems, to make clear analyses of various situations encountered in life, and therefore to make the right decisions aimed at solving problems, which in turn can act as an important factor in preventing or overcoming bullying (Wang, 2023).

The development of soft skills is necessary not only for adults to carry out professional activities and to increase the quality of work, but also for children and adolescents. Soft skills include critical thinking, social skills, ability to self-manage, ability to form positive self-esteem, socialize, achieve goals, make independent decisions, solve problems, perform teamwork, manage time effectively, creativity, adaptability (Lippman, Ryberg, 2015).

Critical Thinking



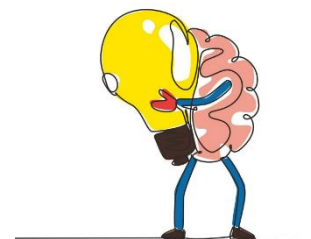
“We are not afraid of being different”

Research shows that developing critical thinking about bullying can help create anti-bullying environments where children will critically approach issues from different perspectives and actively form their own understanding of the phenomenon (Wee, Kim & Kim, 2022).

Communication Skills

Understanding a person’s feelings and reactions is very important.

Social awareness can help a bullied child recognize their feelings and seek appropriate help. It helps to understand why certain behaviors can trigger bullies. After being teased, the student analyzes the reason for his hurt and confusion and instead of reacting impulsively, he understands the need to ask a teacher or parent for help, showing self-awareness in a difficult situation.



Empathy Skills

Empathetic children are usually socially skilled. One of the components of communication is the ability to feel and understand another person. This skill has been proven to help prevent bullying.

Discuss bullying scenarios with the students and ask them how the person being bullied might feel. Children need to be taught that everyone



deserves respect and that everyone has their own merits. When they realize all that, not only will they not subject the other person to bullying, but they will also help to counter it. Furthermore, children need to understand that if their friends do not treat them with respect, then they are bullies and they should not be in a relationship with them. It is important to develop in students the idea that everyone deserves respect, including themselves.

Positive Self-esteem

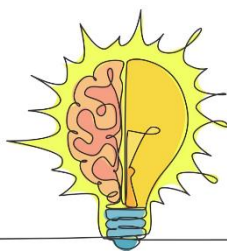
Stable self-esteem is at the core of a child's social abilities. It is a person's awareness of their own value or importance. Positive self-esteem helps teenagers believe in their own abilities and is important for building stable social relationships. Many studies have shown a direct link between being bullied and low self-esteem. Bullied children often have low self-esteem (Brito, Oliveira, 2013). It is important to create an environment where students can recognize their strengths and weaknesses, feel good about who they are. Positive self-esteem is a protective factor against bullying. The child must realize that protecting one's rights is essential, especially when it comes to bullying, aggression, cyberbullying, sexual violence and other forms of offensive behavior (Centifanti, Fanti, 2015).



Social Skills

Research shows that students who stand up for bullies have higher levels of social skills (Jenkins, Demaray, 2016). Building social skills has a positive effect on increasing self-esteem (Berry, Hunt, 2009) and reducing bullying behavior (DeRosier, 2004). Skills, especially if they improve students' ability to resolve conflicts peacefully, can reduce the likelihood of bullying (Champion, Vernberg, 2023).

Ability to make independent decisions



The ability to make decisions independently will allow students to make the right and safe choices when faced with bullying. With a high level of independent decision-making, the child will be able to easily give useful advice to peers about the best way to solve problems or get out of a situation, while maintaining their own well-being.

Creativity and problem-solving skills

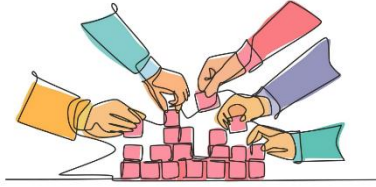
Perhaps the most important element in building social skills is developing the ability to solve problems in a healthy way. Children may experience bullying or conflict throughout their lives. Teaching them how to deal with problems and conflicts without letting them affect them is a valuable skill. It is important to give students tools to resolve conflicts peacefully, such as learning to cooperate, anticipating consequences, and finding alternative ways to achieve a goal.

Creativity also helps children resist bullying (Jiang, Gu & Tang, 2019), face challenges, teach them to better understand themselves



and others, and build emotional resilience. Children with the latter trait in particular may be honest about their feelings, tell others how they feel, and show resilience when bullied or challenged (Dwiningrum & Wahab, 2020).

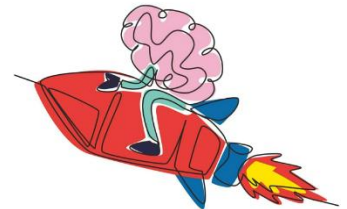
Teamwork or collaboration skills



Healthy friendships are another protective factor when it comes to bullying. Bullies are less likely to target children who have friends. Take time to build collaborative skills, involve students in extracurricular activities, talk about what it means to have a healthy company (Hinduja S, Patchin, 2017).

Self-Management

Children are less likely to target those who are confident and have self-management skills. Bullies tend to choose victims who will respond to hurtful words. This is why building self-esteem and self-management is so important. Self-confident children are better at managing their own behavior, able to get around whatever the bully does or says, because they are able to regulate their own emotions and actions, including stress (U.S. Department of Health and Human Services, 2020).



How to prevent bullying?

Parents of students, school administrative and pedagogical staff, and other support professionals/adults have an important role to play in preventing bullying.

Being able to recognize bullying is the first step to stopping it.

1. **Recognize bullying.** It is important to talk to students about bullying, its main types and ways to protect yourself from bullying safely, to say that bullying is not acceptable, to explain how it can affect people and what the consequences are. It is necessary to make sure that they know how and from whom they can get support.

When children learn to recognize bullying, they increase their awareness of the problem and begin to empathize with those who are bullied. By clarifying what bullying is, how harmful it is, and how it goes against the school's rules, we empower students to avoid engaging in such behavior and help them respond appropriately when they witness it. This helps to break the stereotype that bullying is a common phenomenon, helps those who are bullied to understand that it is a negative phenomenon and that they do not deserve to be bullied; all of this can reduce the emotional damage suffered.

To recognize bullying, we need to have a common understanding of the phenomenon. It is characterized by the following manifestations:

- Negative/aggressive behavior is present.
- Negative behavior is usually repeated.
- Occurs in interpersonal relationships, which are characterized by an imbalance of power between the parties, due to which the bullied person is unable to stop it (Olweus, 1991, 1999).

2. **Create a safe, secure and supportive environment.** Preventing and stopping bullying involves a commitment to creating a safe environment where students can thrive socially and academically without fear.

It is an indicator of the presence of a positive atmosphere in the school when students:

- communicate freely with teachers and peers,
- feel valued
- are aware of what behavior is expected of them, and also know the consequences of disobeying the rules and norms.

**Each participant in the educational process should contribute
to the improvement of the school climate**

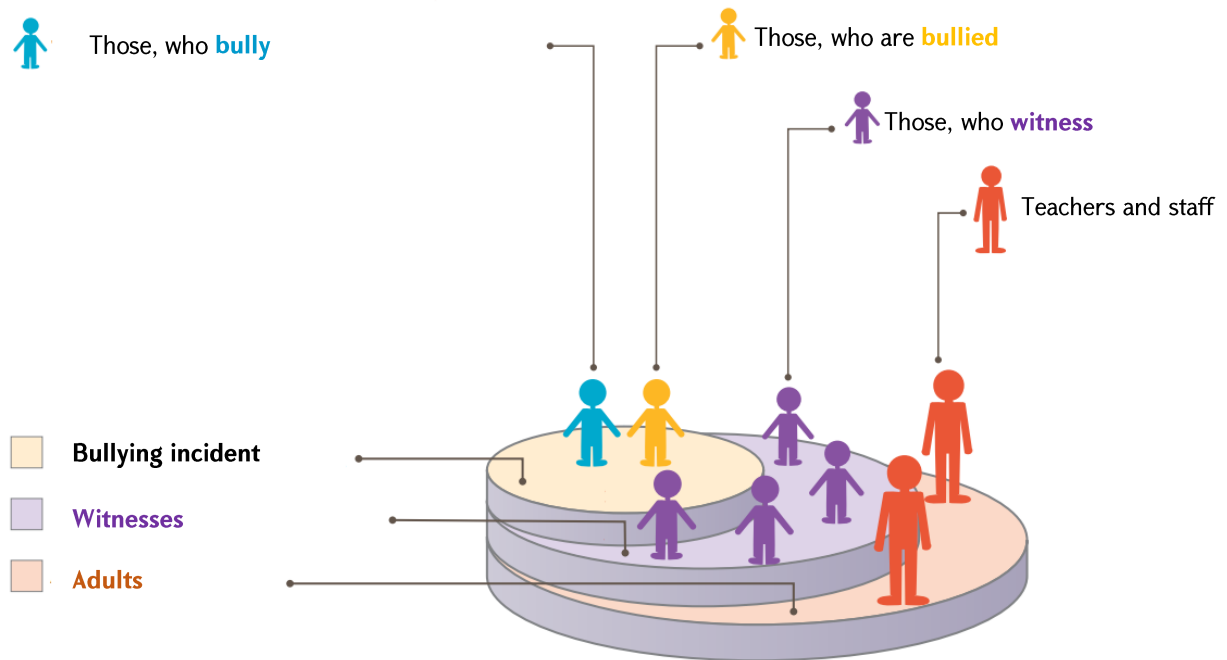


Figure 1.

Educators can consider the following ways to promote respect, positive relationships, discipline, and prevent bullying:

- **Create rules against bullying.** Develop rules with students so they can establish their own environment of respect and responsibility. Help enforce the rules. Children should feel free and be able to discuss issues without fear.
- **Strengthen the rules.** Be a role model for students and follow the rules yourself first. Reward students for good behavior, do not publicly reprimand them for otherwise. Help them improve their behavior, understand that breaking the rules leads to negative consequences. "I know you can stop negative actions and go back to positive actions. If you choose to continue, there will be dire consequences."
- **"Visible Areas".** Make sure adults are visible in hallways, restrooms, cafeterias, yards, around buses during classes and breaks. It will be an obstacle for those with a tendency to show aggressive behavior, who are looking for an "opportunity" to suppress.
- **Pay attention to group work.** When doing group work or projects, change the groups frequently to give students the opportunity to get to know people outside of their circle of friends.
- **Encourage positive behavior.** Talk about the student's action that helped someone at school, at home, or in the community that week. Remind the class that it is everyone's job to make the school a good place to learn (Figure 1). Encourage them to talk to teachers or other trusted adults when they witness bullying or are concerned about someone.

How to overcome bullying?

In order to develop the correct mechanisms for overcoming bullying, it is necessary to first understand what are the motives of violence, in other words, what makes a person to use violence against another person. There are many approaches to this problem in the psychological literature. Roy Baumeister distinguishes the following factors:

1. Instrumental violence: at the basis of the manifestation of violence is the process of achieving one's own goals.
2. Strength - increasing one's own role/position in the social environment: this is the reason why girls and boys use different methods.
3. Feeling of danger to one's own person: a desire to retaliate through aggressive behavior arises.
4. Ideology: when one's ideas, points of view, views differ from the approach of the other person, the person tries to "regulate" the situation through violence.
5. Sadism: a person experiences a sense of joy while harming another (Baumeister, Finkel, 2010).

J. Turanovich and E. Siennik consider two factors at the basis of the motives of bullying: personal and external.

Personal factors are:

- criminal factors: antisocial attitudes, peers with deviant behavior, low level of self-control,
- victimization: domestic violence, factors of exposure to violence from other people,
- communication problems
- parental factor: ineffective parenting, over-care,
- academic factors: low learning abilities,
- demographic factors: ethnicity,
- hyperactivity and attention deficit.

Researchers talk about another important factor - morally disengaged. It is classified among personal factors and mainly manifests itself in the following stages:

- excuses for one's own negative behavior or inaction: "Everybody does it"
- reducing one's own role: "Others are to blame", "Circumstances pushed",
- ignoring the consequences of one's actions or inaction,
- change of attitude towards the victim - formation of a negative attitude.

External factors are:

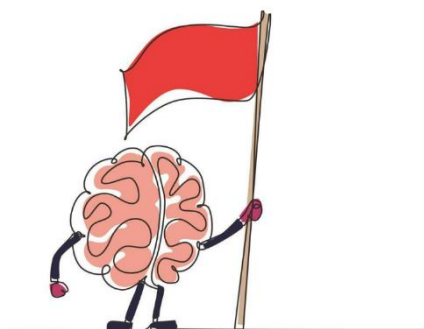
- a difficult psychological atmosphere in a certain environment, for example at school,
- low level of psychological safety,
- high level of risk (Turanovic, Siennick, 2022).

K. Maxwell attaches great importance to the influence of the violent media and computer games.

The author also emphasizes the role of the Socially Desirable Response effect in the process of using bullying. This is the phenomenon when a person tries to give such answers, rebuttals, through which, in his/her opinion, those around him/her will accept him/her better. The main reason for behavioral manifestation is to gain approval from other people. For example, a bully at school, making fun of a classmate, thinks that through this act, he/she will enjoy the sympathy of his/her classmates, let's say, they will start laughing at what he/she said (Christensen, 2014).

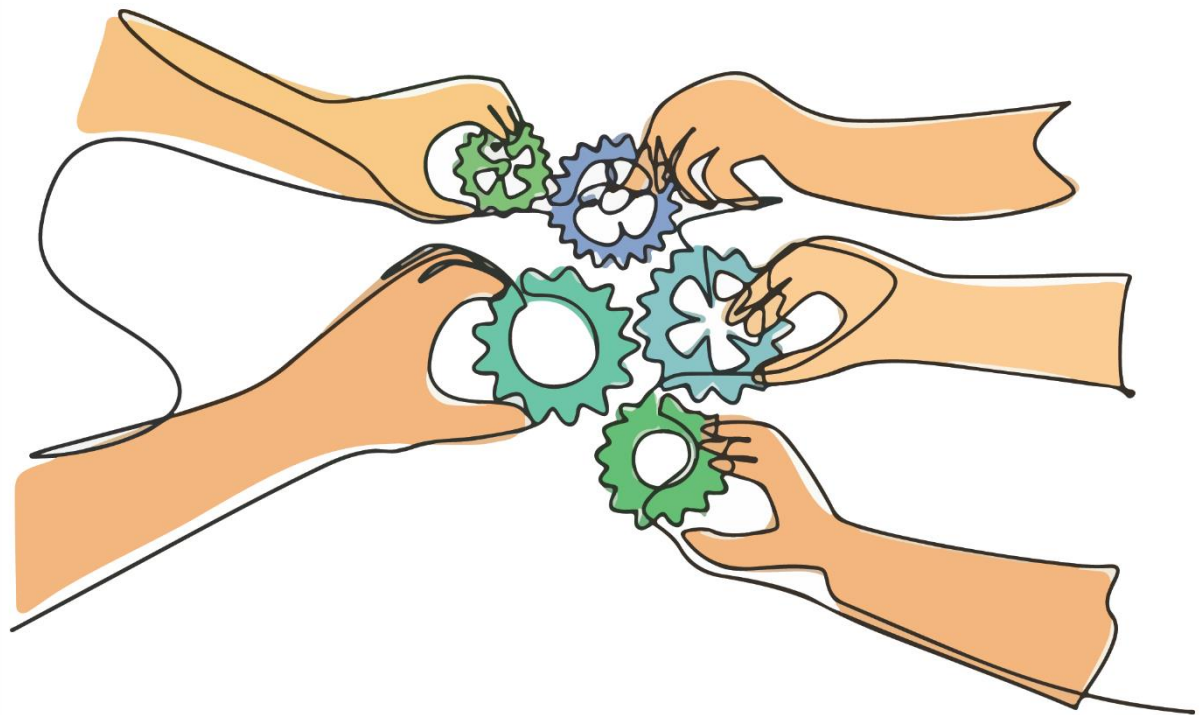
I. A. Galkina, generalizing all the factors leading to the manifestation of bullying, divides them into four main types:

- Psychological: in this case, the individual psychological features of the bullying participants are emphasized.
- Pedagogical: the staff is not united, does not take preventive measures.
- Social environment promoting violence, low level of psychological safety.
- Family: negative family model (Galkina, 2023).



Thus, based on all the described approaches, we believe that the process of overcoming bullying at school is possible only by neutralizing the causes contributing to its manifestation. Based on this circumstance, we offer a group of exercises aimed at overcoming bullying, which will be aimed at overcoming all the negative psychological, pedagogical, social and family factors that create favorable conditions for the manifestation of bullying.

COLLECTION OF EXERCISES TO PREVENT AND OVERCOME BULLYING IN SCHOOLS





Exercise 1.

What is bullying?

General overview

During this exercise, students define the concept of bullying, as well as get acquainted with the types of bullying and ways of reporting it.

Participants:

2+

Time:

45 m

Age:

7-18

Materials:

- A copy of the “What is Bullying?” wheel

The purpose of the exercise

Will help students to understand the important aspects and different forms of bullying.

Method

- Have the “What is Bullying” wheel as a wallpaper?
- Looking at the wheel examples, ask students to add their own examples. Encourage them to include actions and words spoken in person (direct) and behind people (indirect).
- Add their answers in the appropriate areas of the wheel.
- Explain that not all of these behaviors lead to bullying (but that doesn’t mean they are acceptable).
- Explain that behavior is considered bullying when it is done intentionally, more than once (or has the potential to be repeated) by someone or more people who unfairly use “power” (power inequality).
- Explain that recognizing bullying behavior early can help stop it before it turns into bullying.
- Ask the class why some students might not want to report bullying.
- Discuss strategies that adults and students can use to make reporting bullying easier. Recommendations may include helping students and adults to take the issue seriously and ensure privacy.

Source

Eyes on Bullying (Storey, K., Slaby, R., Adler, M., Minotti, J., Katz, R., 2008, 2013).



Exercise 2.

Bullying scenarios

General overview

Students discuss the concept of bullying and then present how they would respond to different bullying scenarios.

Participants:

2+

Time:

60 m

Age:

7-18

Materials:

- colored paper
- markers
- scissors
- Appendix 1.

The purpose of the exercise

This exercise will help student:

- to better recognize the different types of bullying;
- to identify strategies, individuals and organizations that support bullied children;
- to analyze the different ways of bullying.

Method

- Improve understanding of bullying by discussing the following questions with students:
 1. What is bullying?
 2. What are some ways to bully people?
 3. Why do people bully others?
 4. How does bullying affect:
 - on those who are bullied,
 - on those who bully,
 - on the society.
- Ask students to place the palms on colored paper, trace and cut them out. Then

suggest that on each finger of the paper hand they write the name of one person they would or could turn to for support if they were being bullied.

- Discuss who they might be (e.g. friend, parent, teacher, school administrative staff member, police officer, psychologist, sibling, etc.) and what drives that choice (e.g. trust, honesty, etc.). Ask the children to explain the options they have listed. Have students think about who they can talk to if they have a similar problem.
- Reflect together on different ways to respond to bullying situations.
- Number each corner of the room with one of the numbers 1-4 (students should be able to move freely from one corner to another during the exercise).
- Read five or six bullying scenarios. Three possible answers are suggested for each situation. The fourth answer is always open in case the student thinks of another answer. After each scenario, give students time to choose one of the suggested answers (scenarios are presented in Appendix 1).
- After listening to the script, ask the students to stand in the appropriate corner (e.g. those who chose the first answer in the first corner).
- Once the children have decided which corner to stand in, ask a few from each corner why they chose that answer and what its advantages and disadvantages are. Allow the children who chose the open angle to express themselves as well. Ask them to comment on their answer.

Discussion and evaluation

1. After receiving answers to five or six scenes related to bullying, summarize the work by asking students the following questions:

- *How do you feel about the exercise?*
- *Were there any scenes that you had a hard time reacting to? What are they and why?*
- *Can we relate to any of the bullying scenes?*
- *Do bullied people need help and support? Why?*
- *Where can bullied people find help and support?*
- *List some reasons why people bully others. Are they justified?*
- *What should you do if you are being stalked and the person you turn to for help and support does nothing to prevent it?*
- *Are there certain pressures that are acceptable for children and adults? If yes, why?*

- *Who is responsible for helping and supporting children when they are bullied?*
- *Can adults be bullied too? Give some examples.*
- *What can be done to help people who bully change their behavior?*
- *What if no one stops people who bully others?*

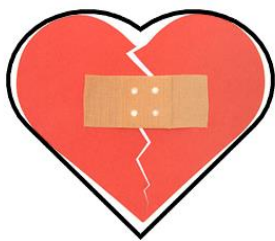
2. Connect the exercise to human rights by asking the students the following questions:

- *Does anyone have the right to bully another person? Why not, why yes?*
- *What human rights may be violated when someone is bullied?*
- *How does stopping bullying improve the human rights environment for everyone?*

3. By summarizing the discussion: ask the children to look back at their ‘helping hands’ and add the names of any other people or organizations they can turn to for support. Place “helping hands” somewhere in the classroom for children to refer to later.

Source

Eyes on Bullying (Storey, K., Slaby, R., Adler, M., Minotti, J., Katz, R., 2008, 2013).



Exercise 3.

Words that hurt

General overview

In this exercise, students identify examples of hurtful speech and analyze their motivations and consequences.

Participants:

5-20

Time:

60 m

Age:

10-18

Materials:

- *A copy of Article 13 of the Convention on the Rights of the Child*
- *flipchart paper or whiteboard*
- *marker or chalk*

The purpose of the exercise

This exercise will help students:

- to think about the causes and consequences of offensive speech,
- to understand how people may react differently to different terms and wording,
- to understand the limits of freedom of expression,
- to develop the skills to counter offensive speech.

Method

1. Write out or read aloud Article 13 of the Convention on the Rights of the Child. Point out that this article of the Convention gives the child the right to freedom of speech and expressly restricts expressions that violate the rights and reputations of others. Feel free to discuss the right to express an opinion through the following questions:
 - *Should we always be able to say what we want?*
 - *Should there be limits to our own observations of our thoughts and beliefs?*
 - *What speech will violate the rights of others?*

- *What speech will violate the reputation of others?*
2. Explain that this exercise will explore some of these questions.
 3. Give everyone pieces of paper and ask them to each write down on a separate piece of paper the hurtful comments that people say about other children or hurtful words that children use to label each other.
 4. Post the scale below on the wall, in which offensive words are classified into “Joking / not painful”, “Taunting / mildly painful”, “Taunting / very painful”, “Degrading / extremely painful”. Ask the children to place the words they wrote in the row on the scale where they think they should be. Encourage them not to talk during this time.

Then ask everyone to study the poster silently. Usually, certain phrases or words are repeated and are almost always rated with varying degrees of severity.

“Joking / not painful” speech	“Taunting / mildly painful” speech	“Taunting / very painful” speech	“Degrading / extremely painful” speech

Discussion and evaluation

1. When the children are seated again, ask them what they noticed, guiding their analysis with the following questions:
 - *Are there words that appear in more than one column?*
 - *Why did some people think that the speech was not offensive and others thought it was hurtful or demeaning?*
 - *Does it matter how the word is said and who is saying it?*
 - *Why do people use such words?*
 - *Is verbally hurting others a form of violence? Why?*
2. Ask the children if they see any patterns or commonalities between these hurtful words. As children begin to identify and label these concepts (e.g. appearance and physical abilities, mental qualities, sexuality, family or ethnic background), write them on the board. Guide their analysis with the following question.
 - *Are some words just for girls or boys?*
3. Divide the class into small groups and give each group some of the most painful

words. Ask one person from each group to read the first word/phrase. The group should acknowledge that this is an offensive comment and discuss: 1) should people be allowed to say such things, 2) what to do when it happens? Repeat the process for each word or phrase.

4. Connect offensive speech with human rights protection responsibilities through the following questions.
 - *Do adults have an obligation to exclude offensive speech? If so, why?*
 - *Do children have an obligation to exclude the use of abusive speech in their lives? If so, why?*
 - *What can you do to prevent the use of offensive language in your community?*
 - *Why is it important to do this?*
 - *How does abusive speech violate human rights?*
5. Discuss how students use speech in the class/group. Does the group agree that there are words that should not be used?
6. If the group has already developed rules, consider adding a clause about offensive language.

Tips for the moderator

- This exercise requires sensitive judgment on the part of the moderator. Although children know “bad” words from an early age, they rarely discuss them with adults. Steps 2 through 4 are likely to cause confusion and nervous laughter. Children may need your guidance that it is acceptable in this context to say things like this publicly: “You don’t use them, you discuss them.”
- It is advisable not to say these words out loud, to leave them unsaid, only in written form, except for the third discussion stage, where the children decide whether the word is acceptable or not.
- The point of this exercise is that the same word can evoke very different feelings, that is, a word can be a joke to one child and very offensive to another. Don’t let the discussion hurt the feelings of more sensitive children: others will think that the speech in question is innocent. You can stress the idea that there are people who might be sensitive to certain words, and that’s okay.
- Discussion is important to this exercise. Give children plenty of time to process ideas and draw conclusions, otherwise the connection to human rights will be tenuous at best.

Source

Eyes on Bullying (Storey, K., Slaby, R., Adler, M., Minotti, J., Katz, R., 2008, 2013).



Exercise 4.

Group affiliation

General overview

During this exercise, students discuss several principles that contribute to creating and maintaining a positive classroom atmosphere.

Participants:

2+

Time:

45 m

Age:

7-18

Materials:

- ["My Big Umbrella" video](#)

The purpose of the exercise

It will help students to understand the importance of cohesion, tolerance, psychological well-being, as well as to create an atmosphere of mutual trust and kindness, to encourage mutual respect, to promote team building.

Method

1. Begin the exercise by brainstorming, asking students to state what they understand by a safe and secure environment. Summarize the brainstorm with the following thought: "It's important that all students feel valued in the classroom, a part of this small community that is actually part of a larger community."
2. Then introduce the students to "My Big Umbrella" by J. Bates. After reading, discuss the story together using the following questions:
 - *What thoughts or feelings did you have while reading the story?*
 - *What or who did you identify the umbrella with?*
 - *Why is inclusion important?*
 - *How was the umbrella able to benefit everyone?*
 - *How do we feel when everyone is included?*
 - *How would you feel if you were not included under the same umbrella as everyone else?*
3. As everyone shares their thoughts and opinions, ask the children to think about

what they can do to create an environment where everyone is safe and protected (e.g. developing classroom rules).

4. You can summarize the work by creating your own umbrella with the students in the class. It is important to develop rules such as “We do not leave students alone who feel lonely”.

Discussion and evaluation

- Summarize the exercise as follows: “Today we read a story in which a child dressed in yellow takes a big, red and ‘friendly’ umbrella on a rainy day. That umbrella helps everyone stay dry, whether they’re tall, hairy, chubby or four-legged. An umbrella likes to gather and shelter people (and other creatures) together. **What did we learn from this story? How does this story help us pay attention to people’s feelings?**
- Tell the group. “**Taking care of each other is very important for the group.** You have to look carefully and listen to the other person in order to understand him/her. Sometimes our emotions can affect others’ moods, just as others can affect ours (e.g. if someone is sad, we can be sad too).”

Video



[«My Big Umbrella»](#)

<https://www.youtube.com/watch?v=PjD1t8ellNM&t=27>
[s](#)

Source

Amy June Bates, Juniper Bates, 2018. The Big Umbrella. Paula Wiseman Books.



Exercise 5.

Bullying circle

General overview

During this exercise, students discuss several principles that contribute to creating and maintaining a positive classroom atmosphere.

Participants:

2+

Time:

45 m

Age:

7-18

Materials:

- [«One» video](#)

The purpose of the exercise

It will help students to understand the importance of cohesion, tolerance, psychological well-being, as well as to create an atmosphere of mutual trust and goodwill, to encourage mutual respect, to promote team building.

Method

1. Before reading the story, ask the students to describe their favorite color and explain why they chose it. Then ask them to list other favorite colors, if any.
2. Read “One” by Kathryn Otoshi.
3. Discuss the story with the students using the following questions:
 - *What did Blue think about himself?*
 - *How did his feelings change when Red was next to him?*
 - *How did the other colors react to Red’s insulting words?*
 - *How did One go against Red?*
 - *What did One show others by his behavior?*
 - *How did the others help Blue?*
 - *When did Red want to be part of the group?*
4. Then ask students to discuss in groups:
 - *three important thoughts or ideas that the story gave*
 - *the most important thought*
 - *their choice.*

5. When all the groups share their thoughts and opinions, ask the children to think about what they can do to create an environment where everyone is protected.
6. You can summarize the work by developing classroom rules with the students. It is important to set rules such as, “We try to help students who are bullied.”

Discussion and evaluation

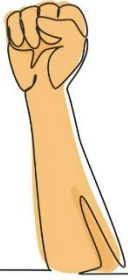
- What did we learn from this story? How does this story help us pay attention to people’s feelings?
- Address the group with this message. “Taking care of each other is very important for the group. You have to look carefully and listen to the other person in order to understand him. Sometimes our emotions can affect others’ moods, just as others can affect ours (e.g. if someone is sad, we can be sad too).”

Video



[«One»](#)

<https://www.youtube.com/watch?v=KeSoJ8SE3g0&t=58sh>



Exercise 6.

The Fist

General overview

Group members explore ideas on how to resolve conflicts nonviolently and then discuss existing conflicts in the community.

Participants:

2+

Time:

15 m

Age:

7-18

Materials:

- A4 or A3 format papers as per the number of groups

The purpose of the exercise

- To stimulate and make students think about why violence is widely accepted as a 'normal' phenomenon.
- To enable students to prevent, resolve and transform violent conflicts by developing values, attitudes, skills and knowledge, and to consider alternative options for peace-building actions.

Method

1. Ask the students to get into pairs. One of each pair should raise their hand and make a fist. Then the other member of the pair must try to find ways to open the fist.
2. Please allow a minute to do this.
3. Stop the process and ask what the person trying to open the second fist did. Most of them will probably try to use physical force to open the fist, when they could just ask their partner to open it.
4. Then ask the students to form a circle and follow the questions below before moving on to the second part of the exercise.
 - *Why did most of us try to solve this problem by physical means in the first place?*
 - *What does this exercise tell you about violence in society?*

- *What do you think. Is violence widely accepted in this community?*
- 5. Ask the students to form groups of four and give each group a sheet of paper. Ask them to look in the newspapers and find stories about violence in their community.
- 6. Finish the exercise by asking the students what they think about it.

Discussion and evaluation

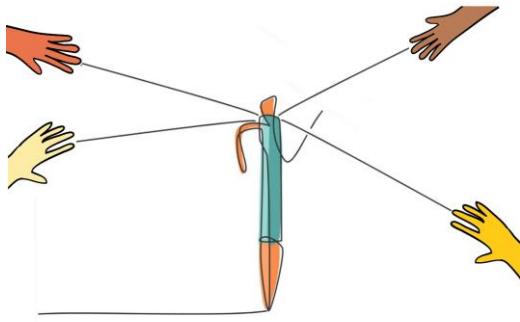
- What do you think, are there many stories about non-violent ways of solving problems?
- What do you think, is it possible to resolve conflicts non-violently?
- What can you do to resolve personal conflicts nonviolently? Who wants to talk about their own strategy?

Tips for the moderator

- Be aware in advance of any conflict that may cause anxiety among students. First choose which newspaper you will give to which group.
- Pay attention to all those students who are prone to aggression during discussions. If you anticipate a problem, this exercise may not be appropriate.

Source

International Federation of Red Cross and Red Crescent Societies, Save the Children Denmark, 2014. Children's resilience programme. psychosocial support in and out of schools. Facilitator's Handbook, 2.



Exercise 7.

The flying pen

General overview

In this exercise, students work together to solve the assigned fun task of putting a pen in a bottle.

Participants:

2+

Time:

15 m

Age:

7-18

Materials:

- an empty bottle
- a pen
- four thick threads

The purpose of the exercise

- Develop students' creativity by encouraging the ability to cooperate and find solutions through collaborative work.
- Develop the ability to focus attention.

Method

1. Begin the exercise by dividing the class into four teams. Ask the team members to stand in the four corners of the game area.
2. Explain to the students. "These four teams represent the north, south, east and west. This is not a competition, but an exercise where everyone has to work together to succeed."
3. Place the empty bottle in the center of the area. Ask each team to choose a leader.
4. Show the group the pen with four strings attached. Each team leader should grab one end of the string.
5. Explain to them. "You have to cooperate in such a way that, by pulling the string equally from each corner, you can put the pen in the bottle. But there is a rule: you are not allowed to move. Team members can assist their team leader by giving verbal instructions."
6. Once the team leaders have managed to put the pen in the bottle, ask the teams to choose new leaders and repeat the same action until all team members have

had a chance to participate in the process.

7. Thank students for their cooperation and remind them that cooperation with others is important if we are to succeed in life and overcome challenges.

Discussion and evaluation

- *What happened during this game? What was difficult, what was easy?*
- *What did this game teach us? Why was this game worth playing? Why is it important to engage in team-building, communication or inclusive environment activities?*
- *How can we use what we've learned in this game outside of school? Are there skills we learned that we can apply to other settings?*

Tips for the moderator

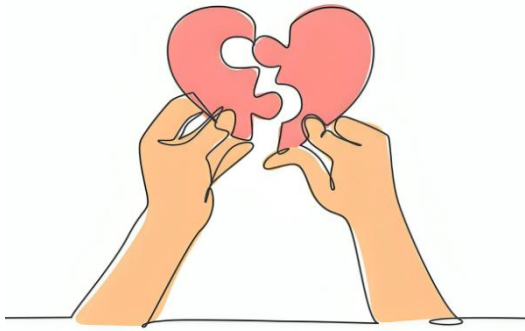
- Prepare for the exercise by tying four long strings to the pen.
- For elementary students, use short threads. The exercise will be more difficult if the threads are long. For high school students, you can make the exercise more difficult. Instruct team leaders to close their eyes or turn their backs to the team during the actual process.

Source

Save the Children, 2013. Psychological First Aid Training: Manual for Child Practitioners.

Exercise 8.

Empathy



General overview

During the exercise, the participants must fill in a questionnaire designed with the purpose of developing the ability to empathize, and then discuss the answers with the specialist, expressing their point of view.

Participants:

2+

Time:

20 m

Age:

9-18

Materials:

• *questionnaire*

The purpose of the exercise

Raise the level of participants' empathy.

Method

The specialist gives the following instructions to the participants:

- Imagine such a situation: one of the boys in the class labels their classmate Roy as “fat” every time coming across with him.
- Try to fill out the questionnaire expressing your views on the situation.
- Let's discuss the answers, the differences and similarities between them.

Sample Questionnaire

1. What type of bullying is described in this situation?

.....
.....

2. How do you think Roy feels when he is labeled?

.....
.....

3. What effect could this situation have on Roy?

.....

-
4. If you were Roy, what would you do?
.....
.....
5. Let's imagine you are Roy's friend. What advice would you give him?
.....
.....
6. Let's imagine that you, as Roy's friend, could help him: what would you do?
.....
.....
7. Who do you think Roy could talk to at school in a situation like this?
.....
.....

Discussion and evaluation

- What thoughts did you have during the exercise?
- Which of the questions described in the questionnaire was more difficult to answer?

Tips for the moderator

- In case of difficulty in answering the questions, it is possible to direct the participants to a certain extent and help them formulate their own ideas about the problem through questions.

Source

Anti-bullying Bystander to Upstander
[Antibullying_Upstander_Bystander_booklet_Years_5-8.pdf \(nsw.gov.au\)](https://www.nsw.gov.au/antibullying-upstander-bystander-booklet-years-5-8.pdf)



Exercise 9.

Change of Roles

General overview

During the exercise, the participants should fill in the questionnaire, and at the end organize a discussion, expressing their point of view.

Participants:

2+

Time:

20 m

Age:

7-18

Materials:

- *filling form*

The purpose of the exercise

- Develop participants' empathy, perform behavioral self-analysis.

Method

The specialist gives the following instructions to the participants:

1. *Imagine yourself in the situations described below.*
2. *From the roles described in the filling sheet, choose the one you will assume in the given situation.*
3. *Briefly explain why you chose that behavioral model.*

Situations

Someone:

- tells you to do something you don't want to do
- makes fun of a person with problems
- gossips in your presence
- wants you to remove one of your friends from the game
- forces the other to give him/her money in your presence,
- spreads negative material about one of your classmates on the Internet,
- spreads mocking pictures of your classmate on the Internet,
- uses physical violence against your classmate in your presence.

Filling Form

Situation	My role Eyewitness: I will watch silently, I won't do anything.	Defender - I will take steps to protect the given person.	Bully - I will say what the given person tells me. I will also mock and use violence.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Discussion and evaluation

- Have similar situations happened to you in real life? If so, whose role did you take on at that time?
- Is there a role you've taken on in the past but now you're trying to avoid taking on that role? If yes, describe which role.



Exercise 10.

Consequences of behavior

General overview

During the exercise, the participants learn that the behavioral manifestations of each person can have a positive or negative effect on other people.

Participants:

2+

Time:

20 m

Age:

7-18

Materials:

• filling form

The purpose of the exercise

- To develop the empathy and critical thinking of the participants.

Method

1. The specialist discusses with the participants in advance the question that the behavioral manifestations of each person can have a certain positive or negative effect on other people. Then he/she offers to fill in the table and organizes a discussion on the topic.

Filling Form

Situation	Positive Effect	Negative Effect
Lana took Armen's pen without asking.		
Lana gives Armen one of the two candies she has.		
Lana transcribes from Armen.		
Lana helps Armen with his homework.		
Lana laughs when Armen falls off the bike.		

Discussion and evaluation

- Have you ever thought about the effect your behavior has on people?
- Do you strive to behave in a way that will allow you to avoid negative effects/consequences as much as possible?

Tips for the moderator

- It is desirable to encourage children to present different episodes from their lives and try to analyze their consequences, which will give an opportunity to develop critical thinking and perform behavioral self-analysis.



Exercise 11.

The Big Orange Splot

General overview

During the exercise, Daniel Pinkwater's work "The Big Orange Splot" is first presented to the participants, after which the students are instructed to draw their dream house.

Participants:

2+

Time:

15 m

Age:

6-18

Materials:

- *filling form*
- *Appendix 4.*
- [video](#)

The purpose of the exercise

- To increase the participants' level of tolerance.

Method

The specialist gives the following instructions to the participants:

1. *Imagine that, like Mr. Plumbing, the hero of the story, you too can design your house the way you want.*
2. *Try to shape it, paint it as you wish.*
3. *Imagine that your friends don't like it because it doesn't look like the house they created.*
4. *What will you do? Will you change the house?*
5. *Let's imagine that your friend has created a house that is not like yours. Will you slander him, will you label him?*
6. *Why is it important to accept people as they are?*

Discussion and evaluation

- Have there been times when you were afraid to speak your mind, thinking you would be different from others?

- If there were such cases, how did you try to overcome the fear?

Video



[*The Big Orange Splot*](#)

youtube.com/watch?v=TJfYljC8x0I&t=3s

Source

Daniel Manus Pinkwater, The Big Orange Splot
[222704.pdf \(mass.edu\)](#)



Exercise 12.

Monochrome Rainbow

General overview

During the exercise, participants are asked to draw rainbows on two pieces of paper. In one case all the colors of the rainbow are different, in the other case they are the same. Then the idea of the importance of not avoiding being different is discussed.

Participants:
2+

Time:
15 m

Age:
6-18

Materials:
• colored paper
• pencils

The purpose of the exercise

- To increase the participants' level of tolerance.

Method

The specialist gives the following instructions to the participants:

1. Try to get rainbow images on two pieces of paper with colored papers or pencils.
2. On one of the papers, the rainbow should be of one color, and on the other, colored.
3. Try to describe which one you like more.
4. Try to imagine that the people around you are like the colors of the rainbow - everyone is different, unique.

Discussion and evaluation

- *Should we force people to look like us, talk like us, dress like us?*
- *Should we insult and harass those who may not be like us in height or appearance? After all, they help make the “rainbow” around us more beautiful.*

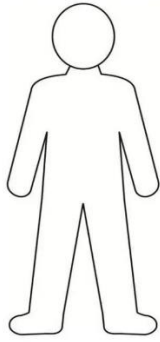
Tips for the moderator

- When the children draw rainbows, discuss the idea of how much more beautiful a rainbow is when it is colored, so how important and beautiful it is that people are different, have different ways of thinking, different tastes, and if we try to ask them to be like us think, be like us, we create a rainbow around us.

Source

Tillman D. G., 2000–2019. Association for Living Values
Education International

[Living-Values-Education-Rainbow-Booklet-Activities-Ages-8-14-Unit-4-Tolerance.pdf](#)



Exercise 13.

Try to find me

General overview

During the exercise, the participants will have the opportunity to perform a self-analysis, to present themselves.

Participants:

2+

Time:

15 m

Age:

7-18

Materials:

- journals
- scissors
- glues
- papers

The purpose of the exercise

- To increase the self-esteem of the participants.

Method

1. The students of the class are divided into two groups.
2. The participants of the first group are moved to another room or placed in different parts of the same room so that they do not see each other's actions.
3. The students are given sheets with outlines of the human body, as well as various magazines, newspapers, scissors and glue.
4. They are instructed to use the available materials to create their own characters as they imagine them by cutting out different images from magazines and newspapers and pasting them onto sketch sheets.
5. After completing the work, the second group joins the first.
6. The participants of both groups should try to guess which picture is which.

Discussion and evaluation

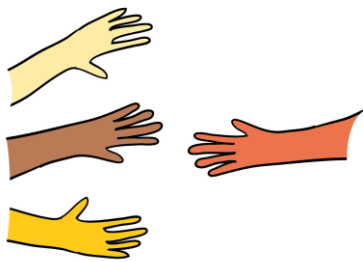
- Was it easy to identify which image was which?
- Was it easy to get your own character?

Tips for the moderator

- Give an opportunity for each student to present the image he/she created after completing the work, trying to emphasize the peculiarities.

Source

Plummer D.M., 2007. Self-esteem Games for Children. Jessica Kingsley Publishers, London and Philadelphia.



Exercise 14.

How to get involved?

General overview

During the exercise, the difficulties encountered during joining new social groups and ways to overcome them are discussed with the participants.

Participants:

2+

Time:

15 m

Age:

6-13

Materials:

—

The purpose of the exercise

- Develop social skills.

Method

During the exercise, the specialist presents to the participants that people belong to certain groups at different stages of their lives. Then he/she asks what groups they belong to. After the discussion, the specialist offers to look at the picture and answer the following questions:

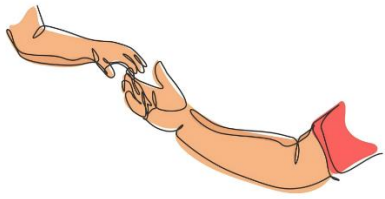


1. What can a boy do to become a member of the group?
2. Do you think the boy should speak first or wait for the other members to speak?
3. If the boy decides to speak first, what should he say?
4. Should the group members invite the boy to join them or not? If yes, why?
5. Tell about the cases when you had difficulty getting involved in the group. What did you feel, why?

Discussion and evaluation

- Have you ever had trouble joining a group? If yes, why?
- What advice would you give to those who are just about to join a group?

Source Грецов А.Г., 2011. Тренинги развития с подростками: творчество, общение, самопознание. Питер.



Exercise 15.

Asking for help is okay

General overview

During the exercise, the participants learn to ask for help from an adult if necessary by performing the tasks.

Participants:
2+

Time:
20 m

Age:
6-12

Materials:
—

The purpose of the exercise

- To develop the social skills of the participants.



Method

1. The specialist discusses with the participants in advance the question of how they feel about asking for help from an adult in difficult situations encountered in life, whether there were cases in their life when they asked for help from an adult. Then, each participant is asked to fill in the part of the amps in the picture below, where the child asks for help and the adult gives important advice.
2. It is necessary to write what advice the child needs and what advice the adult gives.

Discussion and evaluation

- Why don't people ask each other for help?
- Who are the most important advisors in your life?
- Why is it important to ask an adult for help/advice?

Source

Грецов А.Г., 2011. Тренинги развития с подростками: творчество, общение, самопознание. Питер.



Exercise 16.

Being interested is important

General overview

During the exercise, the participants learn that indifference to people's speech can be harmful and it is important to show interest in the speech of the interlocutor.

Participants:

2+

Time:

20 m

Age:

7-12

Materials:

—

The purpose of the exercise

- To develop the social skills of the participants.

Method

1. The specialist discusses with the participants beforehand the importance of showing interest in the speech of other people, asks them to recall cases when others showed indifference and/or interest in their person or speech, to talk about their feelings.
2. After the discussion, each participant is suggested to fill in the picture placed below in such a way that the interlocutors' answers express interest in each other.

Discussion and evaluation

- Have there been cases when the interlocutor showed indifference to your speech? What feelings did you have?
- How did you feel when the interlocutor listened to you with interest?

Source

Грецов А.Г., 2011. Тренинги развития с подростками: творчество, общение, самопознание. Питер.

Today, I had a
soup for lunch



what soup?



I had a busy day
today



I did not take part
in the event



I have the tie for
an occasion



I like strawberries
more than pears





Exercise 17.

Many are afraid

General overview

During the exercise, the participants complete the incomplete sentences and then read their writing to the other participants.

Participants:

2+

Time:

10 m

Age:

7-18

Materials:

- paper
- pen

The purpose of the exercise

- To increase the self-esteem of the participants.

Method

1. The specialist instructs the participants to write the following incomplete sentences on the paper: “Many are afraid, but I am not afraid...” “I can help them not to be afraid...”
2. After writing, each participant fills in the unfinished sentences, after which the one who wrote in the box, speaks from his/her experience.

Discussion and evaluation

- Which of the fears you encounter most often in the social environment can you single out?
- Have you ever helped someone overcome a fear? What feelings did you have?
- Have there been times when, protecting someone, you overcame your own fears?

Tips for the moderator

- If possible, task the children to identify their fears and help them overcome them by discussing them with their classmates.

Source

Грецов А.Г., 2011. Тренинги развития с подростками: творчество, общение,



самопознание. Питер.

Exercise 18.

Who am I?

General overview

During the exercise, the participants will be given the opportunity to introduce themselves, perform self-analysis, increase the level of self-confidence and self-esteem.

Participants:

2+

Time:

15 m

Age:

8-18

Materials:

- paper
- pen

The purpose of the exercise

- To increase the self-esteem of the participants.

Method

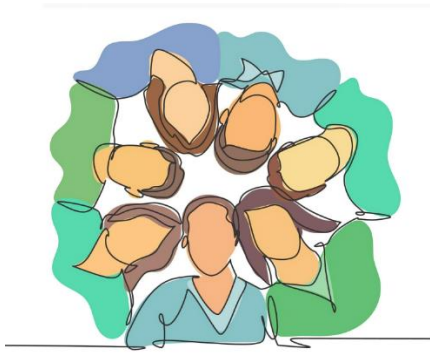
1. Each of the participants takes a piece of paper, divides it into four equal parts.
2. The parts consist of the following sections:
 - my special abilities,
 - special people in my life,
 - my favorite place,
 - my achievements.
3. After filling, the participants fold the papers and put them in a common container.
4. Under the expert's guidance, each participant takes one paper from the container, reads the contents and tries to guess who the author is.

Discussion and evaluation

- What feelings did you have while filling in the answers?
- Were there people whose identities were difficult to guess?

Tips for the moderator

- During the work, you should in every possible way encourage children's sincerity. In order to contribute to the atmosphere of general trust, it is desirable that you also participate in the game.



Exercise 19.

Group painting

General overview

During the exercise, the participants learn to cooperate with each other as a result of group painting.

Participants:

2+

Time:

15 m

Age:

6-18

Materials:

- A1 format paper
- pencils

The purpose of the exercise

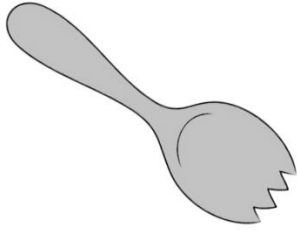
- To develop the cooperative abilities of the participants.

Method

1. The participants are divided into groups of 5-6 people, sit around one table.
2. A large sheet of paper is placed in front of them.
3. Each of the participants must draw a picture in his/her section in such a way that it has a content relationship with the picture next to it and the complete picture.
4. Participants are allowed to organize a discussion during the work, cooperating with each other.
5. At the end, it is discussed whether it was difficult to cooperate or not.

Discussion and evaluation

- What was the most difficult part of the work?
- Were there any obstacles that hindered the creation of an atmosphere of mutual understanding?
- If yes, how did you overcome them?



Exercise 20.

Spork

General overview

During the exercise, Kyo Maclear's work "Spork" is presented to the participants in advance. Then a discussion is organized about the importance of loving yourself.

Participants:

2+

Time:

15 m

Age:

7-12

Materials:

- Appendix 5.
- [video](#)
- colored papers
- scissors
- glue

The purpose of the exercise

- To develop the cooperative abilities of the participants.
- Increase self-esteem.

Method

The facilitator first watches the video with the children or reads the work presented in the appendix, and then discusses the questions suggested below.

Discussion and evaluation

1. Try to describe how Spork felt.
2. Why was he unhappy with his appearance?
3. Why didn't he love himself?
4. Why is it important to love yourself?

Tips for the moderator

- To make the task more interesting, you can ask the children in advance to create some dishes from colored papers that no one has seen before.
- Ask them to justify the effectiveness of using the dishes they created during the

discussion.

Video

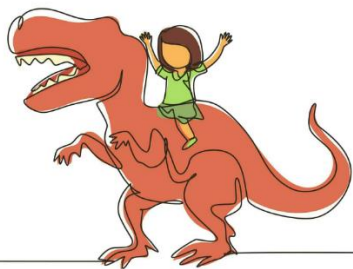


[*Spork*](#)

<https://www.youtube.com/watch?v=UDz1gHGDo2M&t=22s>

Source

Plummer D.M., 2007. Self-esteem Games for Children. Jessica Kingsley Publishers, London and Philadelphia.



Exercise 21.

A letter to yourself

General overview

During the exercise, each of the participants writes a letter to him/herself, in which he/she gives advice on how to effectively resolve conflict situations, then the letters are placed in a previously prepared mailbox, and a discussion is organized.

Participants:

2+

Time:

15 m

Age:

9-18

Materials:

—

The purpose of the exercise

- Learn to overcome conflict situations.

Method

The teacher gives the following instructions to the students:

1. *Write a letter to yourself on paper, where you give advice on how to effectively overcome conflict situations.*
2. *Drop the letters into the previously prepared mailbox.*
3. *Each participant can come, choose any letter, open it and read it aloud.*
4. *After reading, present your views on what was written. Is the solution proposed by the author effective or not?*

Discussion and evaluation

- Have there been conflict situations that you have not been able to resolve until today?
- What skills are needed to deal with conflict situations more effectively?

Tips for the moderator

- Based on the advice offered by the children, you can create a poster about conflict resolution.

Source

Scannell Mary. The Big Book of Conflict Resolution Games
[The Big Book of Conflict Resolution Games: Quick, Effective Activities to Improve Communication, Trust and Collaboration \(Big Book Series\) \(wsu.edu\)](#)



Exercise 22.

Conflict

General overview

During the exercise, conflict resolution models are first presented to the participants, and then problematic situations are proposed, for which solutions must be found that correspond to constructive conflict resolution models.

Participants:

2+

Time:

15 m

Age:

9-18

Materials:

—

The purpose of the exercise

- Develop the ability to overcome conflict situations.

Method

1. The specialist presents the possible conflict resolution models in advance.
2. Suggests similar conflict situations: “Imagine that you came to work, you want to park your car, but there is only one place. Another person wants to park there, who is going to go shopping.”
3. It offers the participants to find such solutions in which the win-win model will be applicable.



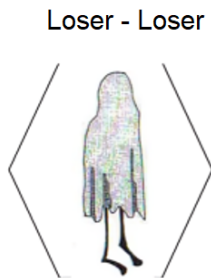
I satisfy my demands at your expense

a bit of a winner - a bit of a loser

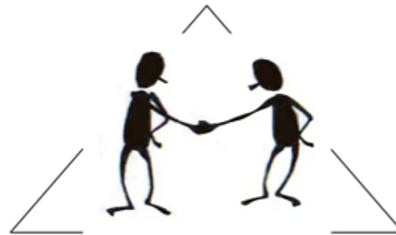


To Surrender
Loser-Winner

I satisfy your demands at my expense



neither you nor I satisfy our demands



I give in somewhat, you give in somewhat



we find a solution that satisfies both of
our important needs

Discussion and evaluation

- According to you, which of the conflict resolution options is the most effective?

Tips for the moderator

- In this situation, it is possible to discuss with the children the way of effective resolution of the conflict, when the conflicting parties discuss who needs how much time to finish their work. In the end, they come to an agreement, and the person going to work waits until the person shopping in the store finishes, after which he parks the car.

Source

Conflict Management

[FES Youth leadership development Programme \(YLDP\) -
Module "Conflict Management"](#)



Exercise 23.

Collage

General overview

During the exercise, the participants are suggested to divide into groups of 3-5 people, and then jointly create collages on the mentioned topics.

Participants:

2+

Time:

15 m

Age:

9-18

Materials:

- *journals*
- *glue*
- *poster*

The purpose of the exercise

- Develop the ability to overcome conflict situations.

Method

1. Participants are randomly divided into groups of 3-5 people.
2. The specialist gives each group the necessary accessories for creating a collage: old magazines, glue, markers, colored papers.
3. Then the participants choose one of the suggested topics and, distributing the tasks within 15 minutes, showing their cooperative abilities, create the collage.
4. Suggested topics are: "Marriage", "Tolerance", "I understand you", "You are my friend".

Discussion and evaluation

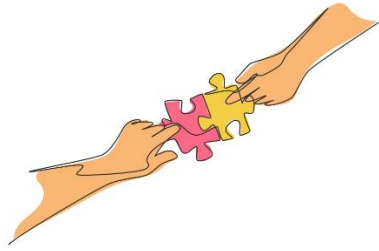
- What was the most difficult for you during work?
- Is what you presented in the poster important to you in real life as well?

Tips for the moderator

- Try to organize the work in such a way that there are no people who are not involved during the execution.

Source

[Team-building-activities-for-children-and-adults.pdf](#)



Exercise 24.

Meeting on the bridge

General overview

During the exercise, the specialist offers the participants to imagine that they are walking on a narrow bridge, facing each other, and they must make sure that none of the participants fall off the bridge and continue on their way.

Participants:

2+

Time:

15 m

Age:

9-18

Materials:

• adhesive tape

The purpose of the exercise

- Develop the ability to overcome conflict situations.

Method

The specialist pre-fixes a ribbon symbolizing a narrow bridge on the floor, invites two volunteer participants, giving the following instructions:

- Imagine that this is a narrow bridge, and you, standing on opposite sides of the bridge, should try to cross it.
- The problem is that the bridge is too narrow, and to cross it, you have to agree with the participant coming in front of you, because if you fall, you will end up in the water.
- Now try to cross the bridge with some conflict management skills.

Discussion and evaluation

- What feelings did you have during the exercise?
- What helped and what hindered?
- What was the difference between the couples who fell into the water and those who did not?
- It is important to understand that in such cases the winners are those who are able to cooperate effectively.

Source

Грецов А.Г., 2011. Тренинги развития с подростками: творчество, общение, самопознание. Питер.



Exercise 25.

Reasons for the manifestation of emotions

General overview

During the exercise, it is suggested to write about the emotions experienced during the day, the reasons for their manifestation, performing an emotional self-analysis.

Participants:

2+

Time:

15 m

Age:

11-16

Materials:

- paper
- pen

The purpose of the exercise

- Increase the level of emotional intelligence.

Method

The specialist gives the following instructions to the participants.

1. *During the day, try to fill in the table below.*
2. *In the three parts of the table: “Morning”, “Afternoon”, “Evening”, write down what emotions you had and what were the reasons for their manifestation.*

The day after the completion of the task, the specialist discusses with the participants the reasons for the emergence of emotions, the ways of their manifestation. Similarities and differences between participants’ responses are discussed.

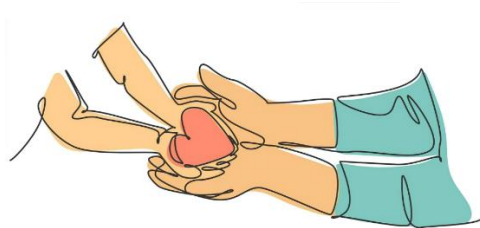
	Positive emotions / reasons	Negative emotions / reasons	Neutral emotions / reasons
Morning			
Afternoon			
Evening			

Discussion and evaluation

- Which of the presented types of emotions did you experience most often?
- What advice would you give to people who were dominated by negative emotions?

Source

Matthew N. O. Sadiku, Olaniyi D. Olaleye, Sarhan M. Musa, Roy G., Emotional Intelligence in Children. Houston International Journal of Trend in Research and Development, 7(2), TX, USA.



Exercise 26.

Reasons for the manifestation of other people's emotions

General overview

During the exercise, the participants are asked to fill in the cards by writing about the emotions of important people in their lives and the reasons for their manifestation.

Participants:

2+

Time:

15 m

Age:

9-18

Materials:

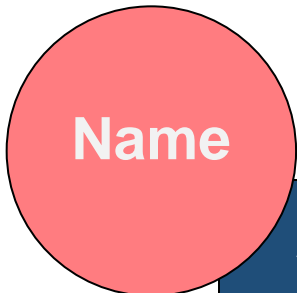
- cards

The purpose of the exercise

- To increase the level of emotional intelligence.

Method

- Each participant takes three cards from the ones mentioned below.
- In the “Name” section of the cards, he/she writes the names of important people in his/her life.
- Then he/she fills in the columns.
- At the end, the importance of understanding the reasons for the manifestation of emotions of the surrounding people and not hurting their feelings, is discussed with the help of a specialist.



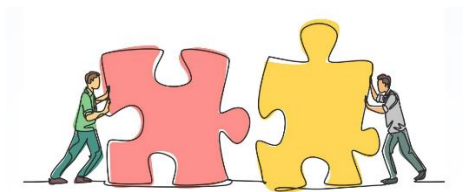
	What makes him/her happy?	What makes him/her unhappy?	What makes him/her angry?

Discussion and evaluation

- What can we do so that people who are important to us experience positive emotions more often?
- What words of comfort do you often use or what actions do you resort to when you have negative emotions?

Tips for the moderator

- If necessary, the exercise can also be used at the intra-group level. Children complete the table by writing the names of their classmates on the cards.



Exercise 27.

Me

General overview

During the exercise, the participants are asked to draw a human, as shown, and then fill in the tables presented on both sides of the human: “Strengths”, “I would like to develop”.

Participants:

2+

Time:

10 m

Age:

10-15

Materials:

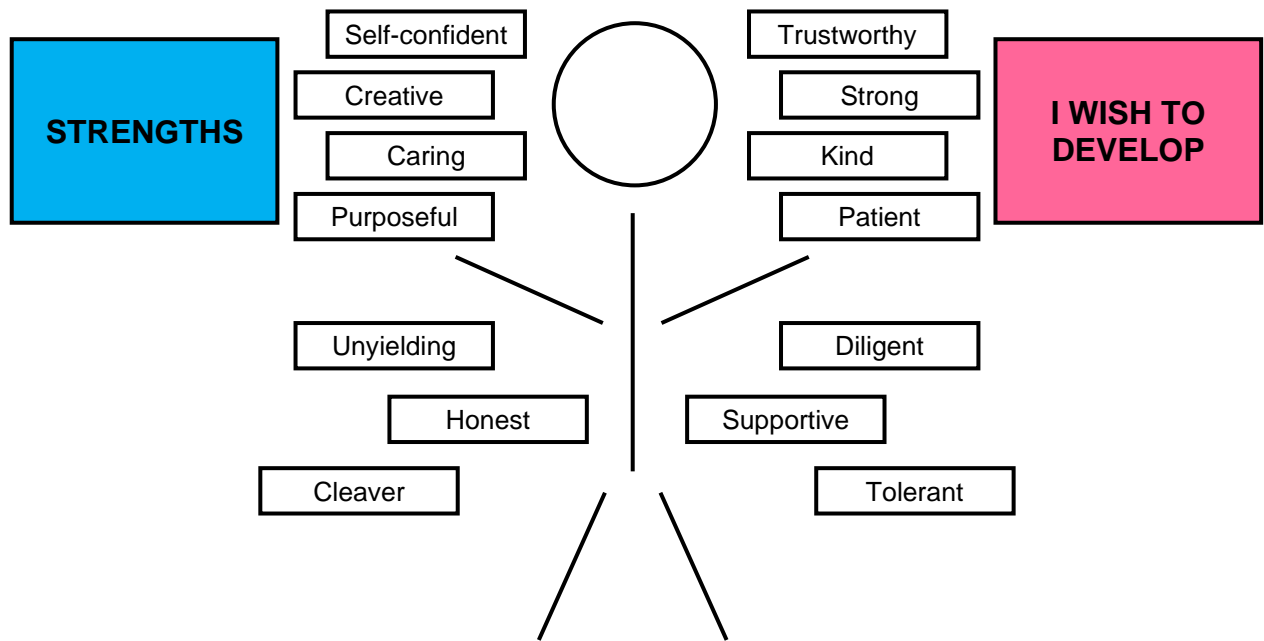
- *paper*
- *pen*

The purpose of the exercise

- To increase the level of emotional intelligence.

Method

1. Pay attention to the series of personal characteristics written next to the person.
2. Draw a picture of the same person on the paper, with the sections “Strengths” and “I wish to develop” on both sides.
3. Fill in those sections by writing in the “Strengths” section all the personal qualities that you possess, and in the other section, those that you would like to develop in order to become a suitable bearer of them.
4. After completing the task, discuss with the specialist how important self-improvement is for each of you, the ability to see one’s own strengths and weaknesses.



Discussion and evaluation

- What difficulties did you have during the task?
- Which of the sections was easier to complete?

Source

[Emotional-Intelligence-Handouts.pdf \(fsu.edu\)](https://www.fsu.edu/emotional-intelligence-handouts.pdf)

EXERCISES FOR THE DEVELOPMENT OF PARENTING SKILLS

In the process of preventing and overcoming violence among children and adolescents, the parents, their parenting style, and the level of parenting skills have an important role and significance.

Through the series of exercises presented next, it will be possible to develop parenting skills, help parents to recognize the socio-psychological features of their own children, as well as the ability to contribute to the formation of positive personal qualities of the child and the development of skills to support the child in difficult situations.



Exercise 1.

Hat of questions

General overview

During the exercise, the participants are asked to write various questions about children in hats, after which they have to answer these questions to check the level of knowing their own child.

Participants:

2+

Time:

15 m

Age:

18+

Materials:

- *paper*
- *pen*

The purpose of the exercise

- Analyze one's own behavioral manifestations during parenting.

Method

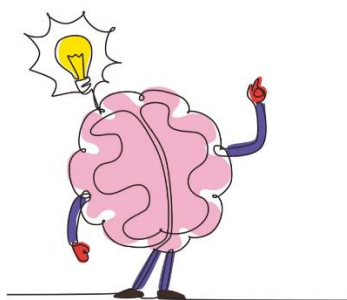
1. The moderator offers the participating parents to write any question related to their child on a piece of paper, for example: "Who is your child's best friend?", "What does your child like / dislike in school?"
2. After writing the questions, the participating parents fold the papers and drop them into the prepared hat.
3. Then each parent randomly takes a paper from the hat and answers the question.

Discussion and evaluation

- How well do you think you know your child?
- Was it easy to answer the questions?
- Were there any questions that you would find difficult to answer?

Source

Цветкова С.Л., 2020. Умные игры для родителей Тренинговые игры и упражнения для родительских собраний Амга.



Exercise 2.

Brainstorming

General overview

During the exercise, the participants are instructed to propose solutions to situations involving different manifestations of bullying through brainstorming.

Participants:

2+

Time:

15 m

Age:

18+

Materials:

- paper
- pen

The purpose of the exercise

- Develop parenting skills.

Method

1. The specialist distributes papers to the participating parents, in the middle of which, in the circle, different situations of bullying are described.
2. The task of each of the participating parents is to read the presented situation, propose one solution, pass the paper to the person sitting next to them, who should propose another solution to that situation.
3. In this way, the papers are continuously passed, and each participant offers his version of the solution for each of the problems.
4. At the end, when it is the turn of the person who started the game to describe the situation, the exercise is stopped.
5. Each participant reads aloud the name of the situation that was described on his paper and chooses the best solution from the proposed solutions.
6. At the end, the best consultant parent is decided.

Suggested situations

- One of the classmates regularly, without any valid reason, physically abuses the child.
- Classmates make fun of the child for his choice of clothing style.

- The whole class was invited to the birthday of one of the classmates, except for your child.

Discussion and evaluation

- What situations would you suggest for discussion?
- Have there been situations that you had difficulty solving?



Exercise 3.

Self- analysis

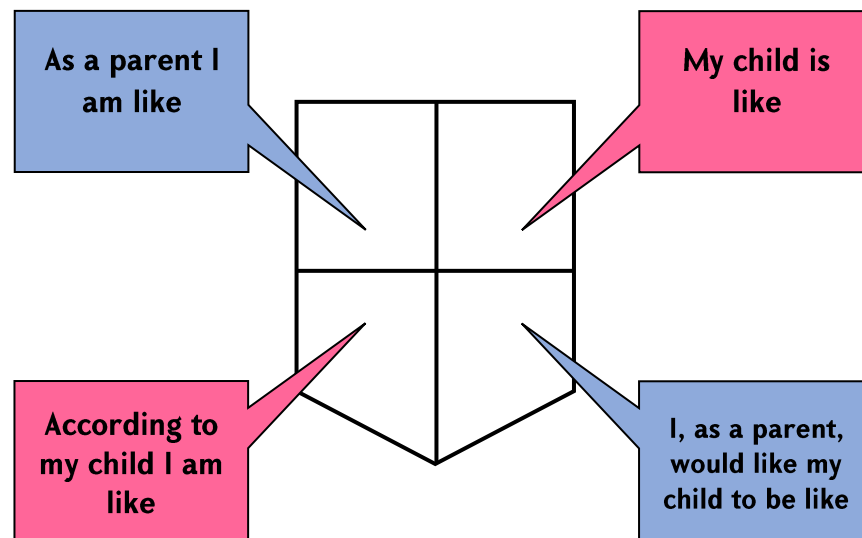
General overview

During the exercise, the participants are asked to create the coat of arms of their parental image by performing a self-analysis.

Participants	Time	Age	Materials
2+	15 m	18+	—

The purpose of the exercise

- Analyze one's own behavior in the process of parenting.



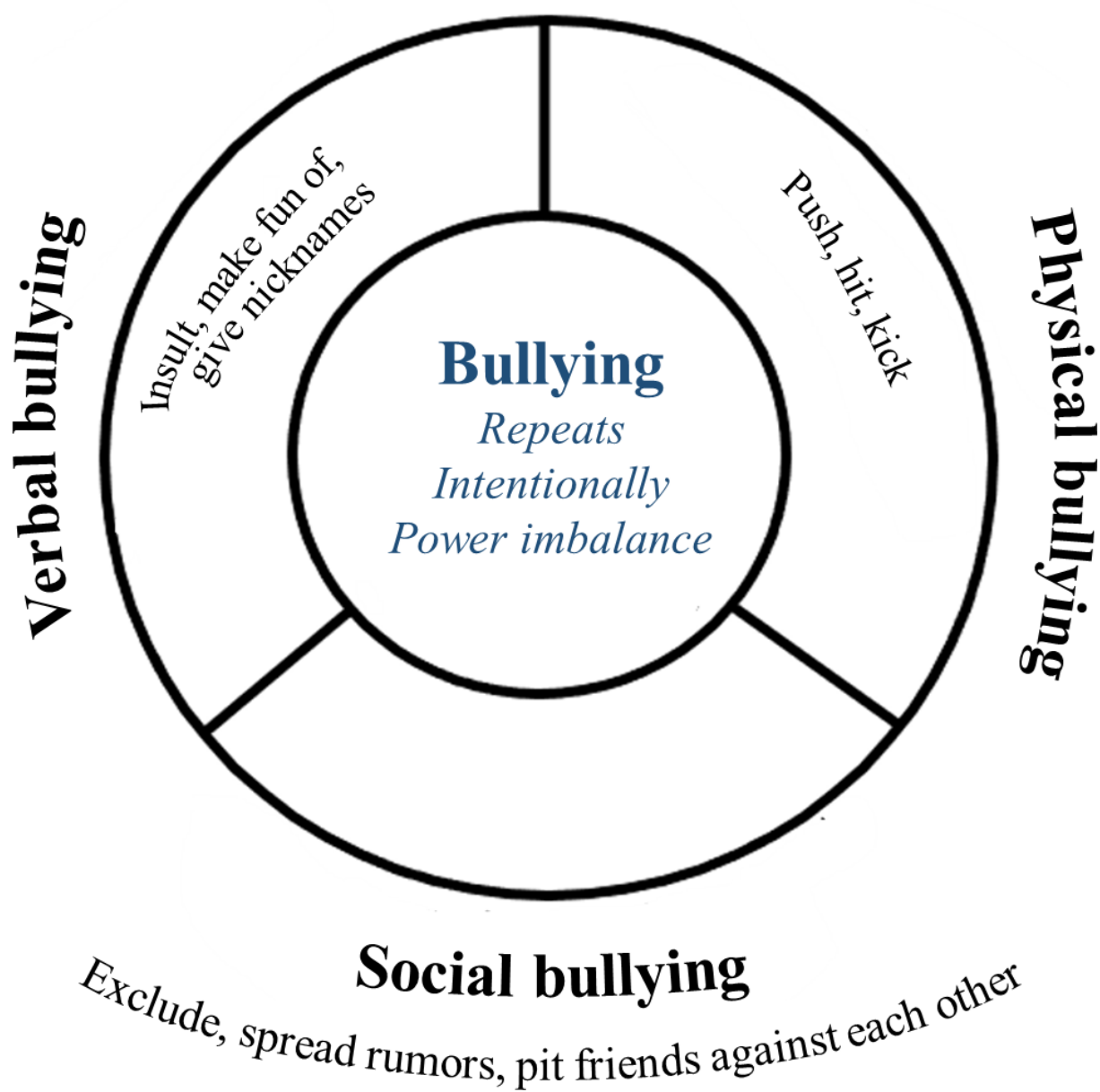
Method

1. The specialist suggests the participating parents to create their own coat of arms based on the example of the picture shown below.
2. After doing the work, the participants exchange experience.
3. The issue of revealing the factors contributing to the improvement of parenting skills is discussed.

Source:

[The Art of Parenting \(unicef.org\)](http://The Art of Parenting (unicef.org))

Appendices



SCENES OF BULLYING

Scenario 1.

Your friends start tagging you, sending nasty messages and forcing you to give them money or something. You don't feel good when all that happens. What should you do?

1. *Nothing. I must have done something wrong to make my friends treat me this way.*
2. *I will start behaving like them, labeling and threatening.*
3. *I will talk to my parents or teacher and tell them what is going on.*
4. *Other answer (Open angle).*

Scenario 2.

A bunch of kids in your class are spreading hurtful rumors about you by texting everyone. Many children now do not play or even talk to you. Even your friends are starting to think the rumors might be true. What should you do?

1. *Nothing. No one will believe me if everyone thinks the news is true.*
2. *I'll start spreading bad news about the other kids myself.*
3. *I will tell everyone that the rumors are unfounded.*
4. *Other answer (Open angle).*

Scenario 3.¹

When no one is looking, your older sibling continues to hit you with their hands and feet and threaten to hurt you more if you tell anyone. What should you do?

1. *I will tell my parents or teachers about what happened.*
2. *I will ask my friends to help me.*
3. *I will tell him/her that his/her strokes hurt me and ask him/her to stop.*
4. *Other answer (Open angle).*

Scenario 4.

Your teacher calls you "stupid" every time you make a mistake, and tells you there's no point in trying to teach you because you can't learn. The other kids have started calling you offensive names too. What should you do?

1. *I'll go straight to the principal and tell him/her what's going on.*
2. *I'll start skipping classes because you won't want to go to school.*

¹ For elementary school.

3. *I will ask my parents if I can change my class or school.*
4. *Other answer (Open angle).*

Scenario 5.

You notice one of your friends bullying and teasing young children at summer camp. Your friend has even started taking things from them. What should you do?

1. *I will tell the camp leaders what is going on without letting my friend know.*
2. *I will help my friend take things from small children, otherwise he will start taking things from me.*
3. *I will tell my friend that I think what he is doing is wrong and that he should leave the little kids alone.*
4. *Other answer (Open angle).*

Scenario 6.²

The older kids at another school like to target you, the elementary students. They are waiting to catch a child walking home alone or waiting for the bus, surround him, demand and take money, food or toys. They also throw stones and threaten to do worse things. What should you do?

1. *From now on, we will be very careful and go to school in a group.*
2. *We will tell the adults at our school what is happening and ask for help.*
3. *We will keep stones or a knife with us to protect ourselves.*
4. *Other answer (Open angle).*

Scenario 7.

The new boy in your class is a refugee. Your classmates always say racist words to him, make fun of his Armenian and say that it would be good for him to return to his country. What should you do?

1. *I will join them. He is not our friend to worry about.*
2. *I will tell my teacher that my classmates are saying racist things to him.*
3. *I will suggest him to practice Armenian when he is free.*
4. *Other answer (Open angle).*

Scenario 8.

You have started making fun of one of your friends because he is really bad at reading and writing. You have noticed recently that he has started sitting alone. You noticed tears in his eyes. What should you do?

² For elementary school.

1. *Nothing. He probably just had a bad day and it has nothing to do with me.*
2. *I will stop teasing my friend and ask why he was crying.*
3. *I will tell my friend that I will not make fun of him in front of anyone again, but I will also tell him that he is really stupid and needs to practice more.*
4. *Other answer (Open angle).*

Scenario 9.

You have an older stepbrother who loves you very much. He often wants to kiss and hug you, which makes you uncomfortable. What should you do?

1. *I will tell one of my parents or my brother/sister.*
2. *I will not let him do such a thing again. I will hit him.*
3. *I will avoid him and try to keep my distance.*
4. *Other answer (Open angle).*

CONVENTION ON THE RIGHTS OF THE CHILD

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

BIG ORANGE SPLOT

D. Pinkwater

Mr. Plumbing lived on a street where all the houses looked alike. Mr. Plumbing and everyone on the street loved it. They said, "This street looks like a grid."

One day, a seagull was flying above Mr. Plumbing's house, holding a bucket full of bright orange paint in its beak. Suddenly, the seagull dropped the bucket right on the roof of Mr. Plumbing's house, leaving a large orange splot.

"Oh, it's so bad! Mr. Plumbing has to repaint his house," everyone said.

"I think I will paint," he said, but did nothing. After a long look at the splotch, he went about his business. The neighbors got tired of looking at the orange trail, and one of them said, "Mr. Plumbing, paint your house finally!"

"Okay," said Plumbing. He took white and blue paint and painted all night. The roof was blue, the walls were white, and the orange splotch remained, but that wasn't all. He took red, yellow, green, and purple paint and continued to paint. In the morning, everyone came out of their houses. All the houses looked the same, but Mr. Plumbing's house looked like a rainbow. There were large and small orange splotches, elephants, lions, and other designs on the house.

"Plumbing has gone completely mad, lost his head," they said and left muttering.

That night, Plumbing built a large tower on the roof of his house and placed a clock on top. The neighbors again thought that something was wrong with him and decided to pretend they did not notice the changes. That night, Plumbing planted trees in his yard and bought a crocodile. In the morning, people saw all that and said angrily, "Plumbing has gone too far. This used to be a grid street, but now? Plumbing, what have you done to your house?"

"I am my house, and my house is me. My house is where I would like to live, and it looks like my dream," Plumbing replied.

The neighbors went to the man who lived next to Plumbing's house and said, "Tell Plumbing we liked the way his house looked before. Tell him that his house should be like our houses, so that the street looks like a grid." The man went to Plumbing. All night long, they drank juice and talked under the trees. The next morning, when everyone came out of their houses, they saw a house that looked like a ship next to Plumbing's house.

"What have you done with your house?" everyone shouted.

"I am my house, and my house is me. My house is where I would like to live, and it looks like my dream," said the man who had always loved ships.

"He also resembles Plumbing; he's gone crazy," they said.

Every day after that, one of them would go and talk to Plumbing. Anyone who spoke to him changed the shape of their house.

When a stranger came to that street, he would say, “This street does not look like a grid.” And everyone answered him, “We are our houses, and our houses are us. Our houses are where we would like to live. They are like our dreams.”

SPORK

Spork was neither a spoon nor a fork. It was a little bit of both. Spork had a mom and dad who thought he was awesome just the way he was. But Spork was different. There were spoons and forks in the kitchen. There were cutting tools, knives, and chopsticks, but Spork was very different.

One day, when he was asked for the hundredth time, “What are you, finally?” and when he was scorned at the table for the hundredth time, he thought it would be easier to choose and be one thing. He decided to start with his head, putting on a big hat to look like a spoon, but the forks said he was too round. Then he put a paper crown on his head to look like a fork, but the spoons said he was too sharp.

Spork wondered if there were any lonely utensils like him that had no one like them and never appeared on the table. Sitting on the counter at lunchtime, he watched the others play football and hockey with peas, boiled eggs, and hot potatoes. Forks played with spaghetti and spoons took hot baths. Suddenly, one morning, a strange dish appeared on the table. It was neither liquid nor solid. Knives, spoons, and forks didn’t know what to do because it was spilling and mixing.

“Help,” cried the forks and spoons. There was a need for something that was both a spoon and a fork. That’s when Spork appeared. The strange dish saw him and immediately calmed down. When Spork touched it, it stopped spilling and mixing. This is how Spork finally found his place at the table — just a little round, just a little sharp, distinctive, and with a wonderful look.

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