

# TOOLKIT FOR ACTIVE CITIZENSHIP



**EACiti - European  
Active Citizenship**  
**2020-1-IT02-KA229-079429**



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## ***EACiti - European Active Citizenship***

**2020-1-IT02-KA229-079429**

### **Introduction**

Nowadays active citizenship is one of the greatest challenges of contemporary Europe in a system that is constantly changing and aims at intelligent, sustainable and inclusive growth. Therefore, the goal of this project was to improve and expand civic education through the exchange of good practices in the teaching / learning of active citizenship considered as a mind-set that supports students in a globalized world as socially active, responsible and cosmopolitan citizens.

Through the cooperation of students and teachers from different countries we fostered the awareness of shared values, seen as a common educational model that allows full awareness of active citizenship.

During our five school exchanges we focused on the following topics:

- fake news and non-hostile communication
- environment protection and sustainable development
- bullying and cyber-bullying
- gender equality
- inclusion and fight against discrimination

Some of the good practices shown and observed during these exchanges have been collected in this Toolkit addressed to students and teachers. In an era where the importance of active citizenship is more evident than ever, we hope that this toolkit will serve as a valuable resource, offering a collection of best practices that can inspire and guide school communities on their journey towards fostering a culture of civic responsibility.

*The teachers of the international project team*

## PROJECT PARTNERS AND EXCHANGES

### Coordinating school

Polo Liceale Statale “Raffaele Mattioli” Vasto - Italy  
<https://www.liceoscientificovasto.edu.it>

### Partner schools

Tallinna Kuristiku Gümnaasium – Tallinn – Estonia  
[www.kuristiku.ee](http://www.kuristiku.ee)

Klaus Groth Schule – Neumünster – Germany  
[www.klaus-groth-schule.de](http://www.klaus-groth-schule.de)

Liceul de Arte "Aurel Popp" – Satu Mare – Romania  
[www.aurelpoppsm.ro](http://www.aurelpoppsm.ro)

### Exchanges

- Vasto – Italy 28th March – 1st April 2022  
**Fake news and non-hostile communication**
- Neumünster – Germany 19th – 23rd September 2022  
**Environment protection and sustainable development**
- Tallinn – Estonia 13th – 17th February 2023  
**Bullying and cyber-bullying**
- Satu Mare – Romania 22nd – 28th April 2023  
**Gender equality**
- Bruxelles – Belgium 9th – 13th October 2023  
**Inclusion and fight against discrimination**

### Teachers of the project team

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## Ice-breaking activities for international groups

Ice-breaking activities can contribute to a more inclusive, understanding, and cooperative atmosphere within international groups of teenagers. They help students from different countries to get to know each other and feel more comfortable in a new group.

### Objectives

- Help create a relaxed and open atmosphere that encourages participants to form connections and build relationships with their peers from different countries.
- Encourage participants to express themselves clearly, listen actively, and understand others, overcoming language and cultural barriers.

### LANGUAGE EXCHANGE

Form groups with 4/5 students from different countries. Form a circle or gather participants in a way that facilitates easy sharing. Students teach each other basic phrases or greetings in their native languages and common gestures related to non-verbal communication.

### SPEED FRIENDING

Form 2 lines of students from different countries. They will stand opposite each other and pair up. Set a timer for 1 minute. Students talk and get to know each other. When the timer goes off, they switch partners.

### TWO TRUTHS AND A LIE

Form groups with 9/10 students from different countries. Form a circle or gather participants in a way that facilitates easy sharing. Each student takes turns sharing two true statements about themselves and one false statement. The rest of the group must guess which statement is the lie.

### BUCKET LIST SHARING

Form a circle or gather participants in a way that facilitates easy sharing. Ask students to share one thing they'd like to accomplish or experience in their lifetime. It can be a dream destination, a personal goal, or an aspiration. After each participant shares an item, open the floor for brief discussions. This can include questions about why they chose that item, what inspired them, or if anyone else shares a similar goal. Continue around the circle, allowing each participant to share one or more items from their bucket list. If time permits, you can have multiple rounds.

## ACTIVITY 1 – THE GOLDEN RULES OF COMMUNICATION

### Topic: Non-hostile communication

#### Objectives

- Gain better awareness of the importance of positive and communication.
- Promote a positive and inclusive communication culture.

#### Materials

White posters and markers of different colours.

#### Description

Students are divided into groups of 4/5 people. Each group has a white poster and markers of different colours. They are assigned the following task:

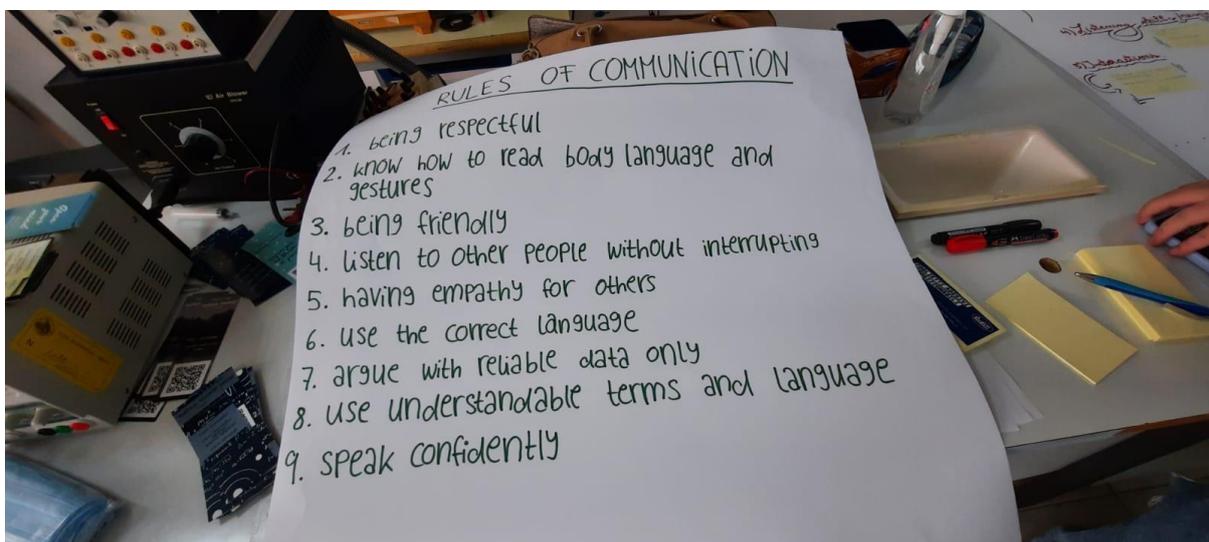
*The aim of this workshop is to draw up a set of rules/recommendations to help us make our communication respectful of the rights and opinions of others.*

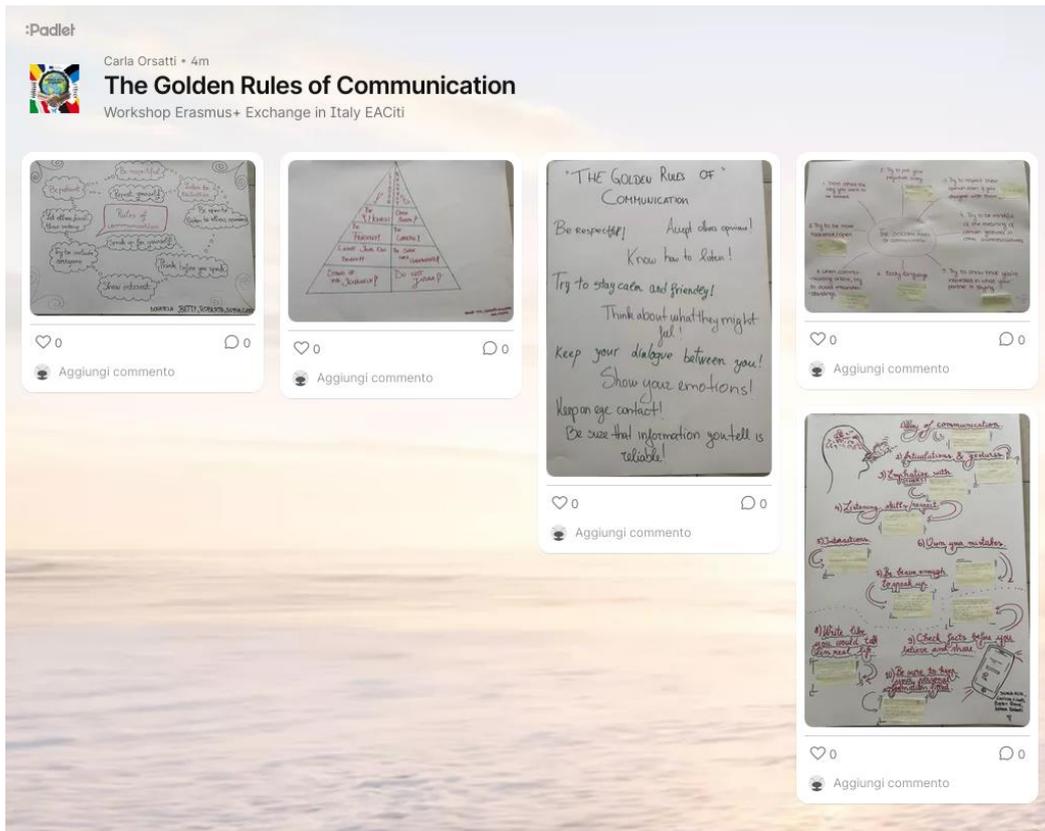
*In your group you will have to share your ideas to draft your own rules of communication. Remember to have a positive approach in the way you propose your ideas and draft the rules so, please, refrain from using “don’t”.*

*You and your group will have 45 minutes to draft your 10 golden rules of communication and write them on the poster you have been provided with.*

*Finally, there will be a joint session in which you and your group will present your work and explain the reasons for your choices.*

At the end of the activity the posters created by the students can be collected and shared on Padlet. In addition, the students’ answers can be used to create a joint manifesto of non-hostile communication.





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### THE GOLDEN RULES OF COMMUNICATION

<b>1</b>	<p><b>Listen to other people when they are talking to you.</b> Quando gli altri ti parlano, ascoltali.</p>	<b>7</b>	<p><b>Check facts before accepting and sharing them.</b> Prima di accettarli e condividerli, accerta i fatti.</p>
<b>2</b>	<p><b>Keep eye contact while you are talking to someone.</b> Quando stai parlando con qualcuno, guardalo.</p>	<b>8</b>	<p><b>Think about people's feelings while you are talking.</b> Quando parli con qualcuno, tieni conto dei suoi sentimenti.</p>
<b>3</b>	<p><b>Leave your ego behind.</b> Mettilo da parte il tuo ego.</p>	<b>9</b>	<p><b>Be respectful of other people's ideas, especially if they are different from yours.</b> Rispetta le opinioni degli altri, soprattutto se sono diverse dalle tue.</p>
<b>4</b>	<p><b>Try to include everyone.</b> Prova ad includere tutti.</p>	<b>10</b>	<p><b>Address people in a calm, kind way.</b> Rivolgiti agli altri con toni pacati e gentili.</p>
<b>5</b>	<p><b>Think before you speak.</b> Prima di parlare, pensa.</p>	<b>11</b>	<p><b>Choose your words carefully, so avoid verbal abuse.</b> Scegli attentamente le parole da usare in modo da evitare offese verbali.</p>
<b>6</b>	<p><b>Let others finish their sentence before you express your opinion.</b> Prima di esprimere la tua opinione, lascia che gli altri finiscano ciò che stanno dicendo.</p>	<b>12</b>	<p><b>Interact online in the same respectful way as when you interact in person.</b> Interagisci online con lo stesso rispetto che usi nelle interazioni reali.</p>

## ACTIVITY 2 – STAND UP FOR VICTIMS. UNDERSTANDING HATE SPEECH

### Topic: Non-hostile communication

#### Objectives

- Analyse various examples of hate speech against migrants and refugees.
- Develop skills to recognise hate speech.

#### Materials

Posters with diamond-shaped charts, cut-outs with examples of hate speech, sticky tape.

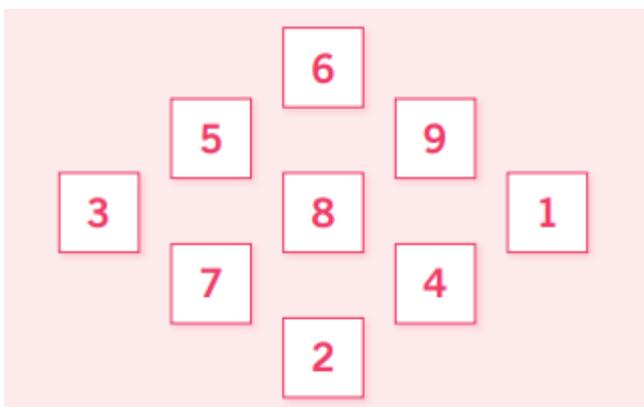
#### Description

Students are divided into teams of 4/5 people. The number of teams should be even. Each team receives an envelope with the declarations (cut out in separate strips of paper). In each team the students discuss the received declarations and arrange them in their diamond-shaped chart. The first place should go to the “strongest” statement, i.e. the one with very offensive hate speech. The last place should go to the “weakest” statement in terms of message, and the intermediate places should go to the other messages, arranged from the strongest to the weakest.

When the participants have finished, join two teams together (if at the beginning you had 4 teams, you should now have 2 teams). Participants from two different teams should now compare their rankings and explain why they have organised their individual statements in this particular order.

At the end of the activity, discuss with the group the following questions:

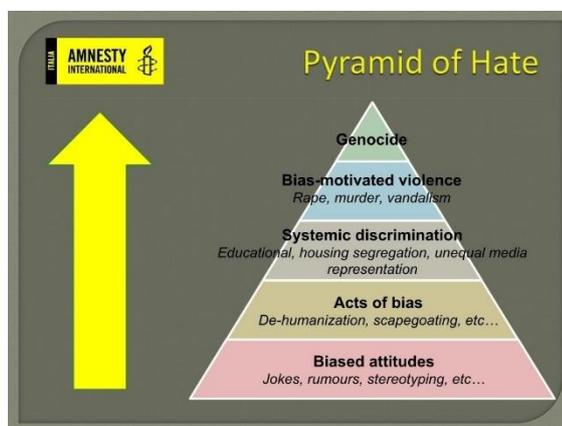
- How were decisions made in the group?
- Were your rankings very different?
- What surprised you?
- Why is the use of hate language against migrants and refugees is so widespread, especially on social media?
- How can we recognise hate speech?
- What representation of the world do you get from the examples of hate speech used in the exercise?
- How can this affect the perception we have of migratory phenomena?



Diamond-shaped chart

**Examples of hate speech for the activity**

1. Send them home! We don't need dirty bastards here!	<i>Comment left by a private individual following a post on refugees by the Prime Minister on his official Facebook page.</i>
2. Refugees are interested in nothing but subsidies!	<i>Facebook post by an MP of the Polish majority party.</i>
3. Refugees are like dogs: the more you give them, the more they want!	<i>Title of an article published on the website of an extreme right-wing youth organisation.</i>
4. Soon we will feel like strangers at home. Muslim refugees simply do not belong to our society.	<i>Comment left on the website of a well-known newspaper (published by a private individual concerning an article on the situation of refugees in Poland).</i>
5. We must use any possible means to get rid of them!	<i>Post about refugees published on the blog of a famous celebrity.</i>
6. Killing a refugee is not a sin!	<i>Tweet published by a private individual with over 2400 contacts.</i>
7. The obligation of every government is to protect its citizens and not to allow refugees to enter our country.	<i>Statement made by the Polish Prime Minister during an interview published on YouTube.</i>
8. Refugees will never integrate into our society.	<i>Statement made by a well-known Polish sociologist during a television interview (the clip is available on YouTube).</i>
9. We will turn you into kebabs and you will have to swallow them!	<i>Comment left by an individual on Facebook under the link to an article describing how a bar run by Turkish migrants was vandalised.</i>



## ACTIVITY 3 – THINK GLOBAL! ACT LOCAL!

### Topic: Sustainable development

#### Objectives

- Define the concept of sustainable development
- Discuss ways to reduce resource consumption, promote biodiversity, and protect ecosystems.

#### Materials

A whiteboard and post-it notes in two different colours.

#### Description

Students work in teams of 4/5 people and are asked to develop possible solutions and options for action. They answer the following questions:

- *How can every individual do more to protect the ocean and the climate (mobility, consumption, nutrition etc.?)*
- *What needs to be changed on the political, social and economic level to protect the ocean, the climate and our natural resources?*

Students are allowed about 20 minutes for this activity and write their results on post-it notes. The red notes are for individual actions, while the green notes are for actions on the political, social and economic level. Afterwards, two students from each team will put their notes on the whiteboard and explain to the others their solutions and reasons for their choices. A possible follow-up activity is creating a poster showing all the actions suggested by the students.



## ACTIVITY 4 – THERE IS ONLY ONE WORLD – LET'S TAKE CARE OF IT!

### Topic: Sustainable development

#### Objectives

- Increase awareness about global challenges.
- Encourage community engagement and participatory approaches to sustainable development.

#### Materials

Laptop / Tablets.

#### Description

##### Step 1

Students work in teams of 4/5 people. They are asked to choose the SDGs of personal interest and exchange ideas on best practice examples from their hometown, community or other countries. They select 6 examples that impress them most and that do have an impact on us as European citizens. They can do more research on the internet if necessary. Afterwards, the students of each team share their findings with the other teams.





## ACTIVITY 5 – UNDERSTANDING BULLYING

### Topic: Bullying

#### Objectives

- Increase awareness about the different forms of bullying, including physical, verbal, social, and cyberbullying.
- Define what constitutes bullying and cyberbullying.

#### Materials

White posters and markers of different colours. Conversation cards (available in the Appendix).

#### Description

##### Step 1: Introduction.

Students are divided into teams of 4/5 people and are asked to answer the following questions:

- What is bullying? Give examples of bullying.
- Have you ever been bullied?
- Have you or someone you know ever experienced bullying?
- How was it handled, and what was the outcome?
- How can bullying impact the victim's mental and emotional well-being?
- Can you think of strategies to support those who are being bullied or to help prevent bullying in your school or community? (time allowed 10 min)

##### Step 2. Conversation cards with questions.

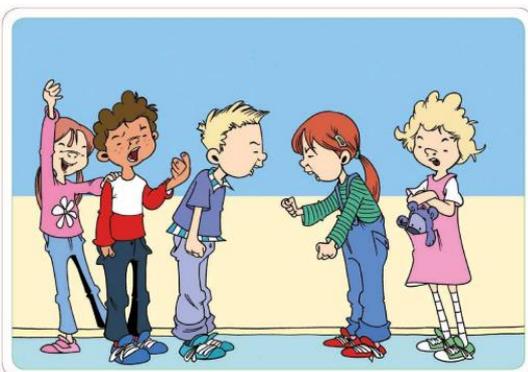
Ask students to look at the cards and describe the situation. The questions could be used to encourage conversation. Group work. (10- 15 min). Share your ideas with the other teams.

##### Step 3. Poster

Students use the results of the previous activities to create a poster with different types of bullying. Then they are asked to present their findings and explain the reasons for their choices. Group work. (20 min)

##### Step 4. Reflection

Write a brief reflection on what you have learned about bullying from the discussion. (3-4 min)

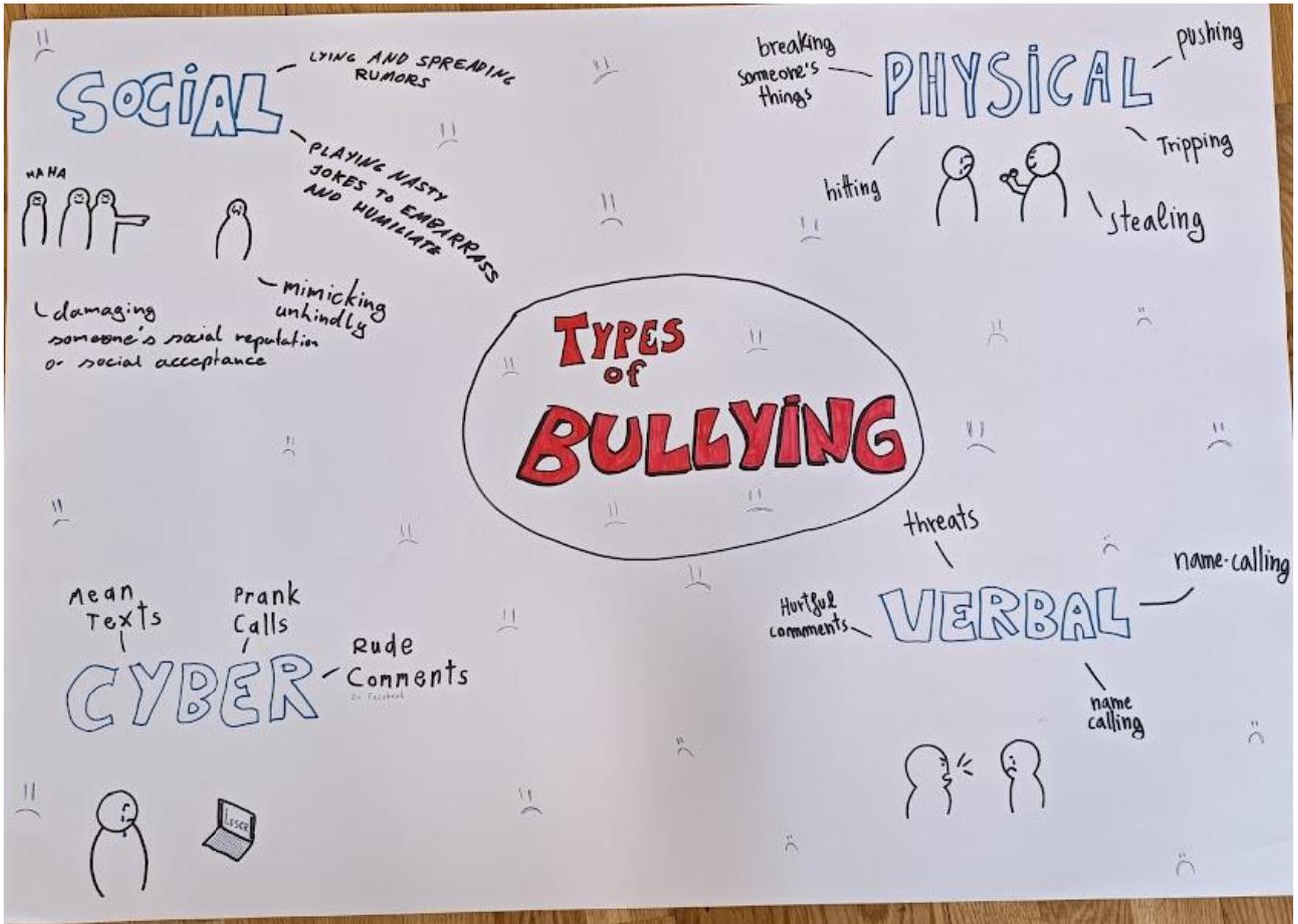


### Help to stop quarrelling!

4

**Suggested questions:**

- What do you think is happening in the picture?
- How do you think the children quarrelling are feeling?
- What are the other children doing?
- Who is siding with whom in the picture?
- How could you intervene to help the children stop quarrelling?
- Who do you know who's really good at helping when people are quarrelling? What do they do?
- What's the difference between quarrelling and bullying?
- Can you tell us about a time you were a good friend? How did it feel?
- Tell us about a time when you were helped by a friend. What was it like to be helped?
- How can you make up with your best friend when you fall out with them?



## ACTIVITY 6 – AN ALTERNATIVE NARRATIVE ABOUT BULLYING

### Topic: Bullying

#### Objectives

- Explore the emotional, psychological, and physical impact of bullying on victims.
- Enhance participants' digital literacy skills, critical thinking and creativity.

#### Materials

Worksheets. Laptops / Tablets.

#### Description

The students work in groups of 4/5 people and are asked to create an online book. They are assigned the following task:

Create an e-book with a 14- page story about bullying. Tell your story from the main character's point of view. Your book should contain practical advice and suggestions for people who have been bullied or have witnessed bullying. When looking for materials online, make sure that the information you use is trustworthy.

Before getting started think about the characters and storyline so that your work is more efficient.

**Book title :**

**Characters :**

**These questions might help you to create your main character(s):**

- Who is your main character?
- What does this person look like?
- What do you think their name is?
- How old are they?
- What kind of lifestyle do you think they lead?

- What do you think their family is like?
- What do you think their job is?
- What do they do in their free time?
- Do they have any secrets?
- Why are they here?
- What do you think they're doing now? Why?
- What kind of bullying are they victims of?

**Storyline:**

Where ? Why ? What ?, etc.

**Responsibilities within your group:**

Divide the tasks so that everyone knows what they are in charge of.

Name	He/She will be in charge of :

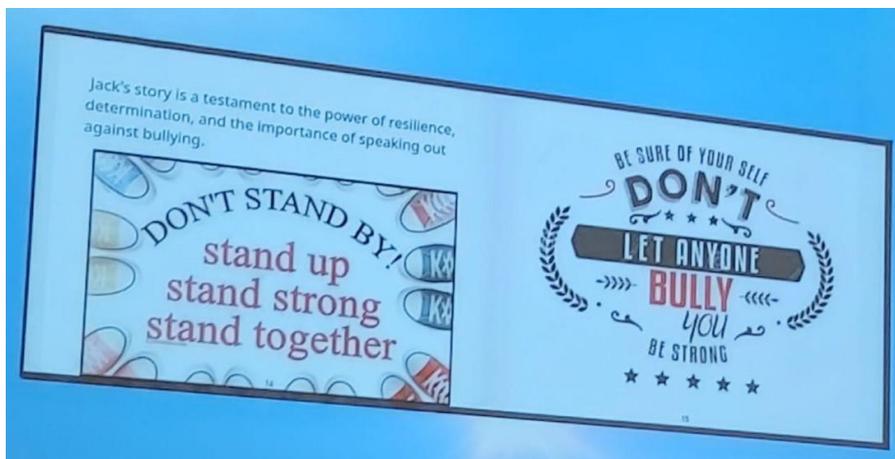
**Before getting started:**

- You will be given a link that takes you to a platform that you are going to work with.
- Familiarise yourself with the platform you are going to work with.
- Check what kind of materials can be uploaded and if there are any special requirements for photos, voice recordings etc.
- Work as a group and consider everyone’s opinion.

**While and after editing:**

Have you :

- **all been part of the outcome ?**
- checked your language (voice recordings- is the speed easy to follow? Is your speech clear enough?)
- found a good balance between the text/story and visual materials used?
- recorded the entire text of the story?
- created the credits (with your names)?
- provided the links and references to the materials used?





## ACTIVITY 7 – DEFINING INCLUSION AND DISCRIMINATION

### Topic: Inclusion and fight against discrimination

#### Objectives

- Increase participants' awareness of various forms of discrimination.
- Encourage the development of an inclusive mindset, challenging stereotypes and biases.

#### Materials

White posters and markers of different colours.

#### Description

**Step 1** - Students are divided into groups of 4/5 people. Each group has a white poster and markers of different colours. They are assigned the following task:

*Reflect with your group mates on the concept of inclusion. Identify key words related to inclusion together and write them on the poster. (time allowed 15 minutes)*

Afterwards, the students of each group present their answers and comment on them, giving reasons for their choices.

**Step 2** - The same groups are assigned the following task:

*Identify key words related to discrimination and write them on the poster. Then think of 1 or 2 concrete examples of discrimination that have happened or might happen in your school and / or hometown and write them on the poster. (time allowed 20 minutes)*

Afterwards, the students of each group present their answers and comment on them, giving reasons for their choices.

Next, the same groups are assigned the following task:

*What could you do to fight against discrimination in these situations? Analyze each situation, identify potential barriers to inclusion, and brainstorm practical solutions to promote inclusivity.*

Finally, the students of each group present their answers and comment on them, giving reasons for their choices. The results can be collected and shared on Padlet.





Hanni  
ERVIN  
GICHA  
Dan

GROUP 3

# INCLUSION

- no judging
- free to express yourself
- integration
- teamwork
- feeling of belonging
- acceptance of differences
- hospitality
- respect
- always ready to help



## ACTIVITY 8 – ART AND MESSAGES

### Topic: Inclusion and fight against discrimination

#### Objectives

- Encourage critical thinking and deep analysis of social issues related to discrimination and exclusion.
- Develop visual communication skills and the ability to convey powerful and compelling messages through visual art.

#### Materials

Glue/glue stick, paper (coloured, cutouts from newspapers and magazines) paperboard (Size A3), markers, pencils, coloured pencils, scissors, printed pictures (A3 size).

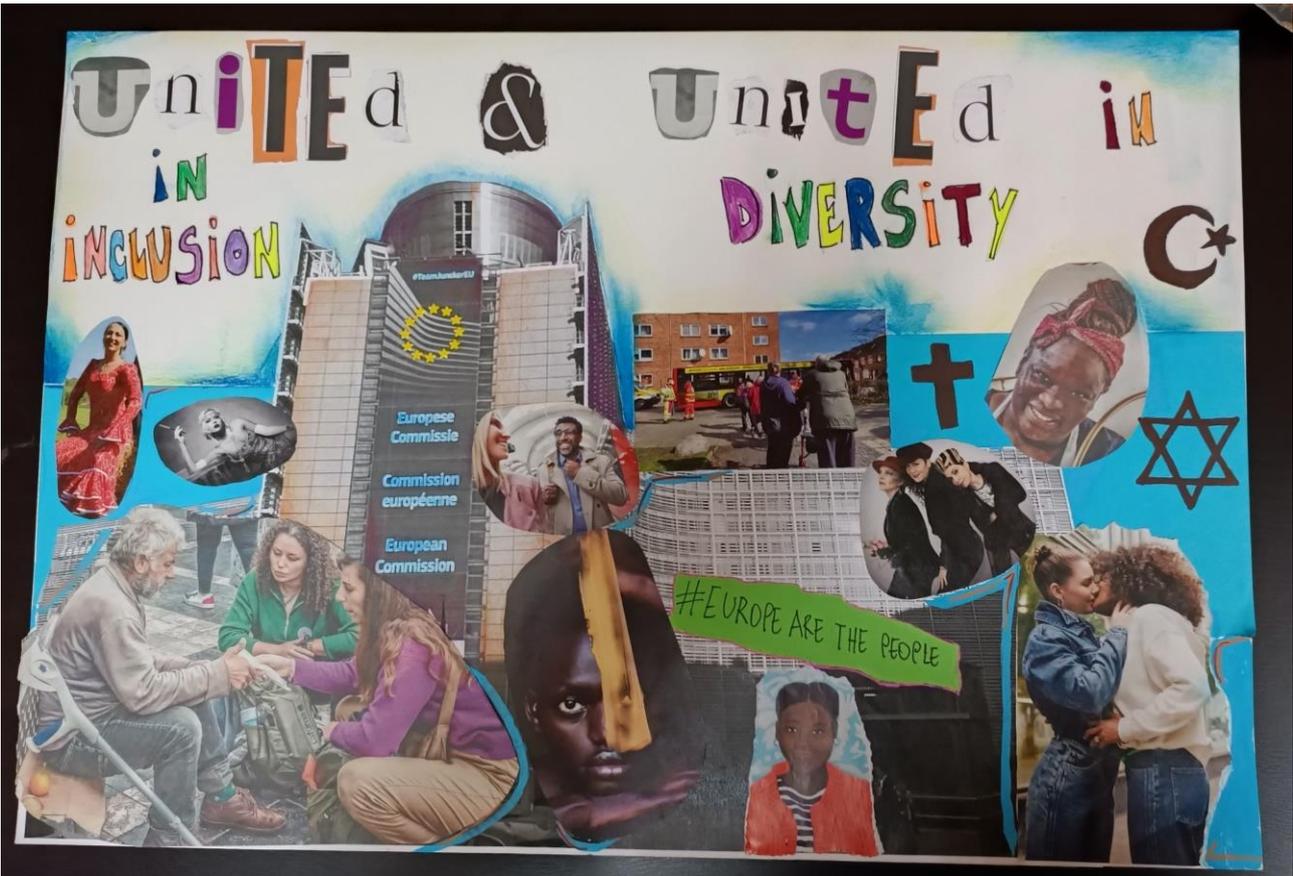
#### Description

The students are divided into groups of 4/5 people and each group receives the necessary materials to make the collage artwork.

Students are asked to imagine that it is the “Day of Inclusion and Fight against Discrimination” and for this event, they will have to create banners about this topic on printed pictures of important buildings in their city.

When all the banners are ready, each group presents their work to the others explaining the reasons for their choices.





## ACTIVITY 9 – UNDERSTANDING THE FRAMEWORK OF GENDER EQUALITY

### Topic: Gender equality

#### Objectives

- Gain better understanding and awareness of gender equality.
- Gather, process, calculate, interpret and analyze data.

#### Materials

Worksheets, coloured pencils and calculators.

#### Description

Students work in small groups of 4/5 people. Hand out both worksheets to each of them. They use the following instructions to calculate their gender ratio.

*Total the number of crosses in each column and put that number in the bottom row. Add the number of totals together. For example, if you have answered every question the sum of all the columns will be 12.*

*How to calculate your ratio:*

$$\frac{\text{Female column total} \times 100}{\text{Sum total}} : \frac{\text{Male column total} \times 100}{\text{Sum total}}$$

*So, for example, if you answered all the questions and recorded 2 females and 10 males in your survey, your calculation will be:*

$$\frac{2}{12} \times 100 : \frac{10}{12} \times 100$$

$$16.66 : 83.33$$

$$17 : 83$$

**"From Where I Stand"**  
A Sample of Your Local Community Influencers and Decision Makers

Fill in your answers by putting a cross in the relevant box.

	Female	Male
<b>POLITICAL LEADERSHIP</b>		
Your Politician / President		<input checked="" type="checkbox"/>
The person that represents you in your national parliament		<input checked="" type="checkbox"/>
<b>LOCAL LEADERSHIP</b>		
The local leader of your district or town council / local ward / head of county / mayor etc.		<input checked="" type="checkbox"/>
<b>LOCAL COMMUNITY INFLUENCERS AND DECISION MAKERS</b>		
Your local teacher		<input checked="" type="checkbox"/>
Your doctor	<input checked="" type="checkbox"/>	
The boss of one of your parents		<input checked="" type="checkbox"/>
The head of your local police		<input checked="" type="checkbox"/>
Your local bank manager		<input checked="" type="checkbox"/>
Newsreader on the TV news channel you watch or the editor of the newspaper you read		<input checked="" type="checkbox"/>
The best singer of your favourite song	<input checked="" type="checkbox"/>	
The coach of your sports team (optional)		<input checked="" type="checkbox"/>
Your religious leader or pastoral leader (optional)		<input checked="" type="checkbox"/>
<b>TOTAL</b>	<b>2</b>	<b>10</b>

Once these answers are completed on either of these particular questions, you can use an electronic spreadsheet to calculate the ratio.

$$\frac{2}{12} \times 100 = 16.66$$

$$\frac{10}{12} \times 100 = 83.33$$

$$16.66 : 83.33$$

$$17 : 83$$

Erasmus+ unicef

**Worksheet 1**

<b>POLITICAL LEADERSHIP</b>	<b>FEMALE</b>	<b>MALE</b>
Your prime minister/president		
The person that represents you in the national parliament		
<b>LOCAL LEADERSHIP</b>		
Your mayor		
<b>LOCAL COMMUNITY INFLUENCERS AND DECISION MAKERS</b>		
Your headteacher		
Your doctor		
The boss of one of your parents		
Your bus/taxi driver		
The lead singer of your favourite song		
The coach of your favourite sports team		
Your religious/spiritual or pastoral leader		
<b>TOTAL</b>		

Now express your ratio like this: % females : % males for example 50 : 50 or 17 : 83

The sum of the two figures of your ratio should equal 100. In your second worksheet remember to put the female figure on the left, the male figure on the right.

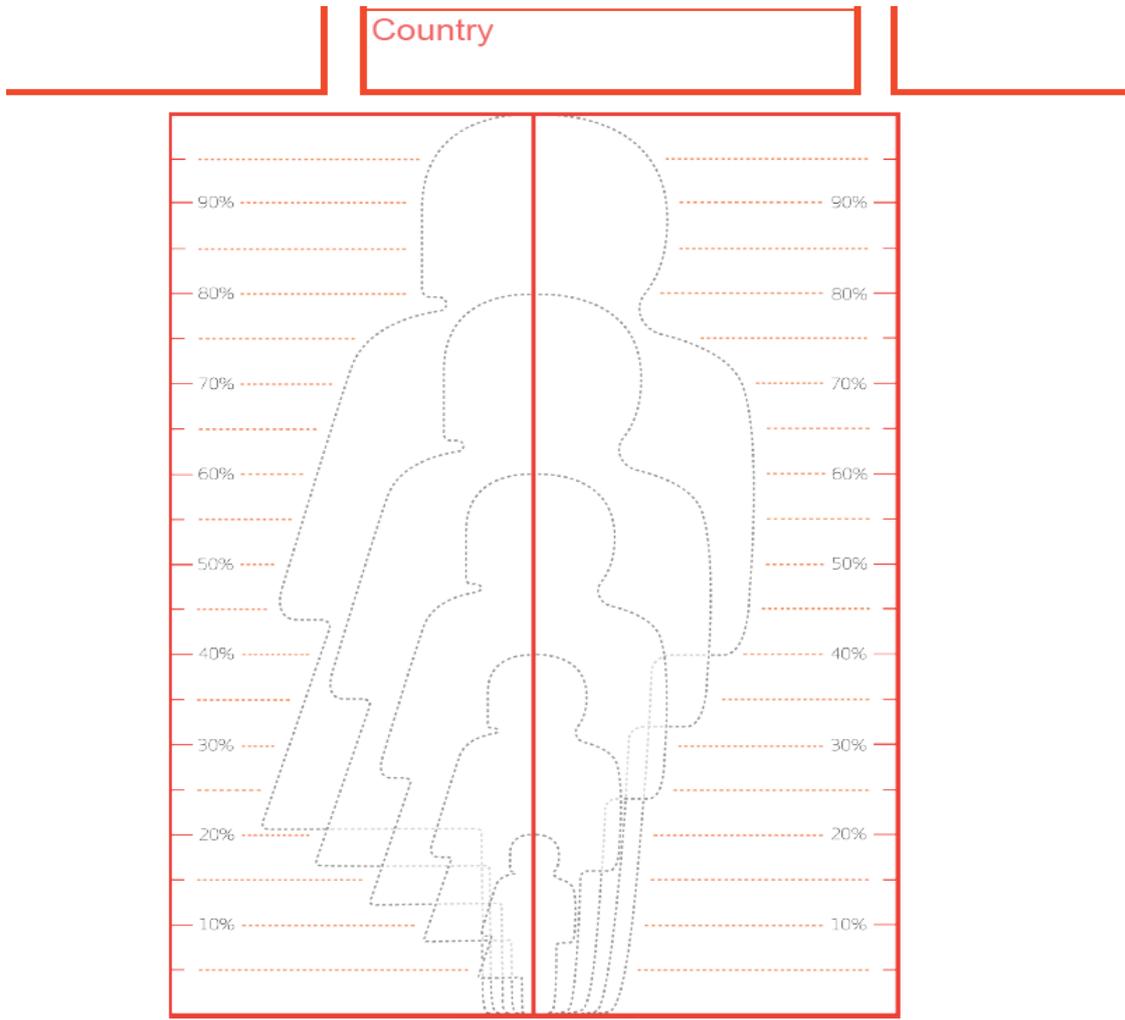
Take your ratio for the female side, for example 17. Colour in the shape on the female side that represents 17% on the scale. This would be an approximate shape slightly smaller than the figure outline at the 20% mark. Using a different colour, do the same for the male side on the right.

Write your ratio clearly in the box below your image, so that we can see it.

The students show the data and compare with others. Finally, they discuss what results they expected from their survey.



Worksheet 2



These are my results of a survey looking at the ratio of community

## ACTIVITY 10 – DEFINING GENDER EQUALITY

### Topic: Gender equality

#### Objectives

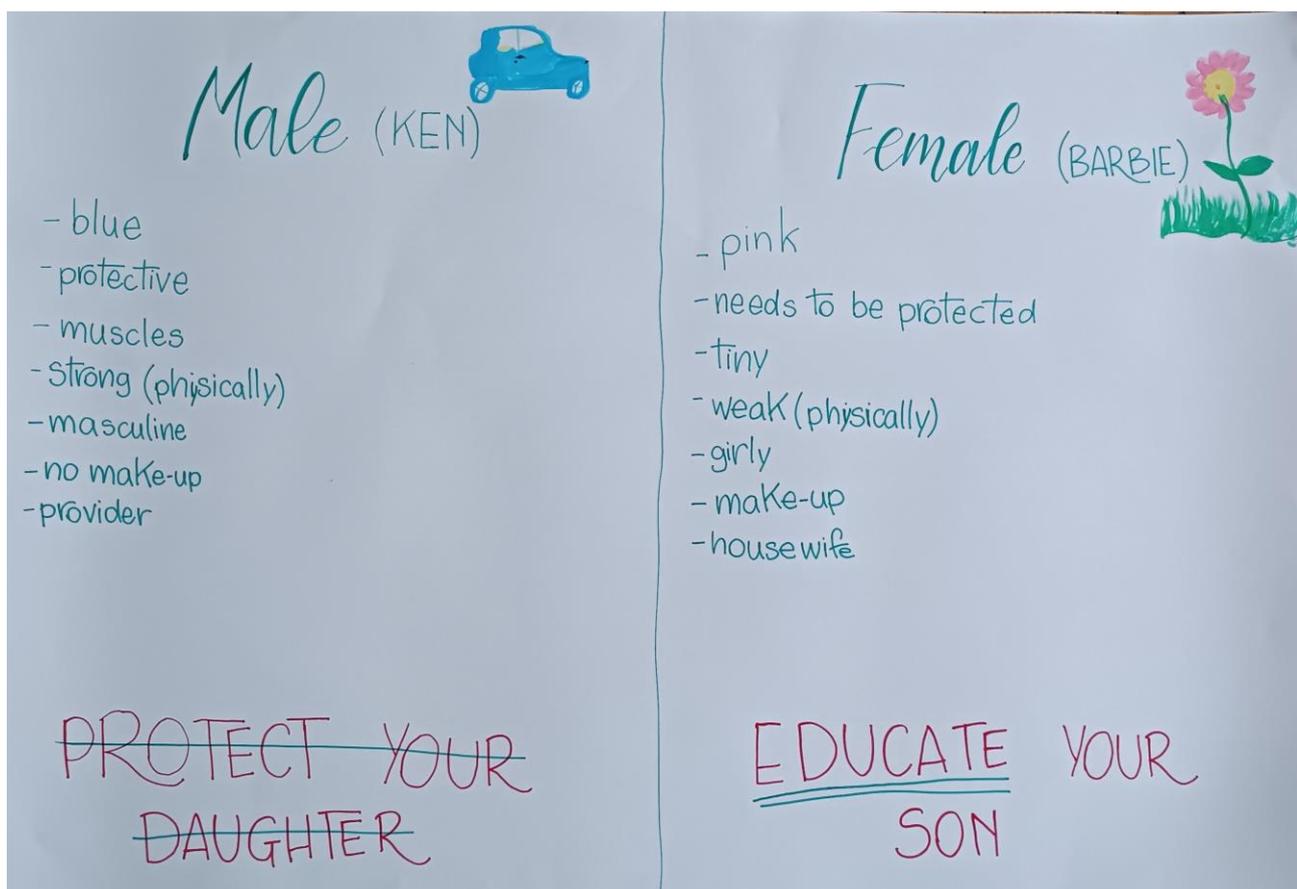
- Examine and challenge traditional gender stereotypes and roles.
- Promote positive actions toward achieving equality between genders.

#### Materials

White posters and markers of different colours.

#### Description

Students are divided into groups of 4/5 people . Each group has a white poster and markers of different colours. They are asked to reflect on the differences between males and females and commonly accepted ideas or stereotypes about genders. They write their ideas on their poster and then the students of each group present their answers and comment on them, giving reasons for their choices.





## Glossary for Active Citizens

### BIAS

An individual's construction of reality which may determine or dictate their behaviour, leading to distortion, inaccurate judgement, illogical and subjective interpretation.

### DISCRIMINATION

Unfair treatment of a person or a group. Biased, nasty distinctions between people based on their race, gender, age, religion, beliefs, physical attractiveness or sexual orientation.

### FAKE NEWS

False stories that resemble news or are perceived as news, which are spread on the Internet or using other media (intentionally or unintentionally), so as to influence political views, opinions, beliefs and choices. In short, fake news is false information even though it is being reported as news.

### HATE SPEECH

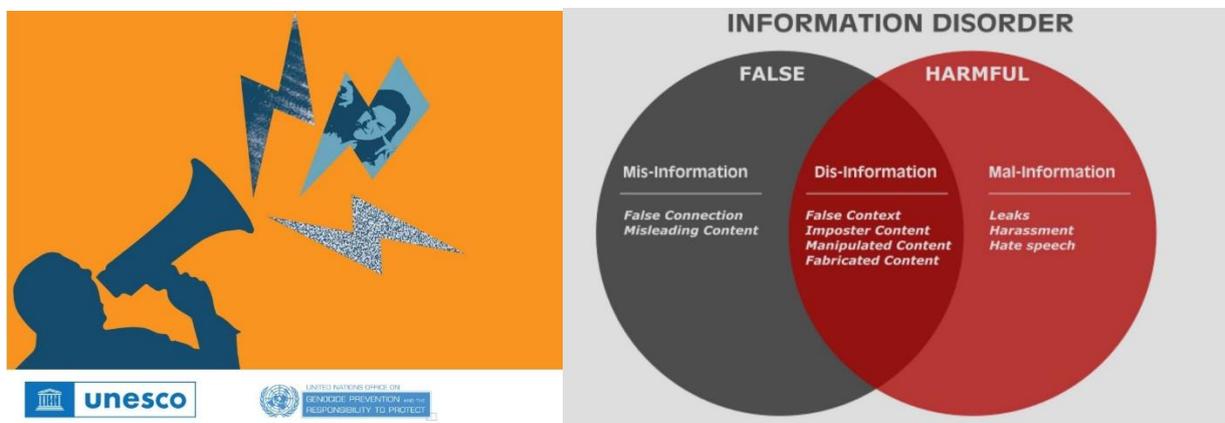
Abusive, offensive or threatening speech or writing that expresses prejudice on the basis of ethnicity, religion, sexual orientation, beliefs and behaviour. It reflects hatred or encourages violence, directly or implicitly.

### INCLUSION

The practice or policy of providing equal access to resources and opportunities to people who might otherwise be marginalised. Inclusion bears a strong connection to the acceptance and promotion of diversity.

### STEREOTYPE

A widely held and fixed idea of a person, a thing or a group, which oversimplifies reality so much that a distorted impression of it is given.



## Useful Links

<https://www.cartadiroma.org/>

<https://openmigration.org/fact-checking/>

<https://www.poynter.org/>

<http://www.unar.it/>

<https://www.coe.int/en/web/no-hate-campaign>

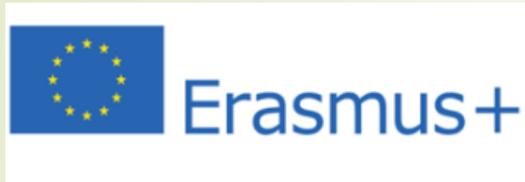
<https://www.lunaria.org/>

[https://www.coe.int/en/web/no-hate-campaign/reporting-on-social-mediaplatforms#%2237117289%22:\[1\]}](https://www.coe.int/en/web/no-hate-campaign/reporting-on-social-mediaplatforms#%2237117289%22:[1]})

<http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online>

<http://www.voxdiritti.it/ecco-le-mappe-di-vox-contro-lintolleranza/>

<https://www.startthechange.eu/>



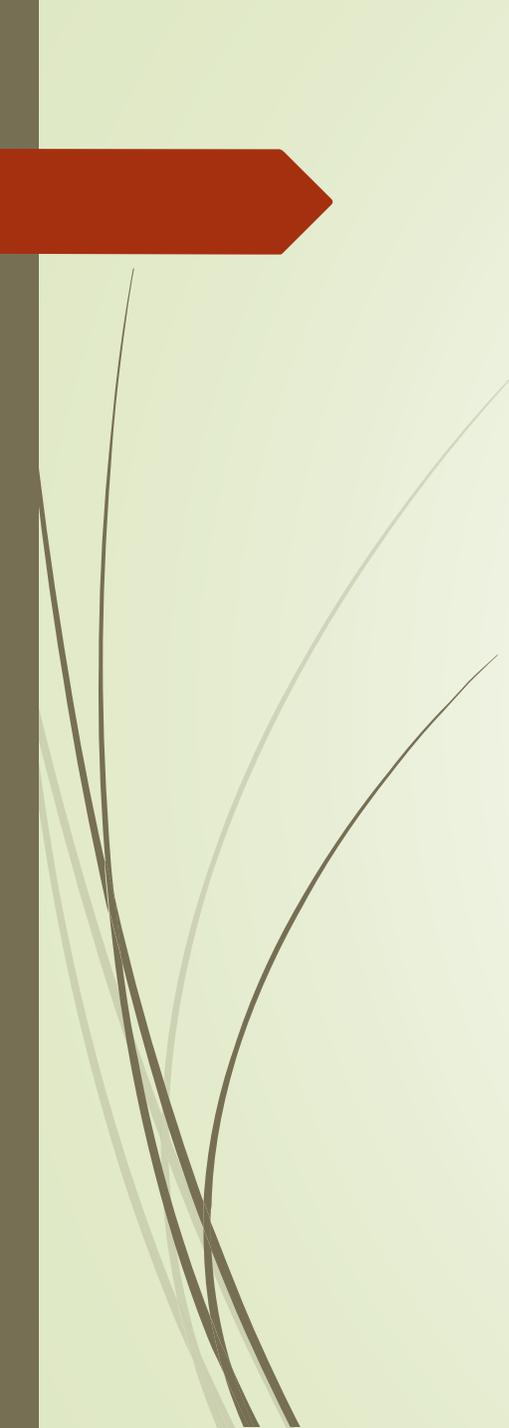
# "EACiti - European Active Citizenship"

2020-1-IT02-KA229-079429

**The female role through images**

**This photo was taken in 1946. What idea of the female role does it suggest? Would you put it in a history textbook?**



- 
- In Italy Women won the right to vote actively in 1945, and the right to vote passively in 1946.
  - On 10 March 1946, Italian women were able to vote and be voted in an election for the first time. Contrary to popular belief, women's suffrage in Italy did not in fact begin with the referendum on 2 June 1946 to choose between the Republic and the Monarchy, held at the same time as the elections to choose the members of the Constituent Assembly, but a few months earlier during local elections.
  - Those were the first elections in Italy since the end of the Second World War.

**Where and when was this painting made in your opinion?**

**What feelings did the artist want to convey?**

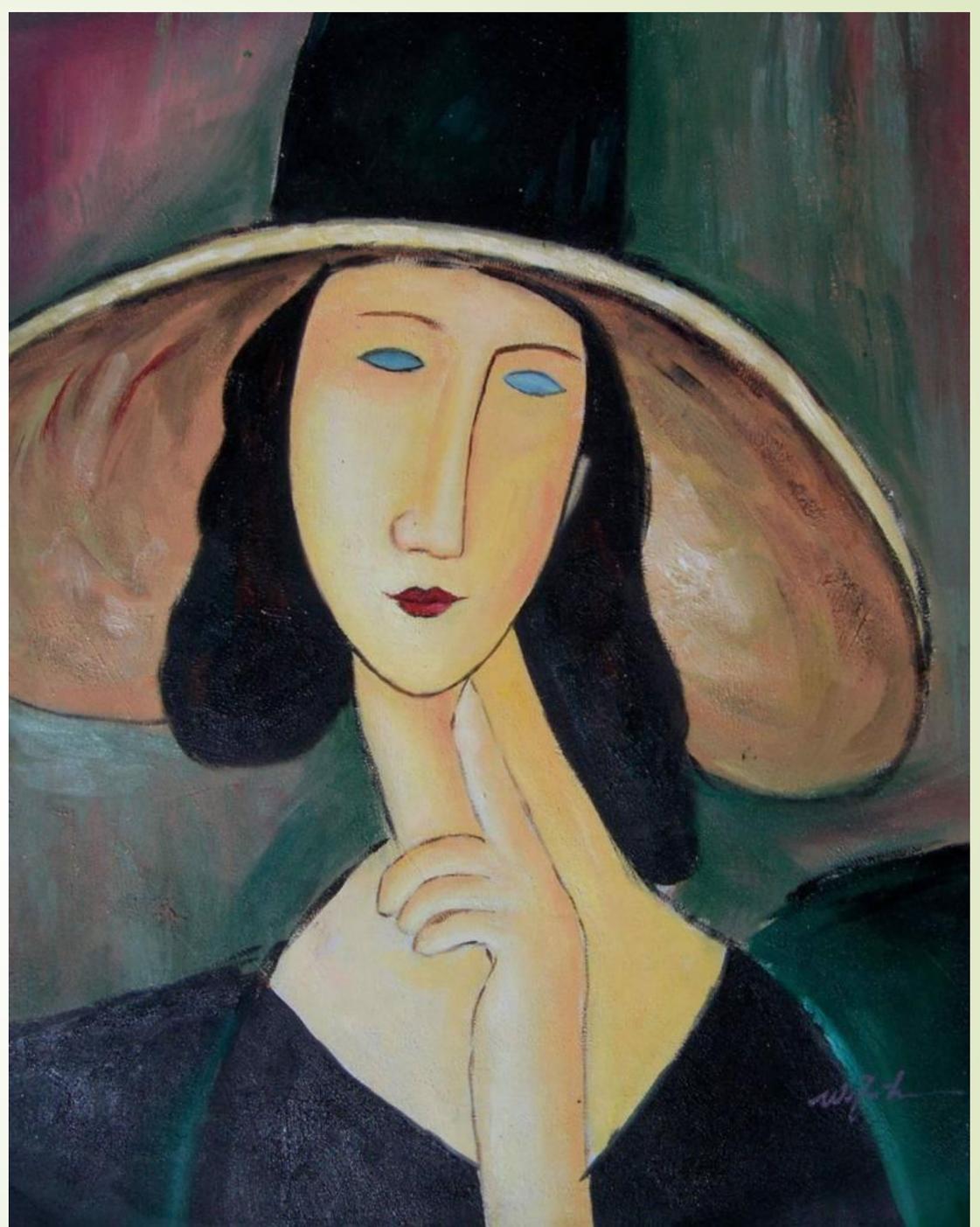
**Do you think that it has elements that might offend a modern viewer?**



## **“The Beloved” by Dante Gabriel Rossetti**

- “The Beloved” by Dante Gabriel Rossetti was inspired by the biblical “Song of Solomon.” It tells the story of a young woman preparing to marry.
- The bride is depicted moving back her veil, while her eyes are fixed directly on the viewer. She is attended by four bridesmaids and an African page child, holding roses.
- The bridal party all contrasts strikingly with the red hair and pale skin of the bride. They have varying shades of brunette hair and darker skin tones. This colour contrast was carefully painted as a frame to the bride’s features.
- Commentators suggest that Rossetti is celebrating beauty and diversity. Others see it as imposing white standards of beauty, positioning the bride as superior due to the colour of her skin.
- Rossetti finished this painting in 1866, but like several other paintings, he continued to make changes to it throughout his life.

**Why didn't the  
artist paint the  
woman's  
eyes?**



## «Jeanne Hébuterne wearing a hat» by Amedeo Modigliani, 1918

- This is an oil painting on canvas made in 1918 by the Italian painter Amedeo Modigliani. It is part of an Italian private collection.
- The painting is a portrait of Jeanne Hébuterne, who had such an intense love affair with the artist that she committed suicide the day after Modigliani's death. Hébuterne was a model for many of the master's paintings.
- "I will paint your eyes, only when I have known your Soul" is the famous statement that Amedeo Modigliani left as a testament to his paintings that only for a few subjects, open their eyes.

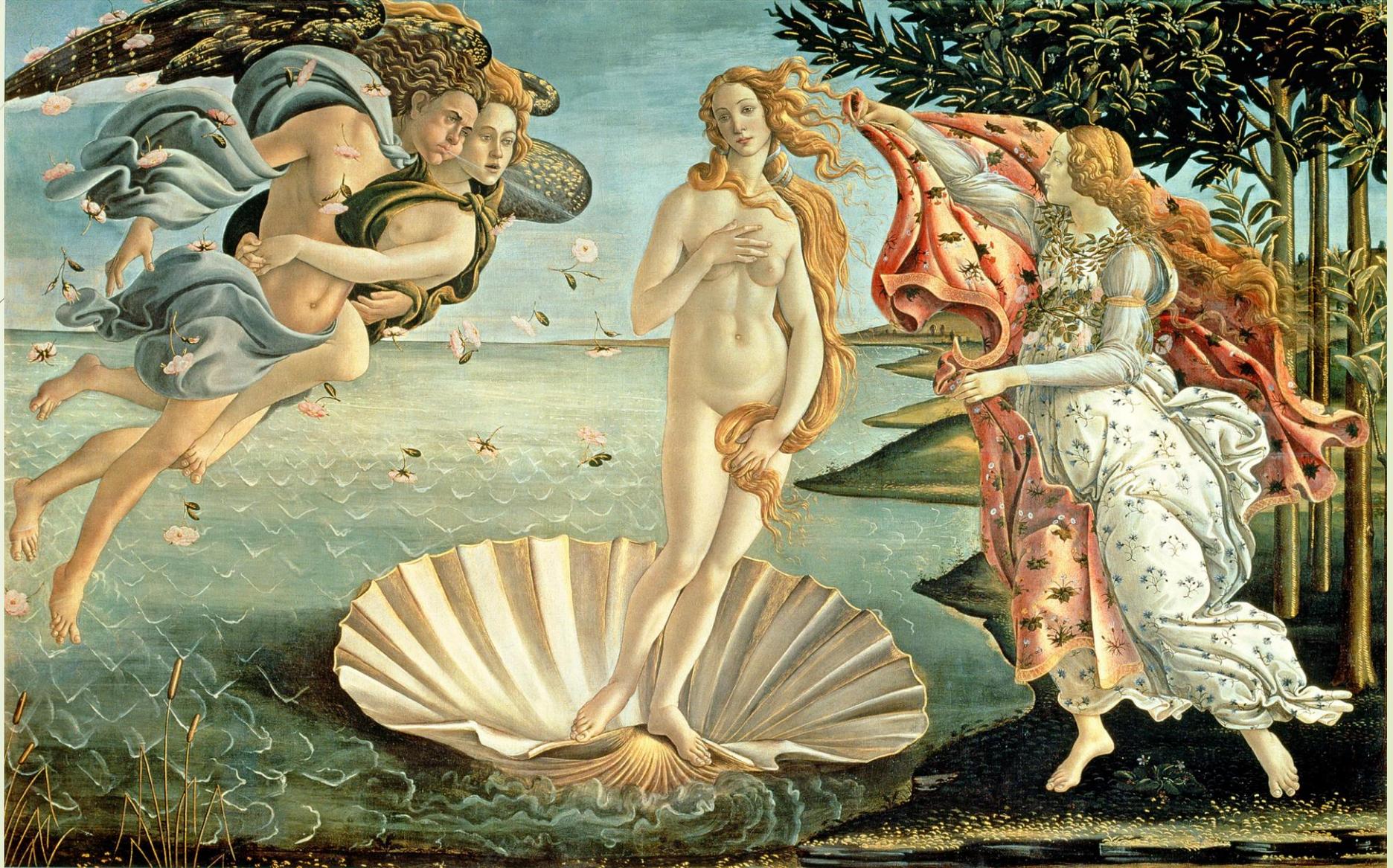
Can you find a connection between this mural and the surrounding urban environment? Why do you think the artist painted it there?



## «Isis», Naples, Spanish Quarters, 2017

- "Isis" is the name of the work painted in Naples on the wall of a building in Via Emanuele De Deo, in the Quartieri Spagnoli.
- This work aims to reflect an invisible part of this neighbourhood.
- "Isis" intends to honour the feminine creative power, Nature who loves to hide herself and who dazzles our mortal eyes with her veil, the Great Mother Goddess, She Who Knows.
- In Naples, the cult of Isis is very ancient. Her name symbolises a throne, a mother's womb that welcomes Life.
- The mural was inaugurated on 6 October, with a popular celebration, on the same day that the Quartieri Spagnoli celebrate their patron saint, St. Maria Francesca, the only Neapolitan woman elevated to sainthood, who miraculously propagates Life through a seat.

**Would you put this image in the hall of your school?  
Give reasons for your answer.**





## «The Birth of Venus» by Botticelli

- The Birth of Venus is a painting by the Italian artist Sandro Botticelli, probably executed in the mid 1480s.
  - It depicts the goddess Venus arriving at the shore after her birth, when she had emerged from the sea fully-grown. The painting is in the Uffizi Gallery in Florence, Italy.
  - For Plato – and so for the members of the Florentine Platonic Academy – Venus had two aspects: she was an earthly goddess who aroused humans to physical love or she was a heavenly goddess who inspired intellectual love in them.
- 

**Would you use this photograph to advertise a fashion brand?  
Give reasons for your answer.**



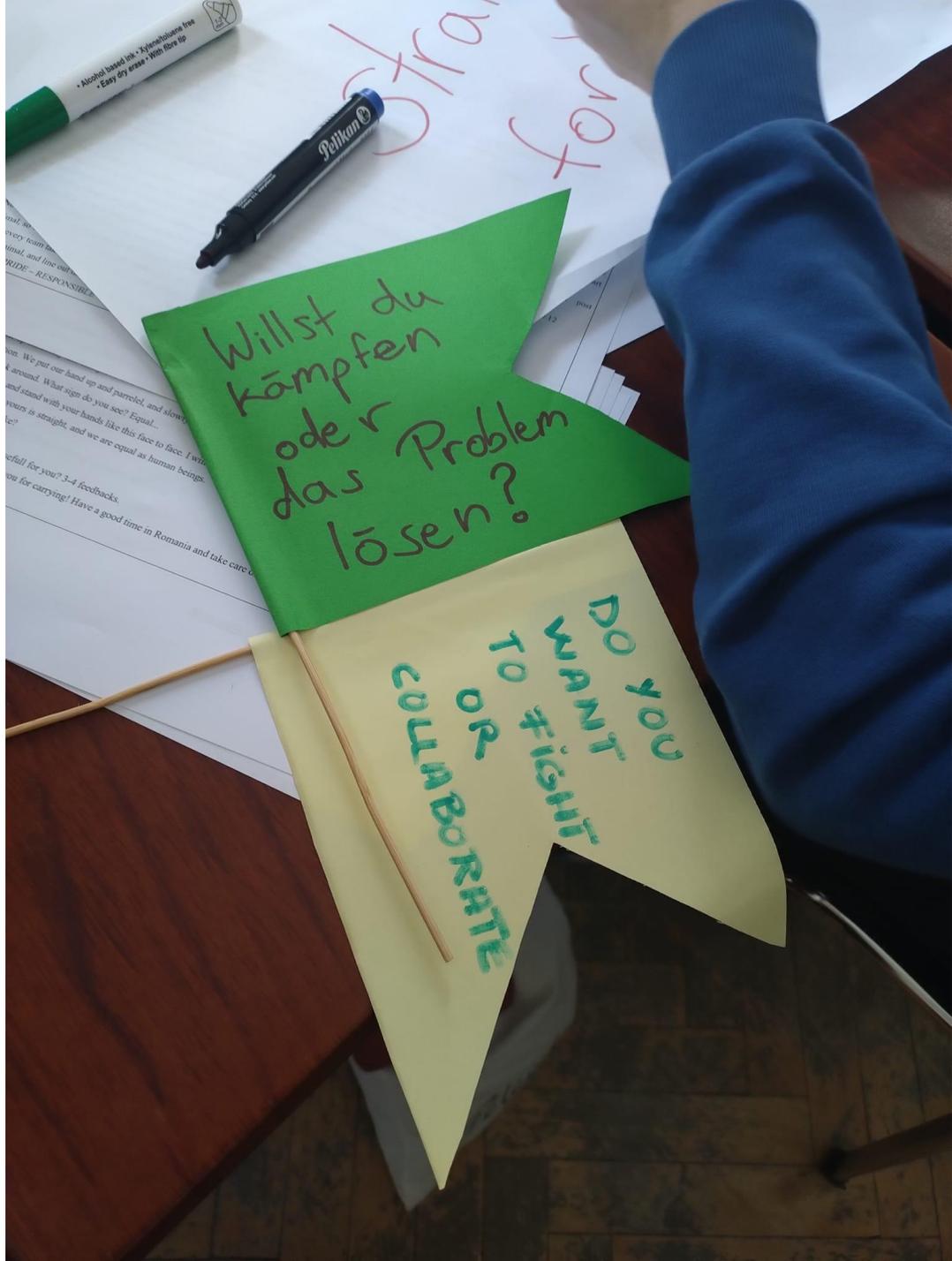
- 
- A white woman, black woman and Asian baby wrapped up together in a blanket.
  - This image was masterminded by Oliviero Toscani as an advertising campaign for Benetton, where he was art director from 1982 to 2000.

*Erasmus European project 2023*

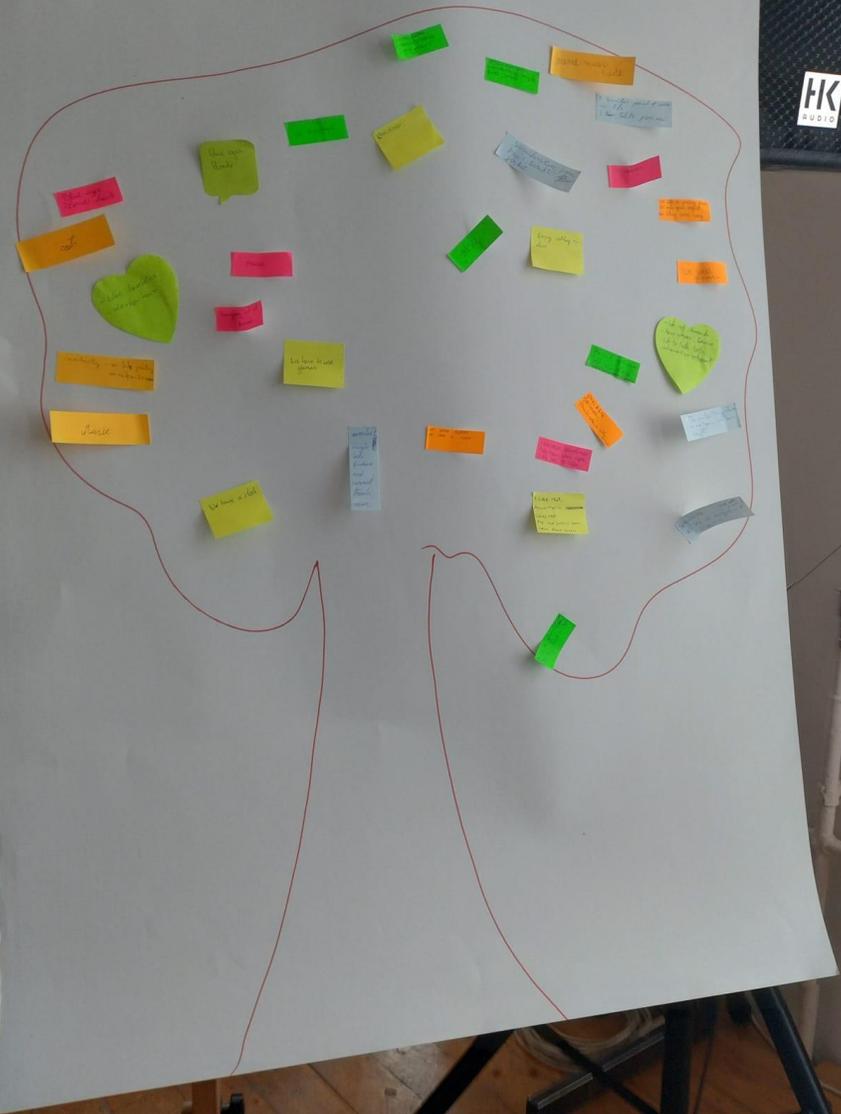
**SOME PSYCHOLOGICAL  
ASPECTS OF THE  
VIOLENCE  
PHENOMENON**

*Psychotherapist ANDREA MIANA VERES*

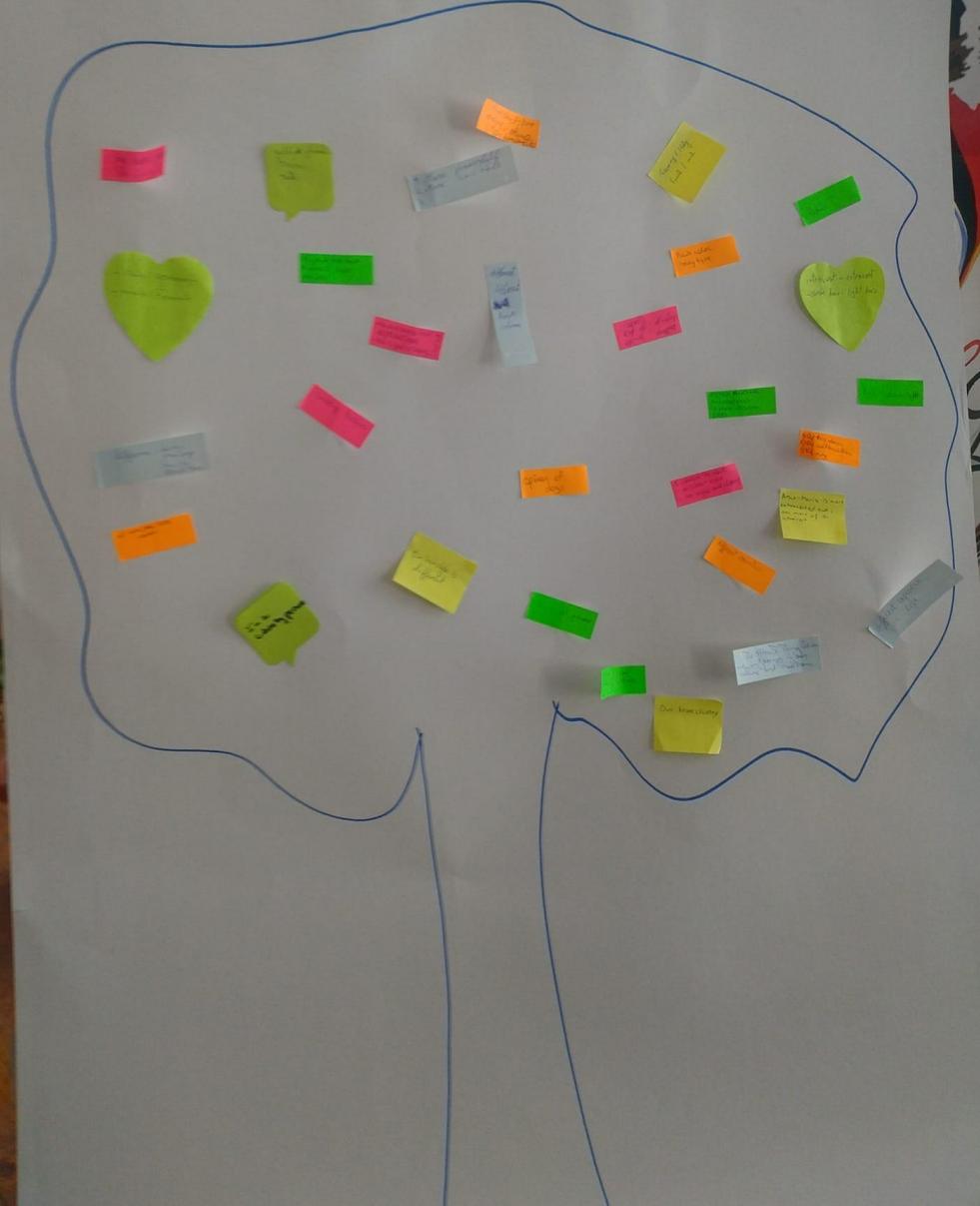




# TREE OF SIMILARITIES



# TREE OF DIFFERENCES



# Some theory on violence



the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment ...

World Health Organisation

## Gender based violence

... is a phenomenon deeply rooted in gender inequality.

... is violence directed against a person because of their gender.

Both women and men experience gender-based violence but the majority of victims are women and girls.

# Some forms...



## Forms of ...

- Physical Violence.
- Sexual Violence. ...
- Emotional Violence. ...
- Psychological Violence. ...
- Spiritual Violence. ...
- Cultural Violence. ...
- Verbal Abuse. ...
- Financial Abuse

**Bullying** suggests a physically belligerent, hostile, overbearing individual, usually a manager, who takes pleasure in lording it over one or more subordinates.

**Mobbing** connotes a number of ordinary workers at whatever level who unfairly gang up on a manager, peer, or subordinate, tormenting the person in usually nonviolent ways.





- Repeated loss of temper
- Frequent physical fighting
- Vandalism or property damage
- Increased use of drugs and alcohol
- Increased demonstration of risk-taking behavior

- Announcing plans or threats to commit acts of violence or hurt others
- Enjoyment in hurting animals
- Carrying, access to or fascination with weapons, especially guns
- Withdrawal from friends and usual activities

- Feelings of rejections and marginalization
- Being a victim of bullying
- Poor school performance
- History of discipline problems or frequent run-ins with authority
- Failing to acknowledge the feelings or rights of others

Cause....inappropriate attempts to handle emotions.

# The 4 animals



01

Parents, significant adults

Talk to someone about it!

Counsellors, therapists

Accept therapeutic help, violence can cause serious traumas.

02

# RESOURCES

03

Support groups

Support groups are completing and complementing individual therapy.

Organisations

Check for organisations on your area.

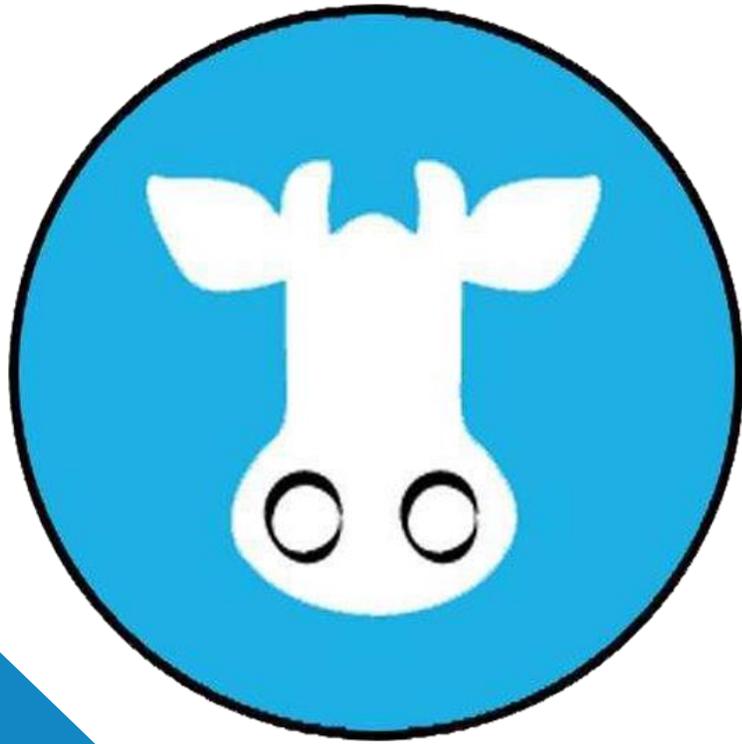
04



# Conclusion

I have the right to feel what I feel, I do not have the right to harm myself or other people because of how I feel.





**BUTAC**

[WWW.BUTAC.IT](http://WWW.BUTAC.IT)

**FAKE NEWS AND FACT-CHEKING**

**NOEMI URSO**



~~FAKE NEWS~~

# POINT OF VIEW MATTERS...



Is Prince William making a bad gesture? Or has he just been filmed from an angle that allows that interpretation? If our brain only sees the first picture, it automatically thinks of the first option, only by seeing the second one we understand how things really are.



# POINT OF VIEW MATTERS...



Theresa May holding a rally in front of a large group of supporters, or Theresa May flopping and having very few people at her rally?





# **INFORMATION DISORDER**

**MISINFORMATION**  
**DISINFORMATION**  
**MALINFORMATION**





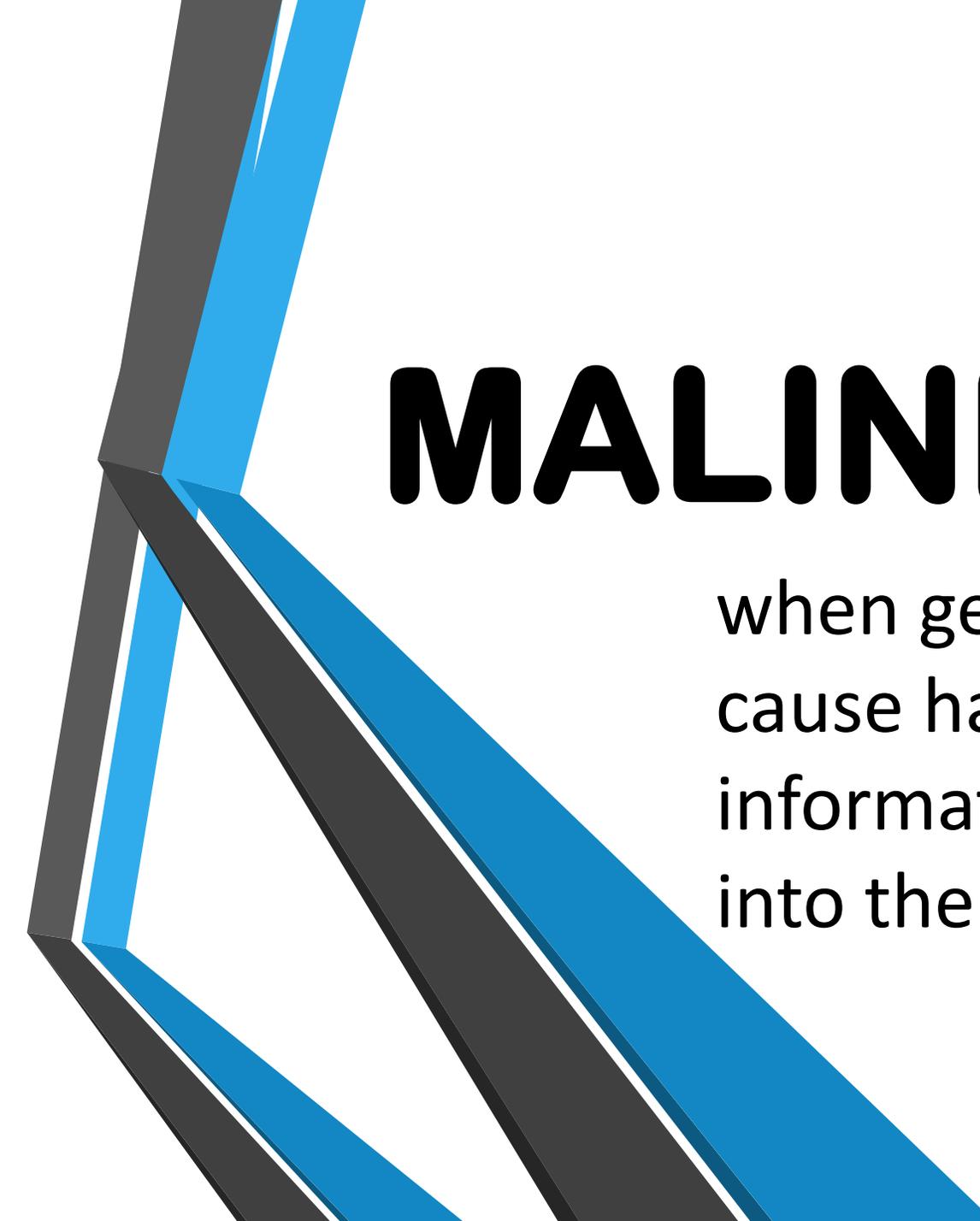
# **MISINFORMATION**

**when false information is  
shared, but no harm is meant**



# **DISINFORMATION**

**when false information is  
knowingly shared to cause harm**



# MALINFORMATION

when genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere

**SATIRE OR PARODY**

No intention to cause harm but has potential to fool

**MISLEADING CONTENT**

Misleading use of information to frame an issue or individual

**IMPOSTER CONTENT**

When genuine sources are impersonated

**FABRICATED CONTENT**

New content is 100% false, designed to deceive and do harm

**FALSE CONNECTION**

When headlines, visuals or captions don't support the content

**FALSE CONTEXT**

When genuine content is shared with false contextual information

**MANIPULATED CONTENT**

When genuine information or imagery is manipulated to deceive

# INFORMATION DISORDER

**FALSE**

**HARMFUL**

**Mis-Information**

---

*False Connection  
Misleading Content*

**Dis-Information**

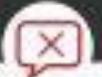
---

*False Context  
Imposter Content  
Manipulated Content  
Fabricated Content*

**Mal-Information**

---

*Leaks  
Harassment  
Hate speech*

	 SATIRE OR PARODY	 FALSE CONNECTION	 MISLEADING CONTENT	 FALSE CONTEXT	 IMPOSTER CONTENT	 MANIPULATED CONTENT	 FABRICATED CONTENT
POOR JOURNALISM		✓	✓	✓			
TO PARODY	✓				✓		✓
TO PROVOKE OR TO 'PUNK'					✓	✓	✓
PASSION				✓			
PARTISANSHIP			✓	✓			
PROFIT		✓			✓		✓
POLITICAL INFLUENCE			✓	✓		✓	✓
PROPAGANDA			✓	✓	✓	✓	✓

# Agent

Actor Type:  
Level of Organisation:  
Type of Motivation:  
Level of Automation:  
Intended Audience:  
Intent to Harm:  
Intent to Mislead:

Official / Unofficial  
None / Loose / Tight / Networked  
Financial / Political / Social / Psychological  
Human / Cyborg / Bot  
Members / Social Groups / Entire Societies  
Yes / No  
Yes / No

# Message

Duration:  
Accuracy:  
Legality:  
Imposter Type:  
Message Target:

Long term / Short-term / Event-based  
Misleading/ Manipulated / Fabricated  
Legal / Illegal  
No / Brand / Individual  
Individual / Organisation / Social Group / Entire Society

# Interpreter

Message reading:  
Action taken:

Hegemonic / Oppositional / Negotiated  
Ignored / Shared in support / Shared in opposition

```
graph LR; A[Creation when the message is created] --> B["(Re)Production when the message is turned into a media product"]; B --> C["Distribution when the product is distributed or made public"]; C --> B;
```

**Creation  
when the  
message is  
created**

**(Re)Production  
when the  
message is  
turned into a  
media product**

**Distribution  
when the  
product is  
distributed  
or made  
public**





Antifeminazi 🇪🇸❤️  
@zmesteve



🇨🇦 Los HÉROES CANADIENSES están llegando en bloques de 200 a 300 camiones, el bloque fuerte se espera a partir de media noche  
Decenas de miles de personas a pie colapsan Ottawa estos momentos  
La mayoría de las cámaras de tráfico han sido cortadas



Translated from Spanish by Google

🇨🇦 CANADIAN HEROES are arriving in blocks of 200 to 300 trucks, the strong block is expected from midnight  
Tens of thousands of people on foot collapse Ottawa right now  
Most traffic cameras have been cut



7:12 PM · Jan 29, 2022 · Twitter Web App

<http://bit.ly/BUTAC-Mattioli-00>



7:12 PM · Jan 29, 2022 · Twitter Web App



Apri immagine in un'altra scheda

Salva immagine con nome...

Copia immagine

Copia l'indirizzo dell'immagine

Crea codice QR per questa immagine

Cerca immagine con Google Lens



AdBlock: il miglior ad-blocker di sempre ▶



Search Image on TinEye

Ispeziona

Directed Minister's internal communications efforts, (developing talking points, preparing for interviews with media and television appearances in constituency, liaising with other government officials and their staff to ensure consistent and reliable messaging.

### **Chief Parliamentary Liaison**

#### **Office of the Chairman of the National Liberal Caucus**

- Served as chief liaison and contact point for over 250 Members of Parliament and Senators with the National Caucus Chair and the Prime Minister's Office.
- Helped to brief parliamentarians on government-sponsored legislation, including post-9/11 Anti-Terrorism laws, as well as initiatives to safeguard human rights and civil liberties.
- Liaised with communications and policy personnel with National Research Bureau, to ensure consistent political messaging was directed to MPs and their staff.

#### **Other employment experience includes:**

- Director of Promotions and Public Relations, Ottawa International Jazz Festival (1998) Created/managed/produced its top sales event in its 22 year history.
- Owner/operator of a small tourism business (Acapulco, Mexico - 1994-1997)
- Owner/operator of a restaurant/bar in the Vancouver area.
- Managing Partner of an investment property (hospitality/tourism) in BC.

#### **ADDITIONAL CONSIDERATIONS**

- Listed on the United Nation's quick-deployment roster as a pre-cleared Spokesperson for service in public information and special political missions, Department of Peacekeeping Operations.
- Authored two United Nations reports:
  - *"Reporting Progress: Maximizing Opportunities in the President's Press Office"*
  - *"Implementing Progress: Clarity, Order and Structure in the President's Press Office"*
- Completed UN "Advanced Security in the Field" courses.
- Solid experience using a Results Based Management approach to determining inputs (and evaluating outputs) in the writing, designing and producing of ODA reports.
- Work and travel experience includes - Finland, Sweden, Germany, Republic of Georgia, Holland, Belgium, China, Viet Nam, Thailand, Cambodia, Ukraine, Jamaica

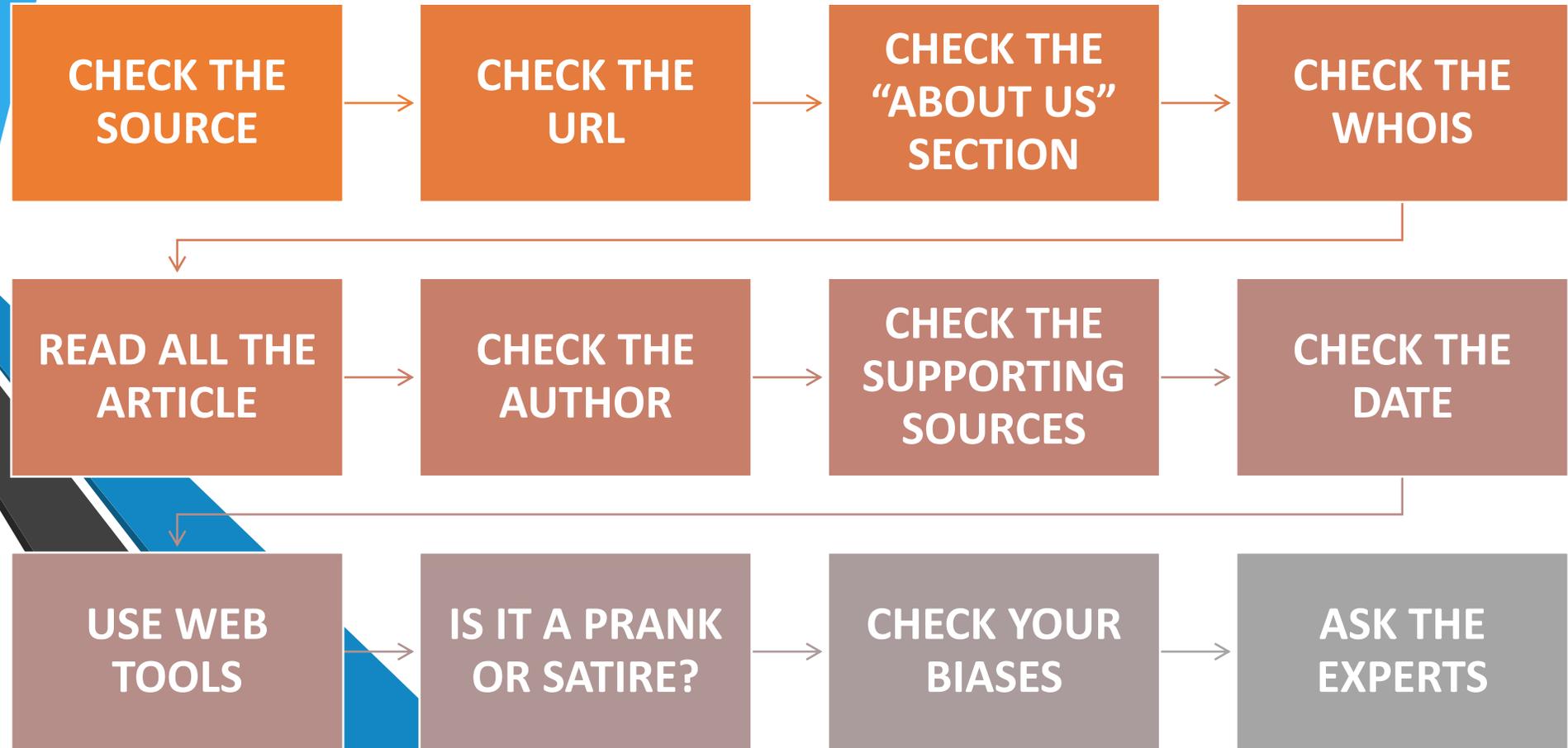


Parliament Hill, Ottawa  
With the Prime Minister, The Right Honourable Jean Chretien



September 2001  
Parliament Hill, Ottawa  
Crowds gather in support of American friendship, following 9/11 terrorist attacks..





WORLD

## REPORT: Italy Scored 'Gucci Loafers' Carve-Out In Russian Sanctions



Photo by Antonio Masiello/Getty Images

DAILY CALLER NEWS FOUNDATION

<http://bit.ly/BUTAC-Mattioli-02>

<http://bit.ly/BUTAC-Mattioli-09>



# RADIO/CORRA

**CONTRIBUISCI! CHI SIAMO NEWS MEMORIA LA COSTITUZIONE**

## NAZISMO: FILE CIA RIVELA, HITLER FUGGITO IN SUDAMERICA

L'ex dittatore tedesco nazista Adolf Hitler sarebbe sopravvissuto alla Seconda Guerra Mondiale e fuggito in Sud America. E' quanto rivela uno dei file della Central Intelligence Agency (Cia) desecretato nei giorni scorsi e ora disponibile online per tutti.

Secondo quanto riportato dal documento in questione, un agente della Cia in Sudamerica, nome in codice Cimleody-3, avrebbe avuto notizie abbastanza certe della presenza in Colombia del dittatore tedesco nella metà degli anni cinquanta.



- MUSICA
- FOTOGRAFIA
- VIDEO
- EBOOK
- PODCAST
- TRASMISSIONI
- PALINSESTO

<http://bit.ly/BUTAC-Mattioli-5>



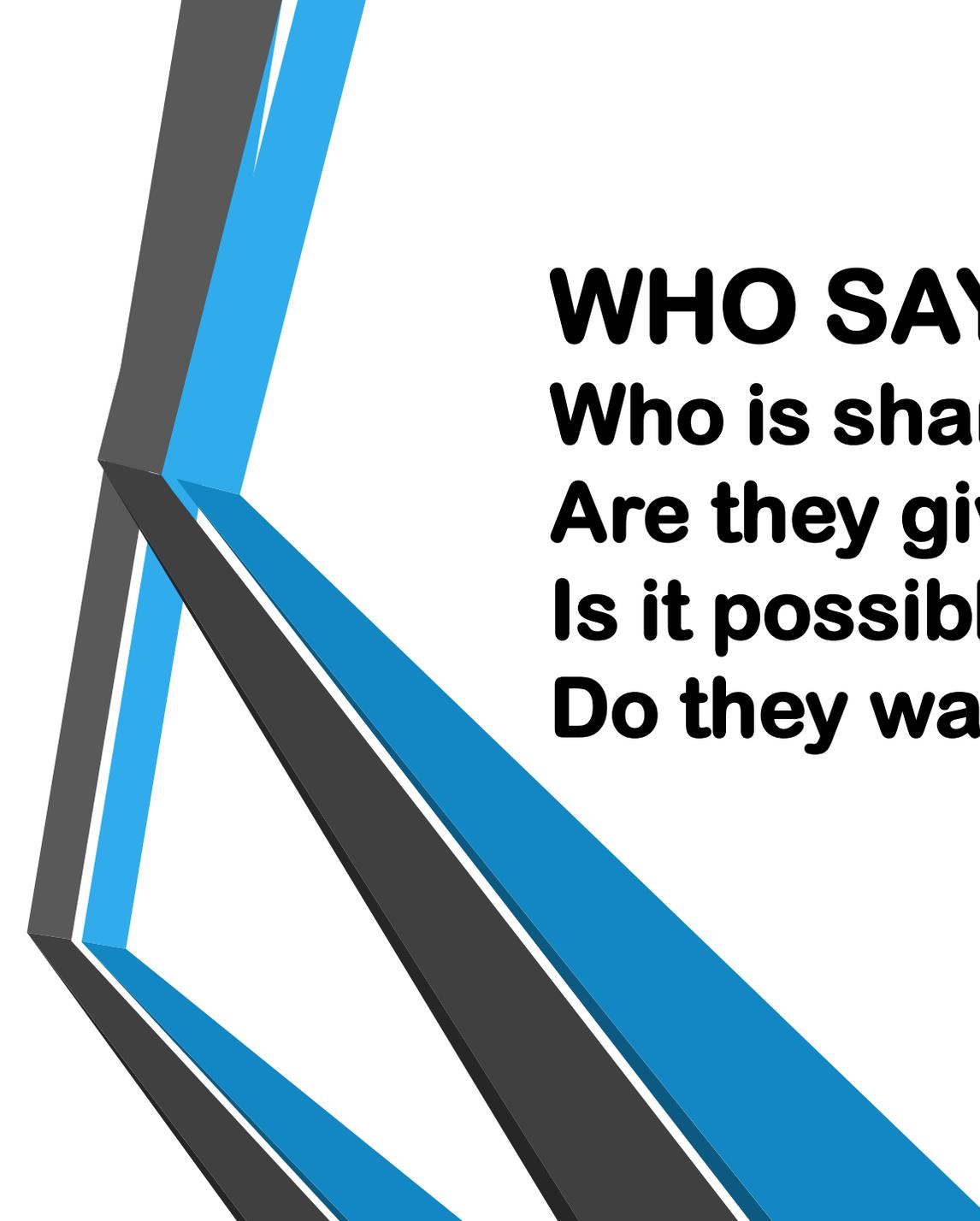
David Fabbri

Ieri alle 17:33 · 🌐



Leggete i segni! Vedrete come il Male ha gettato la maschera e i tempi sono maturi. Hanno messo questa statua davanti al palazzo delle "Nazioni Unite" ed è la Bestia, descritta in Apocalisse 13. (Padre David)





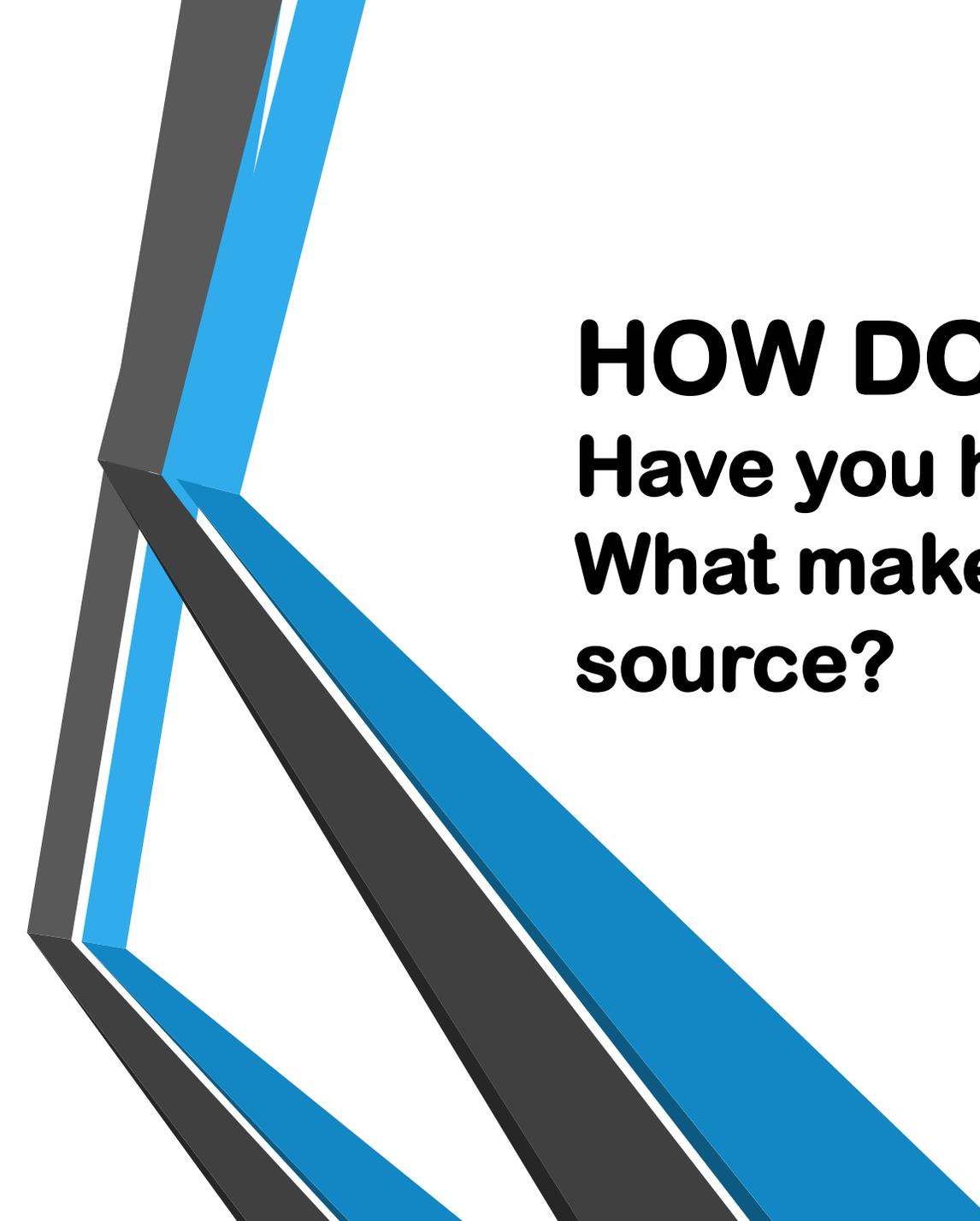
# **WHO SAYS?**

**Who is sharing the information?**

**Are they giving a source?**

**Is it possible to verify the source?**

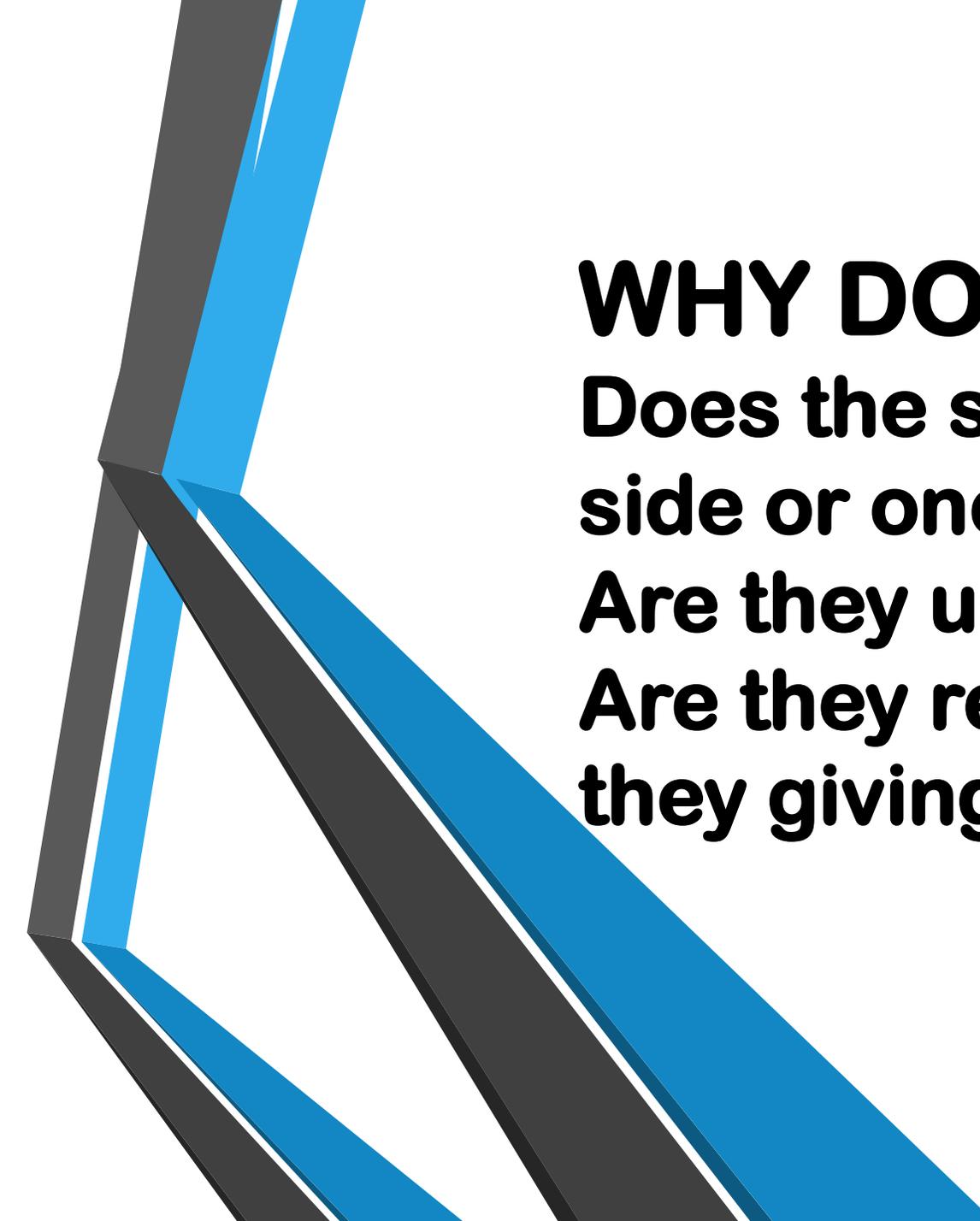
**Do they want you to verify the source?**



# **HOW DO THEY KNOW?**

**Have you heard of them?**

**What makes them a trustable  
source?**

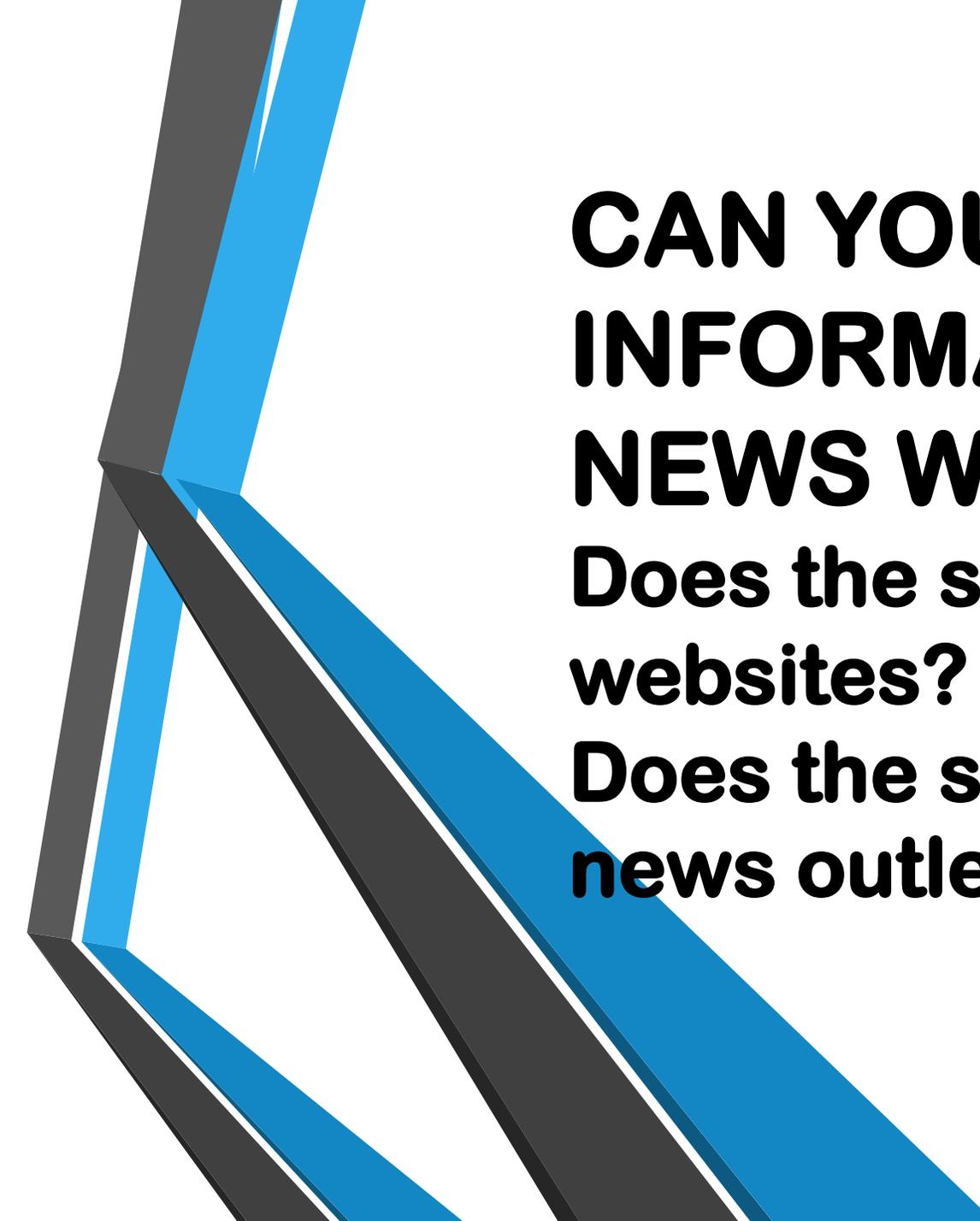


# **WHY DO THEY SHARE?**

**Does the story only present one side or one point of view?**

**Are they using a journalistic tone?**

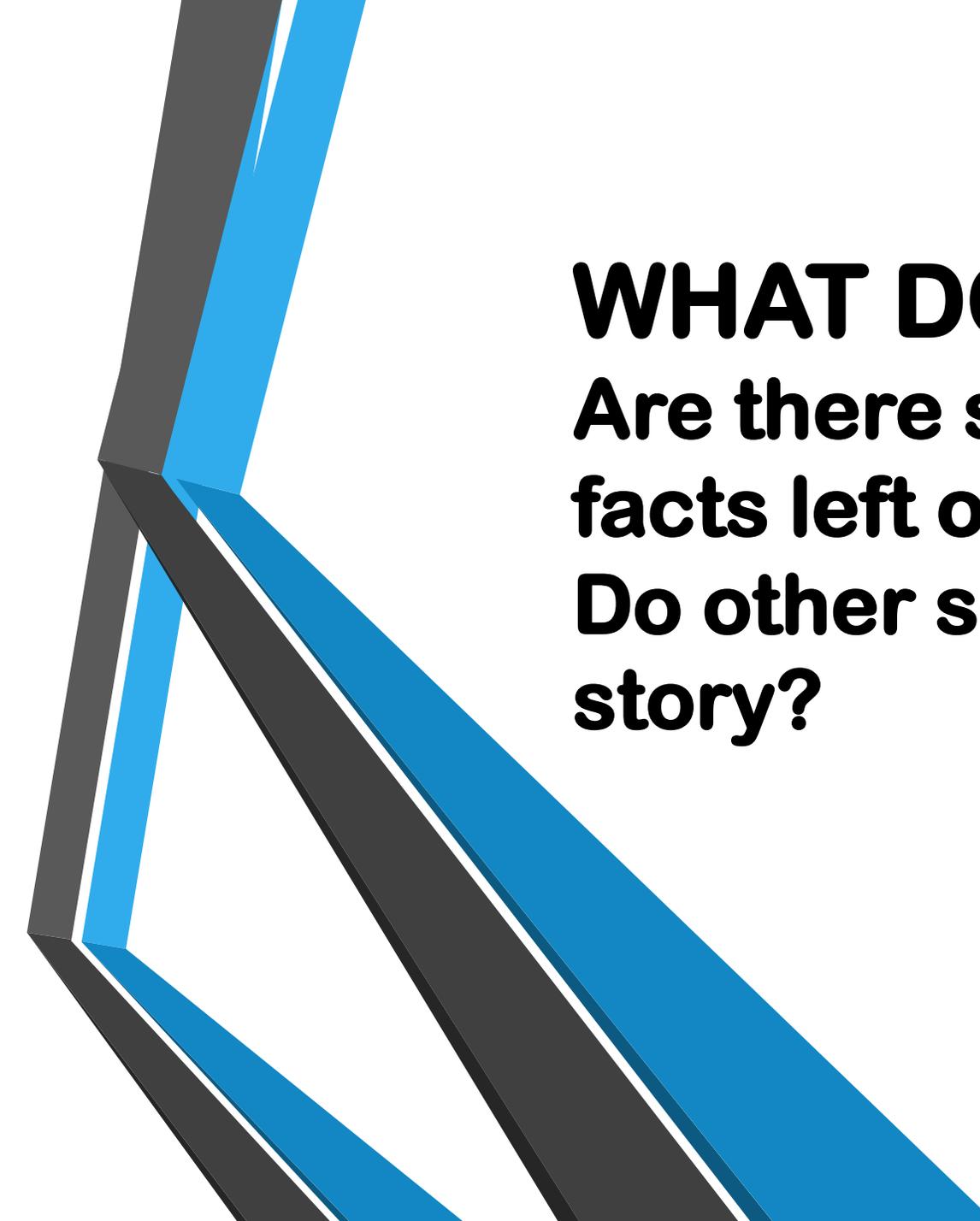
**Are they reporting the facts or are they giving you their opinion?**



**CAN YOU FIND THE  
INFORMATION ON OTHER  
NEWS WEBSITES?**

**Does the story appear on other  
websites?**

**Does the story appear on trusted  
news outlets?**



# **WHAT DON'T I KNOW?**

**Are there some information or facts left out?**

**Do other sources tell the same story?**

An abstract graphic on the left side of the slide, consisting of several overlapping, thick, parallel lines in shades of blue and grey, creating a sense of depth and movement. The lines are arranged in a way that suggests a three-dimensional structure, possibly a stylized letter or a geometric shape.

**THE INFORMATION IS  
MAKING YOU EMOTIONAL?**  
Maybe because it's manipulated to  
exploit your biases, feelings and  
prejudices

# In un supermercato di Barcellona: "C'è un positivo, si presenti in ufficio". Arrivano in sette

24 Dicembre 2021

*La vicenda, tra l'altro, potrebbe avere risvolti penali in quanto tutti i soggetti, sono facilmente identificabili grazie alle immagini della video sorveglianza*



Nella città del Longano che si tinge di "arancione" il virus corre soprattutto per i comportamenti da irresponsabili di alcuni che, risultati positivi, non rispettano l'obbligo di confinamento in "quarantena" e si recano a fare la spesa in supermercati affollati. Ieri, nonostante una ulteriore impennata dei contagi, in un supermercato cittadino è accaduto un episodio che ha dell'incredibile. La direzione del supermercato, tra i più frequentati della città, grazie all'informazione confidenziale con la quale si segnalava negli stessi locali dell'esercizio

**SIAMO QUI**  
Storie e Interviste

I più letti Oggi ▾



Tragedia a Rometta, va a svegliare la figlia di 11 anni e la trova morta



Messina, un deposito di gas naturale liquefatto nascerà a Pistunina



Rometta, proclamato il lutto cittadino per la piccola Valeria Grillo



Malore improvviso: morta Rita Sullo, moglie dell'ex giocatore e tecnico del Messina

<http://bit.ly/BUTAC-Mattioli-7>

# DOBBY, SEI TU?



# DOBBY, SEI TU?

NEWS 18

HOME

CORONAVIRUS

POLITICS

INDIA

SEARCH

PINSTRIPE POD  
A NEW YORK YANKEES  
BASEBALL PODCAST

NEW YORK POST



ought on film or is



Potterless  
@PotterlessPod

Everyone saying this is fake because the frame is wrong. OBVIOUSLY DOBBY IS THERE.

Static Security Ltd @Static\_Security  
What on earth is that? Dobby?

#aliens #dobby #securitycam



12:58 AM · Jun 9, 2019 from Manhattan, N

4.7K 879 Share this Tweet

LIVING

## Creepy security footage has people wondering if Dobby is real

By Hannah Sparks

June 11, 2019 | 11:10am



Dobby is ... free?





Facebook is the king of social networks, but there are many others, some of them less identifiable, such as messaging services like Telegram or Whatsapp, which allow users to have a profile and create groups, giving the possibility of quickly sharing any message. Social networks are often used as a basis for intercultural studies in sociology, anthropology and ethology.

Condividi:



Commenti:

4

## Cina, kalashnikov in piazza Tienanmen. Xi nel mirino dei militari

*Il presidente cinese ha esautorato 120 ufficiali dall'esercito. E ora rischia grosso*

Un luogo presidiato da telecamere e forze dell'ordine. Come è potuto finire lì? E, soprattutto, chi l'ha messo? L'immagine dell'arma è subito rimbalzata sui social, censurata da Pechino, commentata e condivisa dagli utenti.

### Le recenti "purghe" in Cina



DATE IMPORTED: 13 September, 2017

A member of honour guards prepares for a welcoming ceremony for Brunei Sultan Hassanal Bolkiah (not in picture) outside the Great Hall of the People in Beijing, China September 13, 2017. REUTERS/Jason Lee

DATE IMPORTED: 13 September, 2017

A member of honour guards prepares for a welcoming ceremony for Brunei Sultan Hassanal Bolkiah (not in picture) outside the Great Hall of the People in Beijing, China September 13, 2017. REUTERS/Jason Lee

SELECT USAGE



<http://pictures.reuters.com/archive/CHINA-BRUNEI--RC1C52BDD8E0.html>

RC1C52BDD8E0

SIZE:  
3500PX X 2356PX

FILE SIZE:  
23MB Image

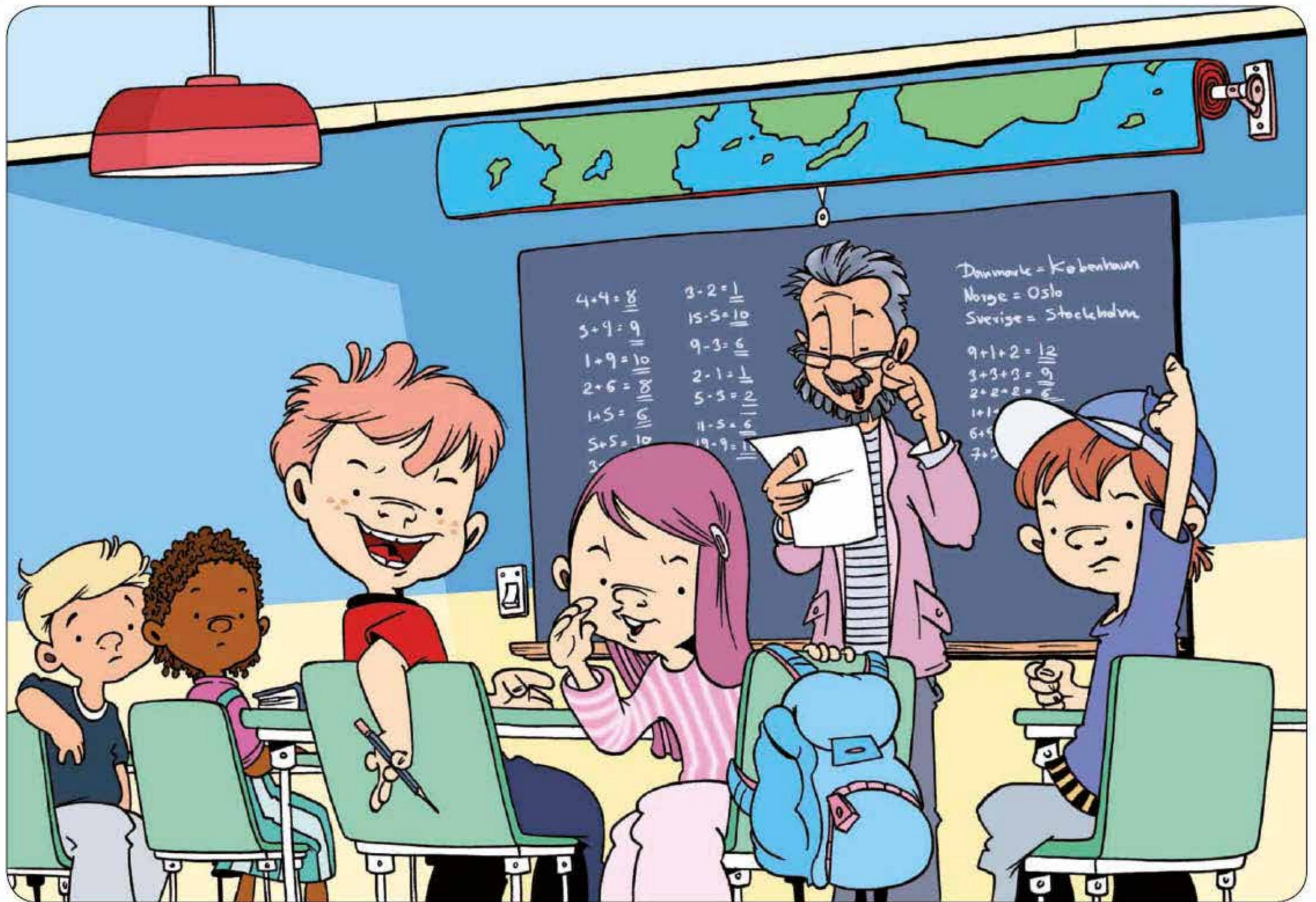
CITY:  
[Beijing](#)

COUNTRY:  
[China](#)

PHOTOGRAPHER:  
[Jason Lee](#)

# THANKS

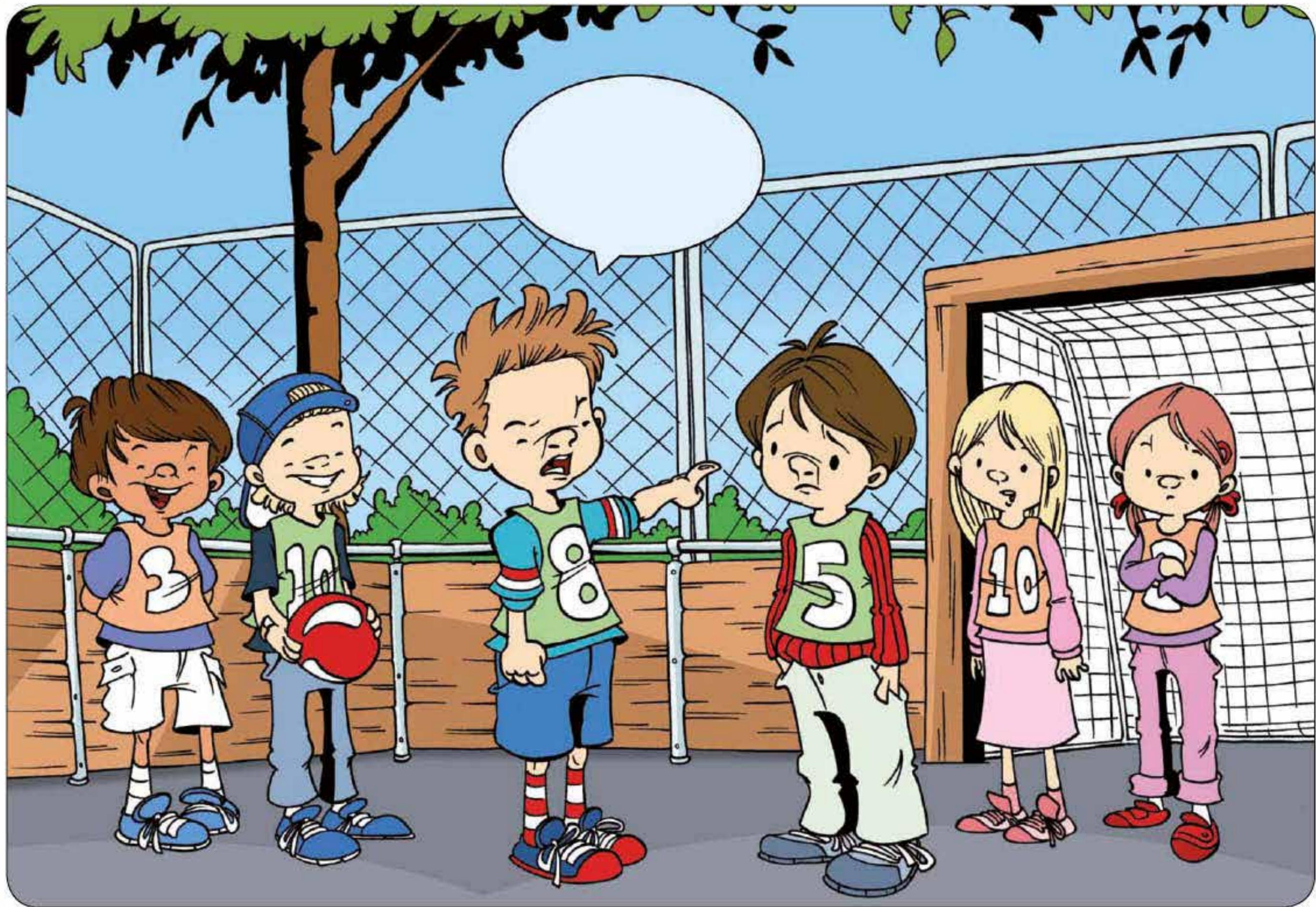
- **BUTAC - [www.butac.it](http://www.butac.it)**
- **Facebook:  
[BufaleUnTantoAlChilo](https://www.facebook.com/BufaleUnTantoAlChilo)**
- **YouTube: [BufaleUnTantoAlChilo](https://www.youtube.com/BufaleUnTantoAlChilo)**
- **Twitter: [@butacit](https://twitter.com/butacit)**
- **Instagram:  
[@bufaleuntantoalchilogram](https://www.instagram.com/bufaleuntantoalchilogram)**
- **Telegram:  
<https://t.me/bufaleuntantoalchilo>  
<https://t.me/butacgruppo>**



# Teasing affects other people too!

## Suggested questions:

- How do you think it would feel to sit behind the two people who are talking – and to be the person they're talking about and laughing at?
- What do you think the two children are saying?
- What kind of teasing is this? For fun, or for real?
- What do you think the blond boy is thinking?
- What could the two children looking on do to help?
- What does the teacher do?
- Why is nobody listening to what the teacher is saying?
- How do you think the boy who's put his hand up is feeling?
- What do you think the boy who's put his hand up is going to do?
- What can we do when we see somebody teasing other people for real in our class?
- Try to come up with an ending to the story which ends well for the person who's being teased.



# You're rubbish at football!! You can't join in!

## Suggested questions:

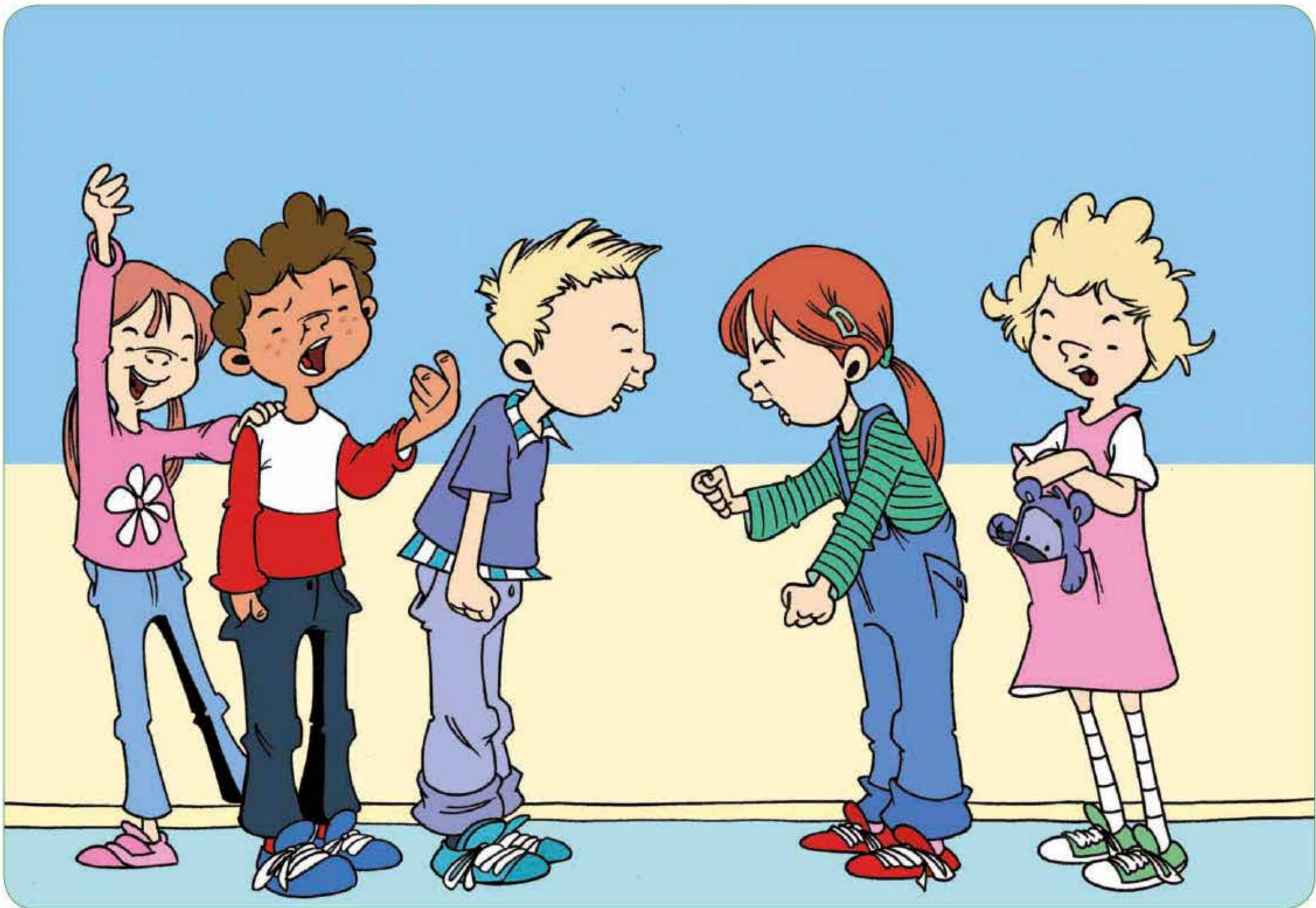
- What do you think is happening in the picture?
- Is this a good football match, or a nasty football match? Why is that?
- How do you think the children in the picture are feeling?
- Who do you think is in charge of much of what goes on in this class?
- What's a good way of being in charge?
- What's a bad way of being in charge?
- Which of the children are sticking together?
- Is anybody supporting the boy?
- Try to think of a way in which this story could end well.
- Why is it sometimes so hard to get involved when somebody is being teased?
- What can you do when somebody is left out?
- What is respect, and how can we show one another respect?
- How can we make football matches fun for everybody who's taking part? Write down the five most important rules.
- What's the difference between calling somebody names and calling them by a pet name? Is it nice to say somebody is "rubbish at football", or nasty?
- Some people are good at football, others are good at drawing, others are good at singing. What are you good at? (Go round the class and ask the children to help one another to find out what people are particularly good at.)



# Thanks for the game!

## Suggested questions:

- Two teams have played a match during breaktime. One team has won. What's happening in the picture now?
- How do you think the children are feeling?
- How come everyone looks happy even though only one of the teams has won?
- How should you not play when you play football?
- What's a fair match? Tell us about the three most important rules that make a match fair.
- How do you choose teams when you play?
- What do you think of choosing teams by having a first chooser and a second chooser?
- How do you think it feels if you're the last person to be chosen?
- How can you avoid making somebody sad when you're choosing teams?
- What's the fairest way of choosing teams?



# Help to stop quarrelling!

## Suggested questions:

- What do you think is happening in the picture?
- How do you think the children quarrelling are feeling?
- What are the other children doing?
- Who is siding with whom in the picture?
- How could you intervene to help the children stop quarrelling?
- Who do you know who's really good at helping when people are quarrelling? What do they do?
- What's the difference between quarrelling and bullying?
- Can you tell us about a time you were a good friend? How did it feel?
- Tell us about a time when you were helped by a friend. What was it like to be helped?
- How can you make up with your best friend when you fall out with them?



# We were only playing!

## Suggested questions:

- One of the boys in the class is being teased for real. Explain what's happening in the picture.
- How are the various children feeling?
- Who's been teased? Try to tell us how it felt.
- Who do you think are friends in the picture?
- The boy who's upset is clenching his fists. Why do you think he wants to do that?
- Who in the picture is helping the boy?
- How are they helping?
- What's the best thing a teacher could do in this situation?
- Try to think of a way in which this story could end badly.
- Try to think of a way in which this story could end well.
- When you're sad, where do you feel it? In your tummy? In your head? Somewhere else?
- What's the difference between teasing for fun and teasing for real?
- How can we look after each other in class?
- When you're happy, how do you know?



# Left out and invisible

## Suggested questions:

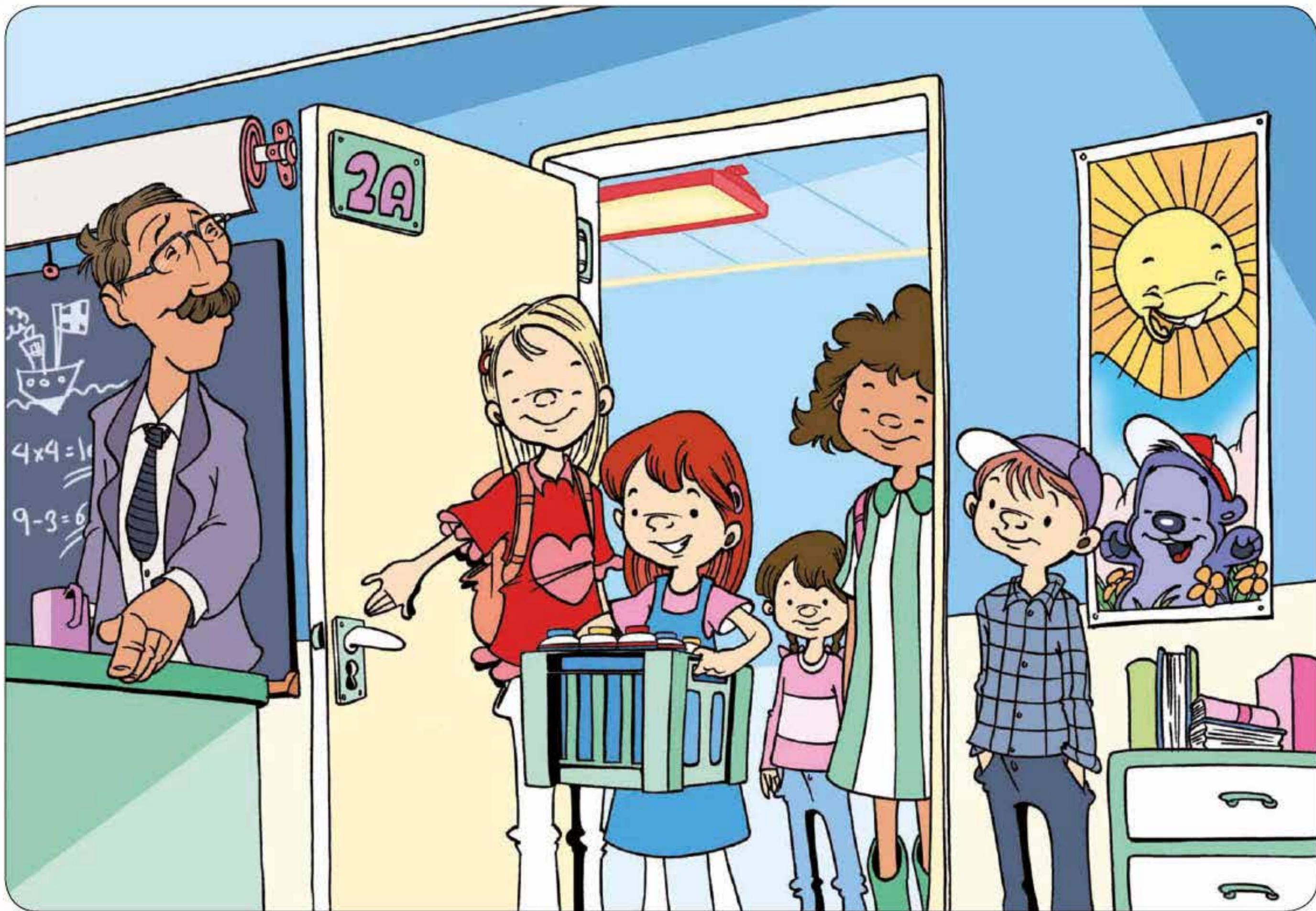
- What do you think is happening in the picture?
- Who's having fun?
- Why might the girl be sitting on her own?
- Who notices that she's sitting on her own?
- How do you think she's feeling?
- What could the children do to make sure that the girl isn't sitting on her own?
- How does it feel when nobody asks you if you want to join in?
- How do you decide who to play with at breaktime or after school?
- How could you become better at helping so that nobody feels left out?



# Tripped up by big girls

## Suggested questions:

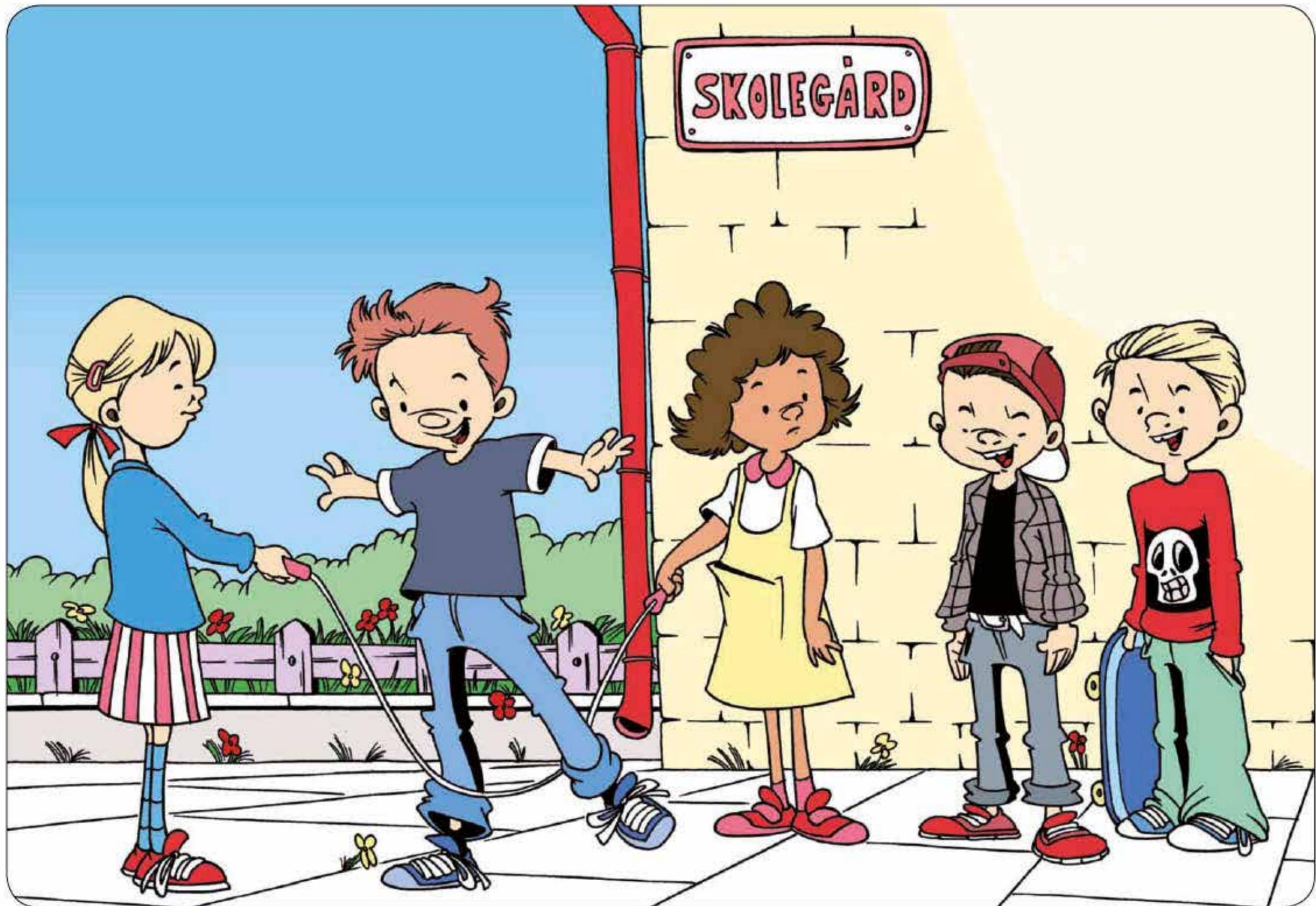
- What do you think is happening in the picture?
- What have the big girls done?
- What kind of teasing is happening in the picture?
- How can you tell?
- Who in the picture could help the girl?
- How could the children help the girl?
- What does being brave mean?
- How are the older pupils treating the younger ones here at the school?
- What's a bad way of behaving towards others?
- What's a good way of behaving towards others?
- What could the teacher do if the older pupils tease the younger ones?
- What could the teacher do to help when someone behaves stupidly towards others?



# Friends of all sizes

## Suggested questions:

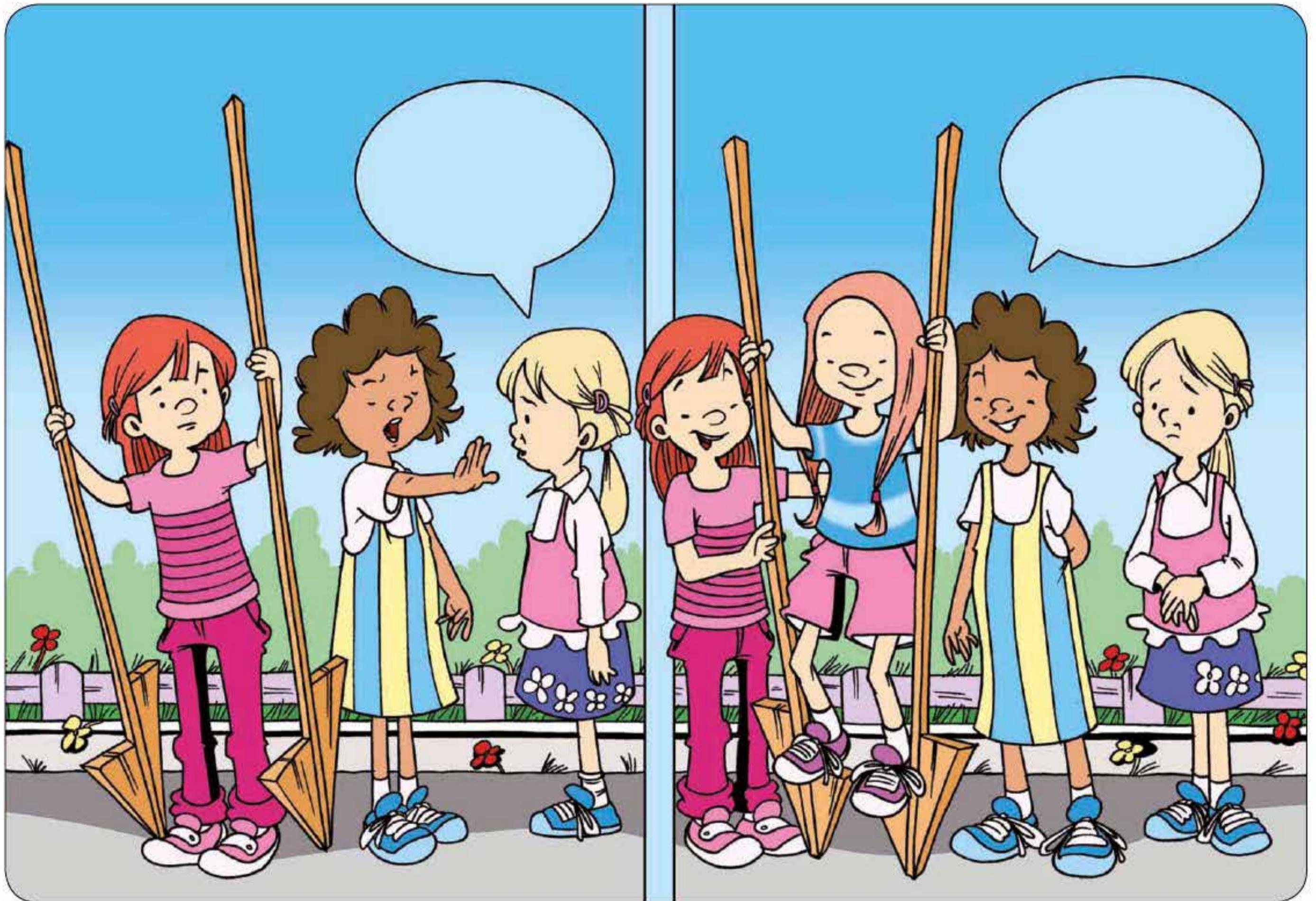
- What do you think is happening in the picture?
- What are the big girls doing?
- How do you think the girl feels when the big girls help her?
- What's the teacher doing in the picture?
- How are the other children in the class feeling?
- How are the older pupils treating the younger ones here at the school?
- Tell us about a time when you were helped by an older pupil.
- What could the older pupils help the younger ones with at our school?
- What does "thinking of other people" mean?
- How does it feel when somebody shows that they care?
- Can you remember a time when someone from your class helped someone else? Tell us what happened.



# Games for boys and games for girls

## Suggested questions:

- What do you think is happening in the picture?
- What do you think the two boys are saying?
- How are the two boys teasing? For fun, or for real?
- Why might the boys be doing this?
- How can we tell whether they're teasing for fun or for real?
- How do you think the girl with brown hair is feeling about the boys?
- What could you do as a good friend in this kind of situation?
- How could you be brave?
- What does "showing one another respect" mean?
- Who gets to decide who you can play with?
- What games are for boys, and what games are for girls?
- What if you're a boy who wants to play a girls' game. Is that okay?
- What if you're a girl who wants to play a boys' game. Is that okay?
- How are we all different in our class? (Appearance, clothes, lunchboxes, what we like to do, what we're good at, etc.)



# No, YOU can't join in!

## Suggested questions:

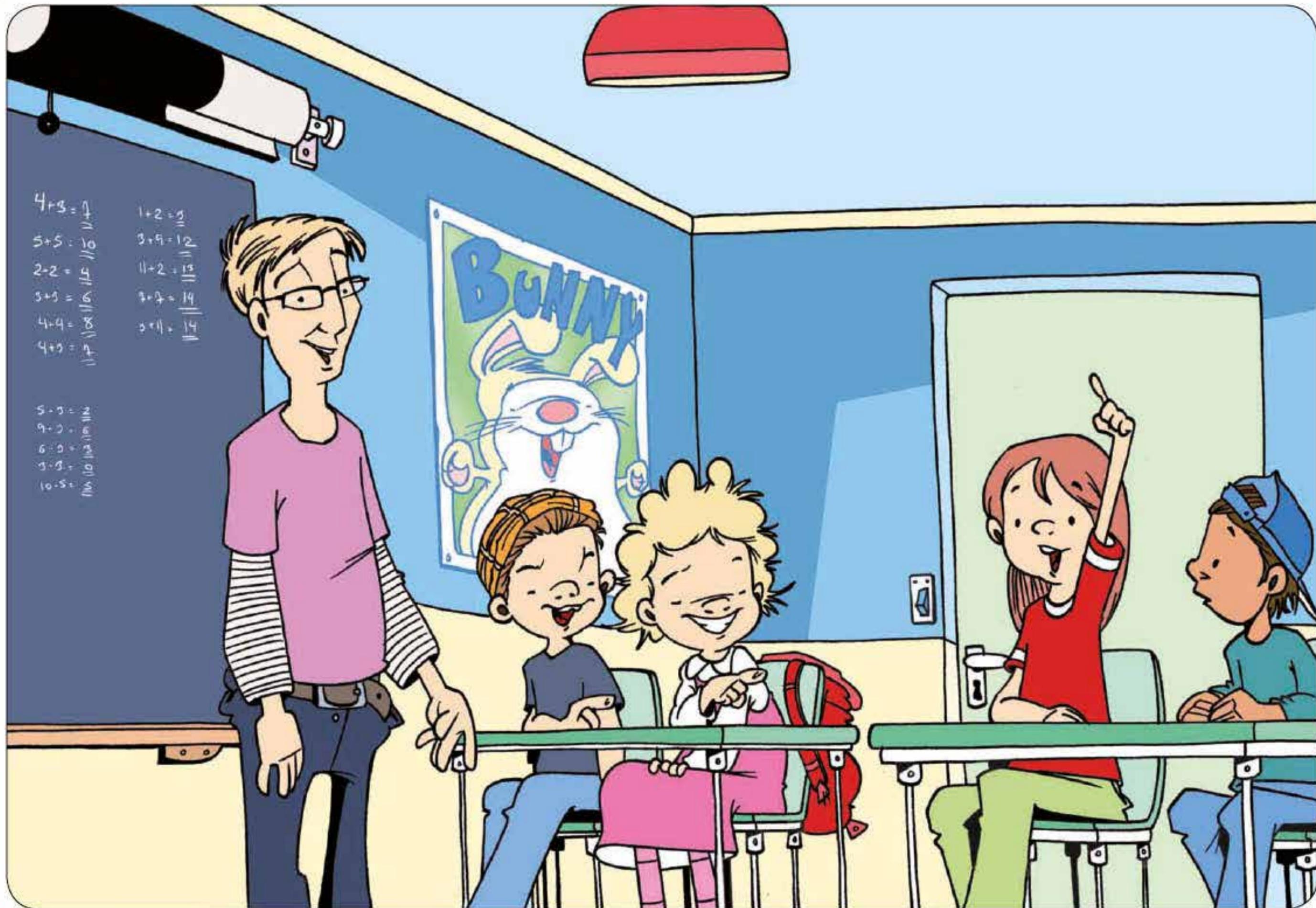
- What do you think is happening in the picture?
- How are the various girls feeling in the picture?
- Why might the children not want the girl to join in?
- Why might the children want the other girl to join in?
- Is it okay to refuse to let some people play with you when they ask, and to let others play?
- How can you tell someone in a nice way that you don't want them to play with you?  
(Talk about laying down rules for the game, where applicable)
- How would it feel to be left out of a game?
- How would it feel to leave somebody out of a game?
- What can good friends do when somebody is left out?
- How can we look after each other when we play?
- What can we do when something is too hard in a game?
- How do you think this story will end?
- Try to think of a way in which this story could end well.



# No to calling people names!

## Suggested questions:

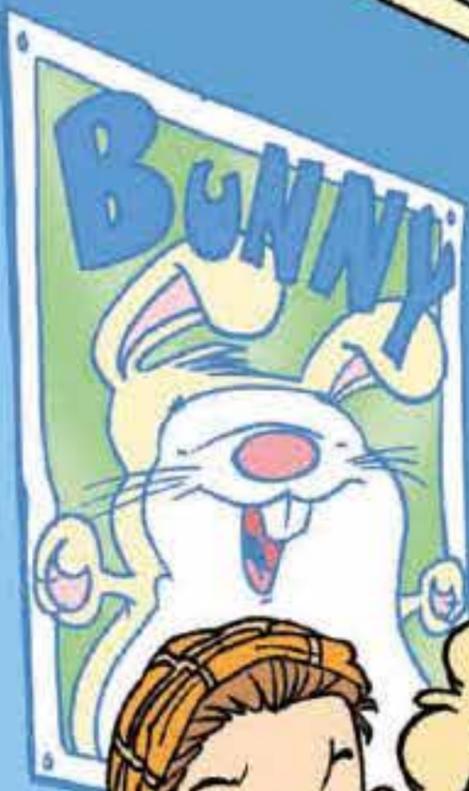
- What do you think is happening in the picture?
- What do you think the boy is saying to the girl?
- What are the two girls behind the girl doing?
- The children have called the girl a name. How do you think the girl is feeling?
- What's the difference between calling somebody names and calling them by a pet name?
- What should the girl do? Wear the same clothes as the others?
- What would a good friend do in this situation?
- How would the story in the picture end if it were to end well?
- Have any of you been called anything that made you feel upset?
- When you're sad, how do you feel it? In your tummy? In your head? Somewhere else?
- Who should decide what clothes other people should wear?
- How do we look different here in this class?
- What do we use mobile phones for?
- What's a nice text message?
- What's a silly text message?



$$\begin{array}{l} 4+3=7 \\ 5+5=10 \\ 2-2=0 \\ 3+3=6 \\ 4+4=8 \\ 4+3=7 \end{array}$$

$$\begin{array}{l} 1+2=3 \\ 3+9=12 \\ 11+2=13 \\ 3+3=6 \\ 5+9=14 \end{array}$$

$$\begin{array}{l} 5-3=2 \\ 9-3=6 \\ 6-3=3 \\ 3-3=0 \\ 10-5=5 \end{array}$$



# Room for everyone

## Suggested questions:

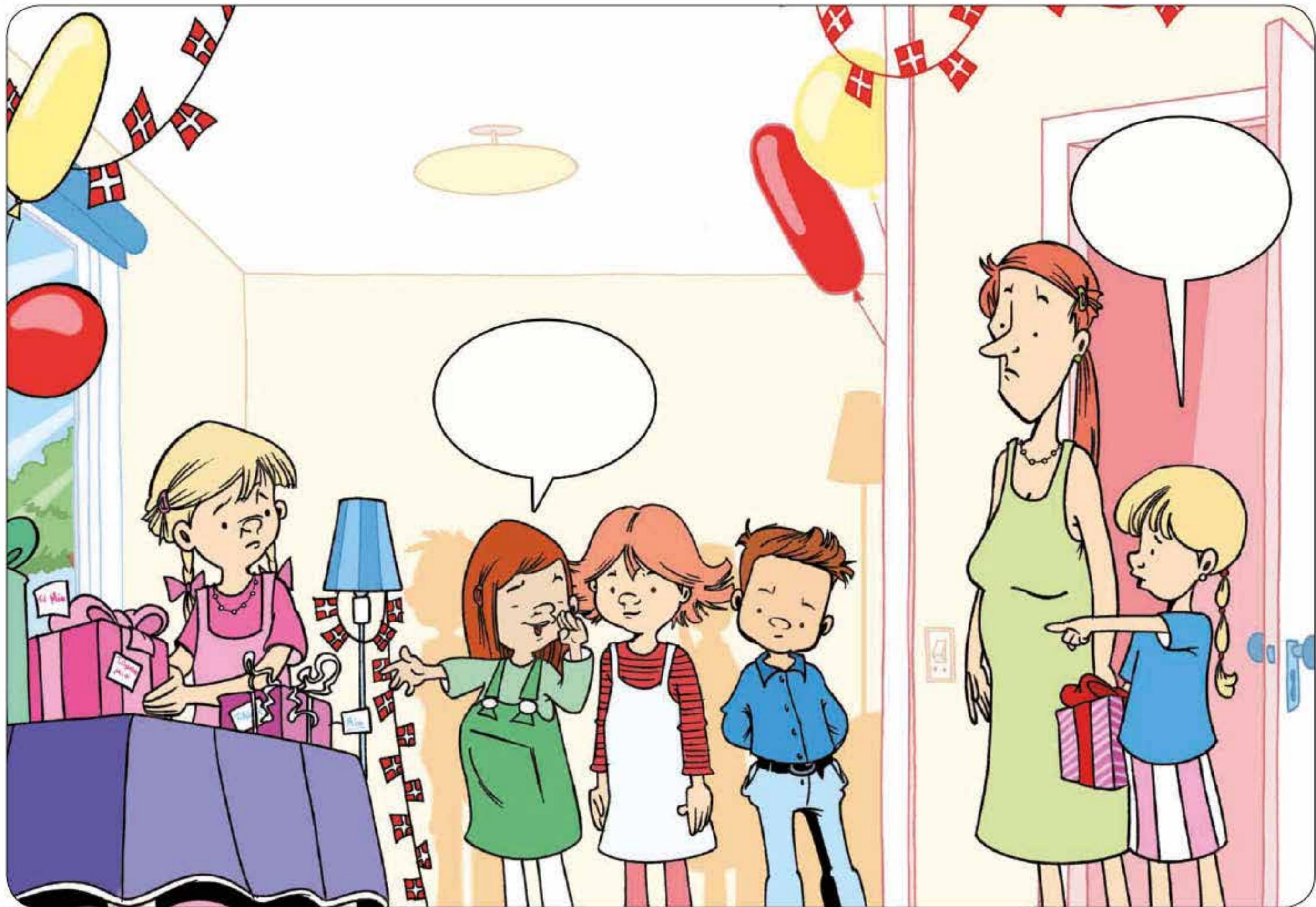
- The teacher asks a question, and the girl in the red shirt wants to answer. What are the others doing?
- How do you think the girl feels because the two children are laughing and whispering?
- Who do you think is in charge of the class?
- When something is unfair, how do you feel it? In your tummy? In your head? Somewhere else?
- How does it feel when something unfair happens?
- What does "having respect for others" mean?
- What is the the boy sitting next to the girl doing?
- What could the teacher do?
- What would you do if you were in this class?
- Try to think of a way in which this story could end well.
- What happens in your class? Do you sometimes laugh at each other?
- How can you tell that it's okay to laugh at somebody?
- How can you tell that it's not okay to laugh at somebody?
- What things do you do together in your class that make you happy?



# Can I join in?

## Suggested questions:

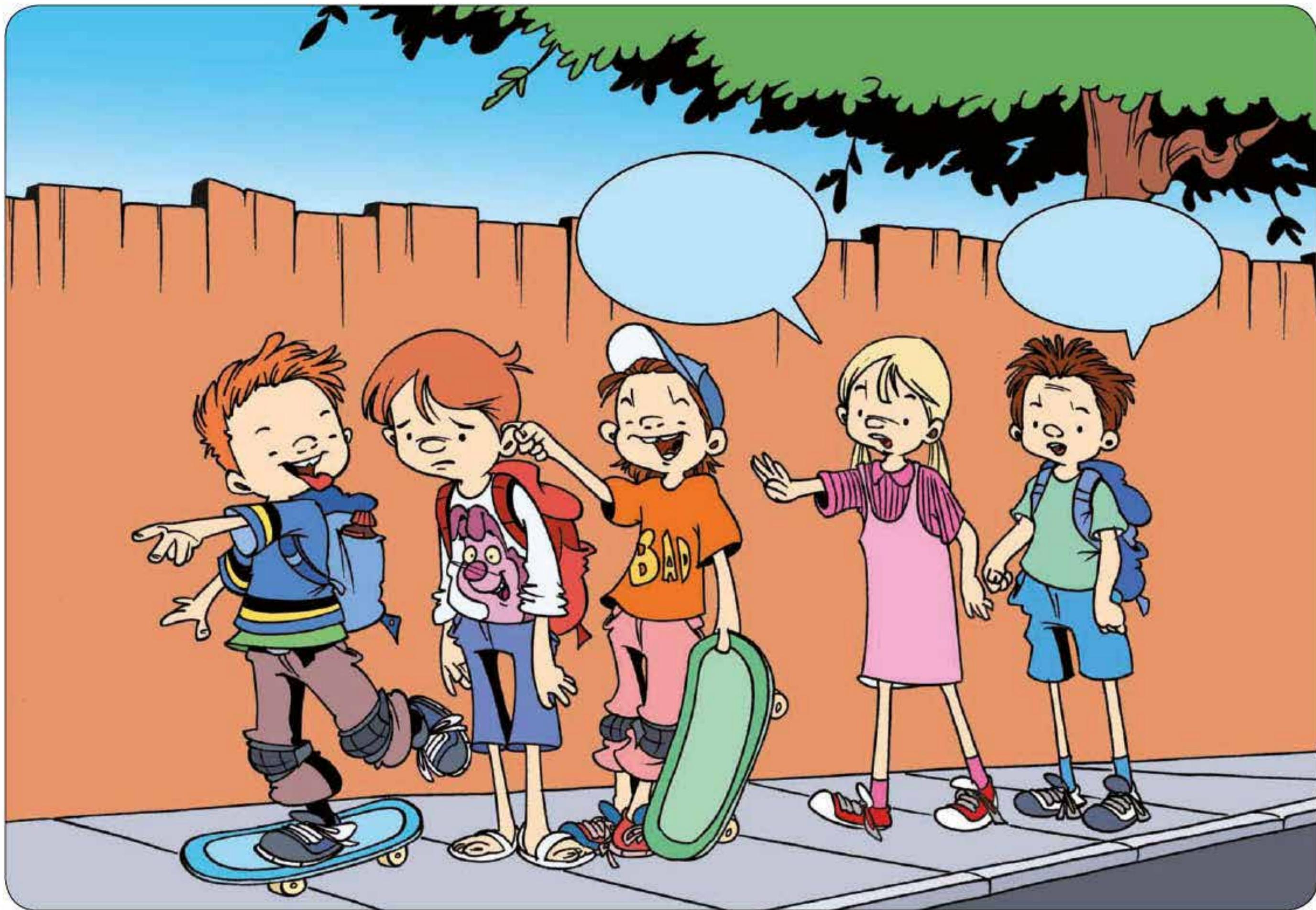
- What do you think is happening in the picture?
- How do you think the girls on the swing are feeling?
- Who do you feel sorry for in the picture? Why is that?
- How could you help the girl?
- Do you think the girl who's holding her hand out would dare to tell the other girl: "She can join in if she likes"?
- What would you do if you were on the swing and saw what was happening?
- Try to think of a way in which this story could end well.
- How do you feel when someone helps you?
- How does it feel when you help others?
- What is a good friend?
- What makes you happy?
- What could we do to make sure everyone has fun when they're playing the game?



# Happy birthday!

## Suggested questions:

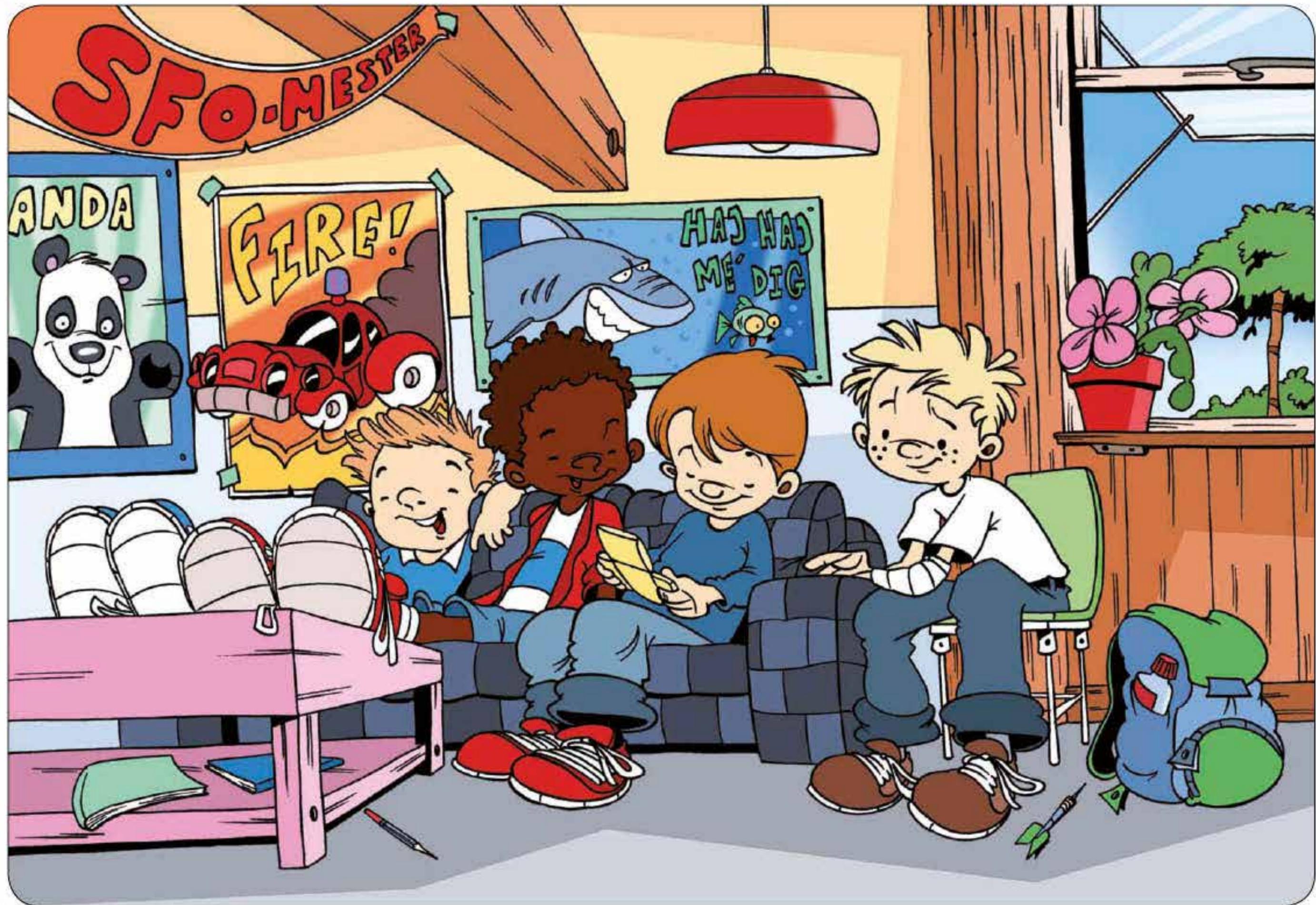
- The class has gone to somebody's house for a birthday party – what do you think is happening in the picture?
- What do you notice in particular in the picture?
- How do you think the birthday girl is feeling?
- How do you think the other children are feeling?
- What do you think of what's happening?
- How is the birthday girl enjoying her party?
- How are the guests enjoying the party?
- Who in the picture will help the girl?
- Of the people at the party, who can see what's going on?
- What could the girl and her mother do?
- If you were at this birthday party, what could you do to make it a good birthday party?
- Why is it sometimes difficult to get involved when something like this happens?
- How can you be a good friend to a birthday boy or girl?  
(If you like, write the ideas out and use them as rules for the class)



# You have to get involved

## Suggested questions:

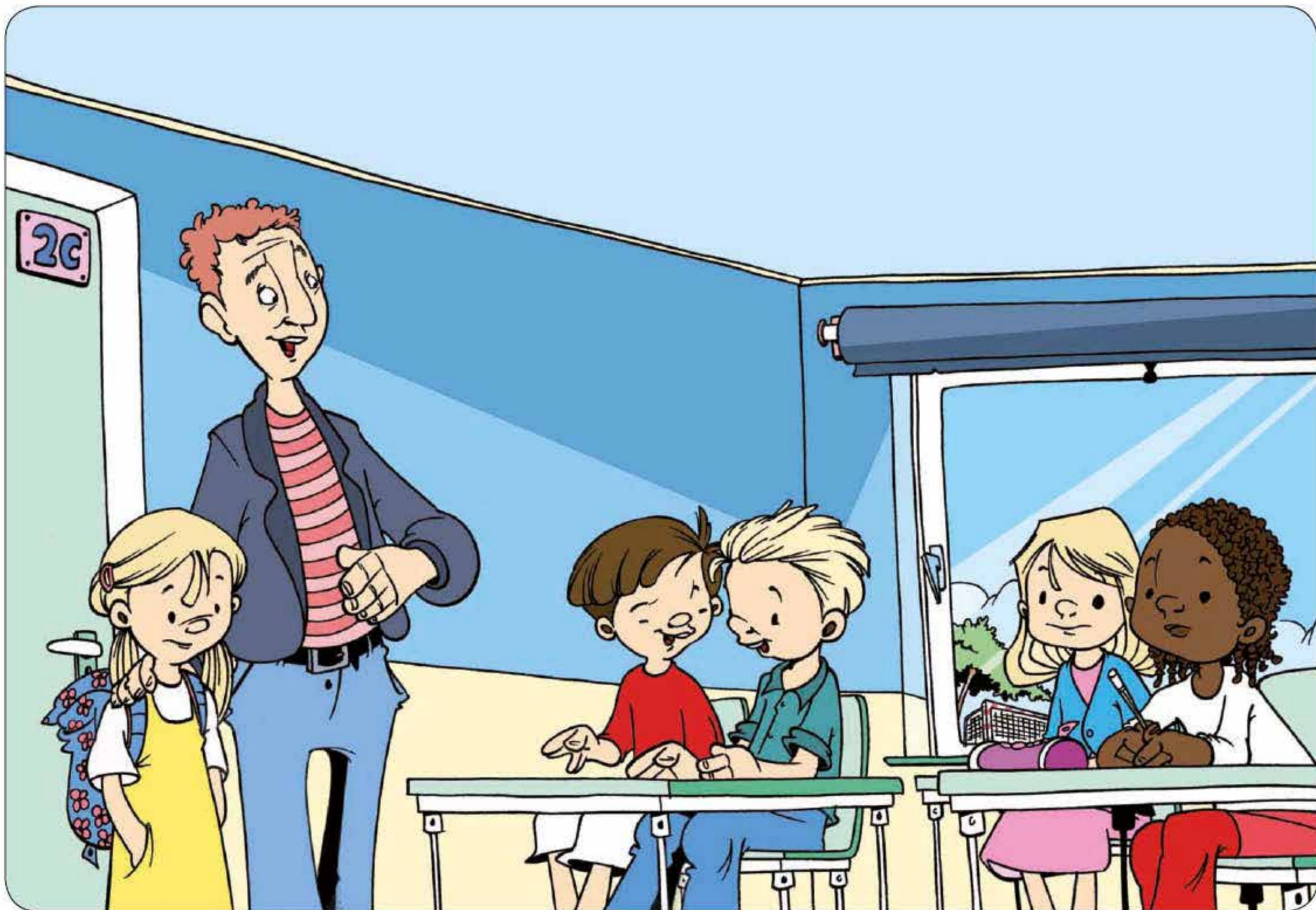
- The children are on their way from school to their after-school centre/recreation centre. Explain what's happening in the picture.
- How are the children teasing? For fun, or for real?
- What do you think the girl and the boy behind the group should say?
- Why is it sometimes easier to get involved when there are two of you? Does it make you braver to have somebody with you?
- What do you think it means to the boy being teased that somebody is getting involved?
- How do you think the two children teasing the boy will feel when the other children get involved?
- Explain what would happen if the situation were to end well.
- What could you do to help if there are no grown-ups around?
- What happens on the way from our school to the after-school centre/recreation centre?



# Good friends

## Suggested questions:

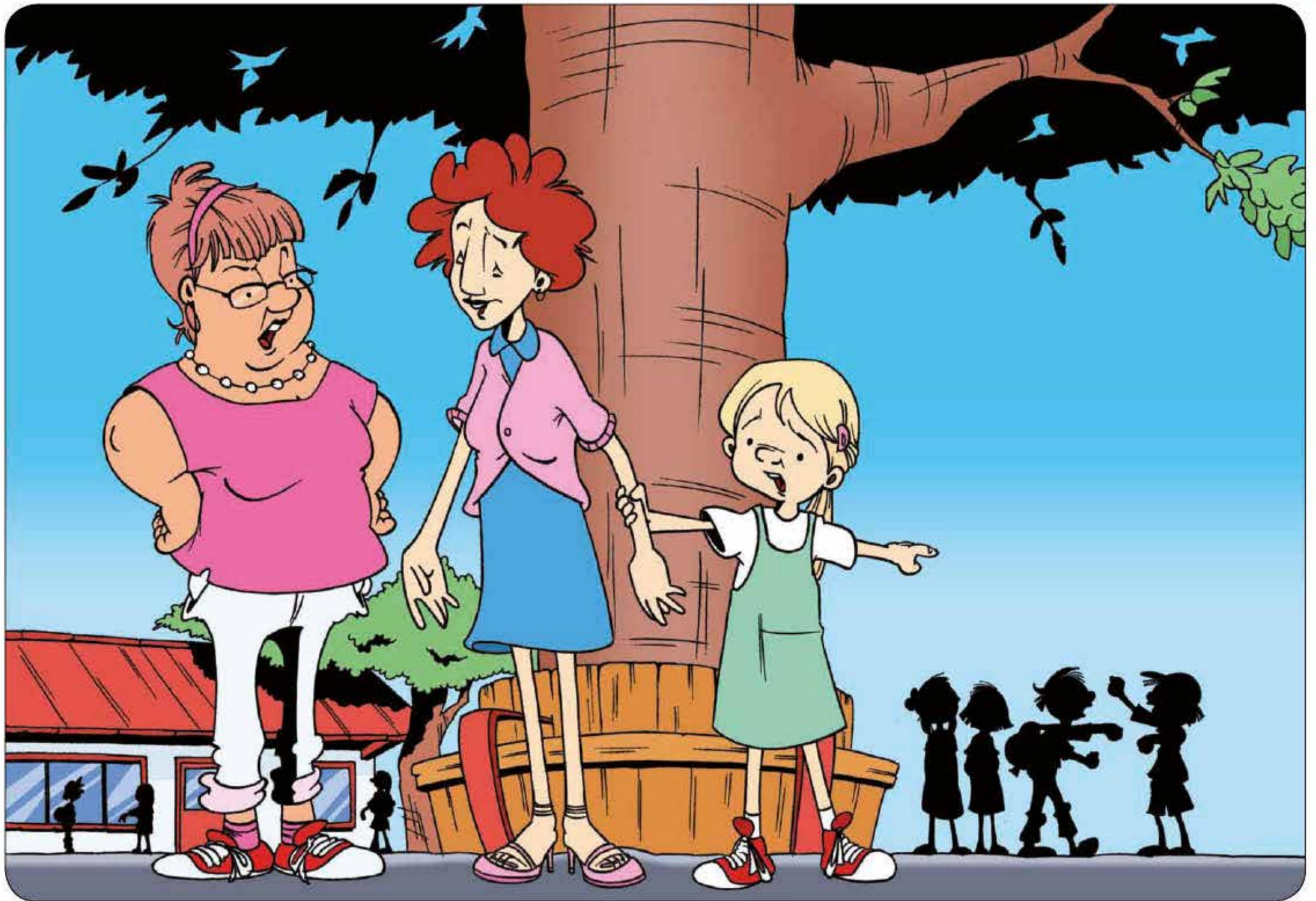
- All the boys are friends. Explain what's happening in the picture.
- What do you notice in particular in the picture?
- How do you think the children are feeling?
- How do you think it would feel to be sitting on the sofa in the middle of the group?
- Who do you think are best friends in the picture?
- Try to come up with a story in which the boys in the picture fall out. What happens in your story?
- How can they be friends again?
- Who do you think are good friends?
- What's the difference between being a friend and being a mate?
- What can we use friends for?
- What can we use mates for?
- How do you think it would feel to have no friends?
- How does it feel to have friends and do things together?
- What other situations do you know where being together is nice?
- What could you do if somebody in your class or at the after-school centre/recreation centre is on their own a lot?
- Can you get into quarrels or fights with your friends? Tell us about a situation in which you've tried this.
- How did you make up and become friends again?



# New pupil in the class

## Suggested questions:

- A new girl is joining the class. What's happening in the picture?
- What might the two boys be saying?
- What does the teacher do? Does he notice what the boys are doing?
- How do you think the girl is feeling?
- What could the children do to help the girl feel at home in her new class?
- What could the teacher do to help the girl feel at home in her new class?
- What do you think it would be like to be new in a class? Has anyone done this and would like to tell us all about it?
- What would make you happy if you were new in a class? (E.g. invitations to things, play-dates)
- What would make you sad if you were new in a class?
- How would you feel when you then had to go to school the next day?
- How can we help new children to integrate into our class?
- What makes a good friend?



# Get help from grown-ups

## Suggested questions for children:

- Explain what's happening in the picture.
- What are the teachers on playground duty doing?
- What do you think will happen now?
- What do you think of it?
- What could the girl do to persuade the teacher on playground duty to help?
- Try to think of a bad ending to the story.
- Try to think of a good ending to the story.
- Can any of you remember the last time you needed a teacher on playground duty to come and help you? What happened?
- What can we use teachers on playground duty for?
- What do the grown-ups do that's good?

- What do the grown-ups do that's not so good?
- How could the grown-ups at the school help you better? Give them three pieces of good advice.

## Suggested questions for children:

- What do you notice in particular in the picture?
- What are the grown-ups doing?
- What could the girl do to persuade the grown-ups to help?
- How do you use your time when you're the playground monitor?
- What do you think children need from grown-ups when they're outside?



# Summer party in class

## Suggested questions for children:

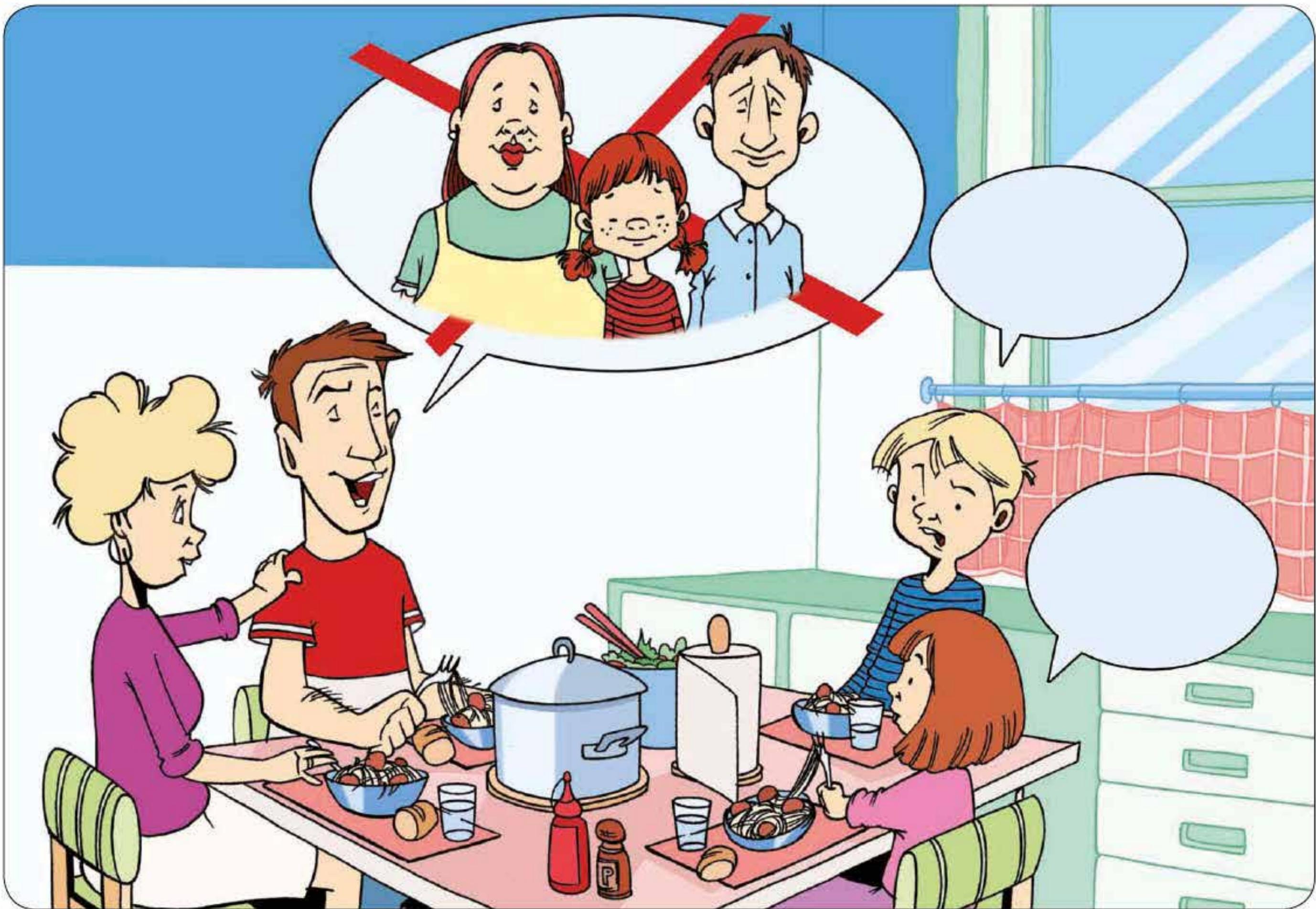
- The children and parents from the class are at a summer party. What's happening in the picture?
- What do you notice in particular in the picture?
- How are the parents feeling?
- How are the children feeling?
- Is there anyone who's not having a nice time at the party? How come?
- How do you think it would feel to have no friends?
- How does it feel to have friends and do things together?
- What do you think is the best thing about the class having a party with both children and grown-ups?
- How are the parents in our class different?
- How are the children in our class different?

- How can people be good friends at school even though they're different and might like different things?

## Suggested questions for parents:

- What do you notice in particular in the picture?
- What do you think it would be like to go to this summer party?
- What could be done to make the party fun for people who don't know anybody else?
- Are the parents in the picture alike?
- How are the parents at our school different?
- How are the children at our school different?
- What do we need to make sure that social events at school are fun for everyone?

This picture is designed for children and parents



# The family at the dinner table

## Suggested questions for children:

- What do you think the father is saying?
- What do you think the children think of that? What are they saying?
- What's the mother doing?
- How does it feel when your mum or dad says bad things about other people?
- Have you ever said anything nasty about other people? Tell us what happened.
- What can you do for children in your class who get left out?
- How could your parents help if a child who's left out of something comes to your house?
- Can parents help children so that they don't tease people for real or bully them?

## Suggested questions for parents:

- In the picture, the father is sitting and saying nasty things about one of the boy's friends from school and her parents. What do you think of that?
- What do the children have to say about it?
- What's the mother doing?
- How can we act as good role models for our children?
- How can parents help their own children and their friends so that they don't tease people for real or bully them?
- What can parents do to prevent bullying?



# Draw yourself

## Suggestion:

- Remember a time when you played a really good game with your friends – and draw that.
- Remember a time when you were teased for real – and draw that.
- Remember a time when you were left out of a game – and draw that.
- Remember a time when you helped someone you felt sorry for – and draw that.