

Country **Greece**

Title **Me irror**

Authors: *Kapsalis Christos, Pastrikos Antonios, students*

Time **1-2 hours**

Learning Objectives

We would like our fellow students to:

- a) relate school bullying to our self-image and to the others' opinion about us.
- b) experience the feeling of being or not being approved by other people and how it feels like not to accept ourselves
- c) understand that being honest with ourselves and with others and having self-esteem are the best ways of facing phenomena such as school bullying

Which of them are the most important

The most important issue is school bullying to be related with self-esteem This can be fulfilled in the best possible way through experience, that is, via a particular activity they'll join in, so as to take the whole matter into serious and direct consideration.

Special equipment: pieces of paper, paperclips, cards

Presenting the Lesson Plan

Introduction

We explain them the reason why we are here, focusing on what they are about to learn /do and informing them about the teaching aims, via a clear/specific activity agenda.

Questions to gauge students' knowledge of the subject are:

- a) What does self-esteem means to you?
- b) How important it is for you?
- c) Do you believe that self-esteem is related to school bullying?

“plus (+)-minus(-)”

First of all, we ask the students to stand in a circle giving them a paper on which each student writes his/her name, writes all the good/bad characteristics he/she thinks he/she has, counts how many “plus” or “minus” he/she has and keeps the paper folded.

«A paper on my back»

After that, the students have to take another blank paper and stand again in the circle. One another they pin the paper up their back and each of them pass the others so they can write something positive for him/her, without making any comments on what it is written by the others or by themselves.

Finally, each student can take the paper off his back and see what the others have written about him/her

Checking understanding

Cards of emotions

The group stays in the circle in order to express feelings.

Everyone take three colored cards, 1 red card with the phrase “I feel angry/annoyed because...”, (1) one green card with the phrase “I feel well because...” and (1) one white card with the phrase “ I don’ t care...”.

Then two questions are put consequently:

- a) How do you feel now?
- b) How did you feel of the others’ comments about you?

To answer to each of the questions the students picks the card /cards they think it’s closer to their feelings and complete the phrases writing whatever they want. Then they show the card/cards and read or say what they felt.

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- a) In what way do you think this activity helped you?
- b) How do you think that self-esteem is related to school bullying?

The conclusions are written on a piece of paper in the centre of the circle.