

BULLYING

Istituto comprensivo «Galileo Galilei»
Tradate - Italia



Italian students have done this ranking as the most frequent forms of "bullying":

- **Mockery 78%**
- **Taunt 51%**
- **poking, provocation 51%**
- **Insult 44%**
- **Isolation 33%**
- **Ridicule 33%**
- **Abasement 32%**
- **Verbal violence 32%**
- **Hostile gestures 31%**
- **Beating 14%**
- **Blackmail 13%**
- **Physical violence 11%**
- **Peer pressure to do humiliating things 9%**
- **Torment 6%**

The percentages are quite coincident in both sexes.

To the question: «Do you feel lonely, rejected, not accepted by your colleagues at school?», the students answered:

NO 60 %		RATHER NOT 11%		SOMETIMES 18 %		RATHER YES 8%		YES 3 %	
F	M	F	M	F	M	F	M	F	M
58%	62%	9%	12.5%	21%	16%	8%	8%	4%	1.5%

The majority does not feel isolated. Among students who feel isolated, the most are female.

PRIMARY SCHOOL

Teachers of the first and second classes of Primary School, starting from real problems, worked on the tails: "The monkey Fiammetta" and "The Gnome Zirgulò" (taken from the book "Who finds a fairy tale, finds a treasure").

"The monkey Fiammetta"

Fiammetta's story is common to many children: she is a lively but disobedient monkey, sometimes a bit rude and therefore dismissed by some schoolmates. Parents and teachers are sad and worried for her and don't know how to help her. They decide to give a time to Fiammetta to reflect on her actions: she can decide to follow the road traveled so far, that would take her to be alone, or to undertake a new one, along with the people who love her the most.





“The Gnome Zirgulò”

The gnome was a bully. The children listened to the story, then answered any questions about the tale and they explained their fears and the fears of the characters.

At the end the class invented a system for winning its fears like the characters of the tale did. The inventions built a new country, Bebusia.

The children painted the new country and they realized so it was good.

The teaching of the history is: don't worry, don't be angry, we can win our fears together, there is a solution for every problem, we can build something beautiful together.

PRIMARY SCHOOL

Our students of 4th classes have read the text:

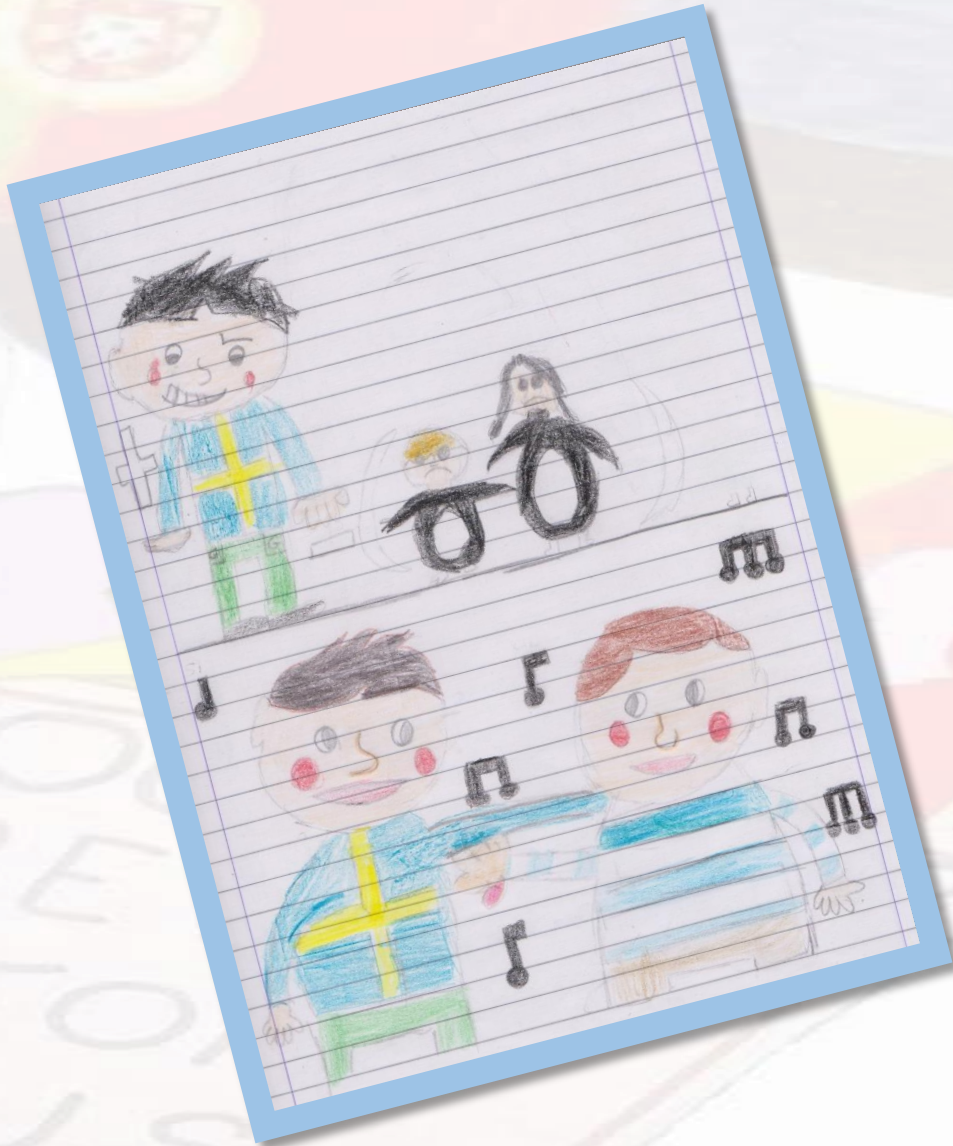
“ Il bullo citrullo e altre storie di tipi un po’ così e così”

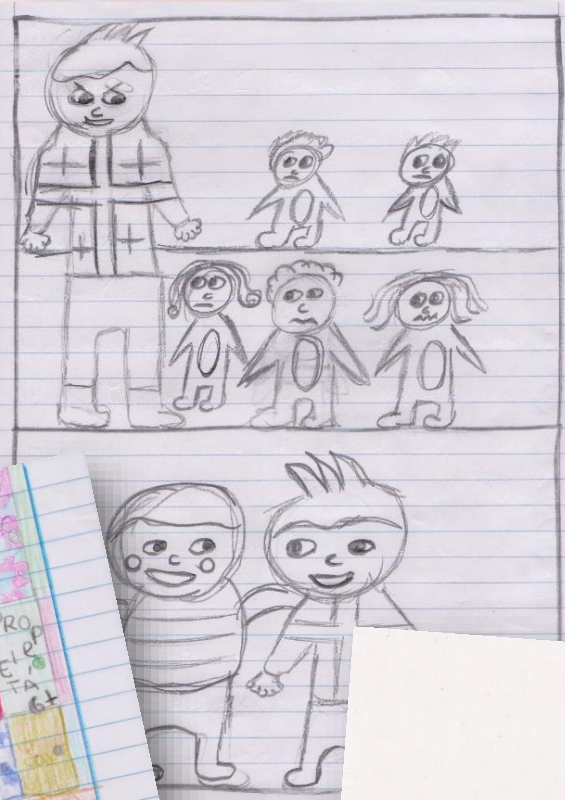
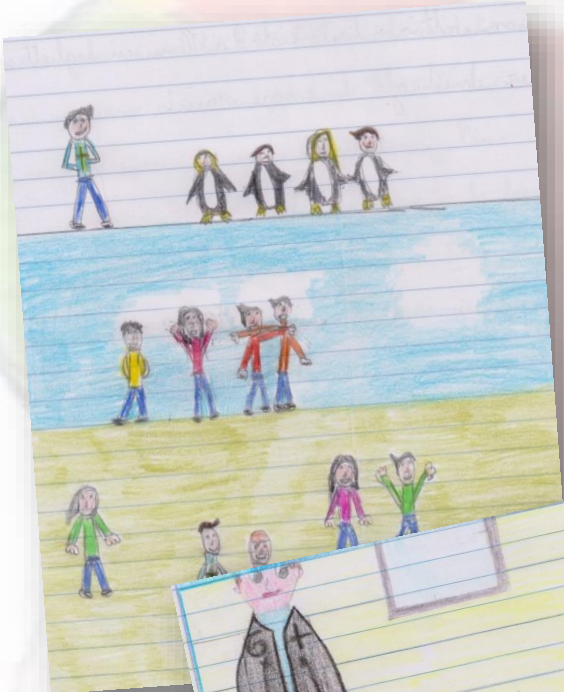
(The blockhead bully and other stories of guys a bit so and so)



The book "The blockhead bully " tells the story of Rodolfo, the little but courageous protagonist who finds the strength to rebel against teasing and bullying by Gianvittorio, an aggressive schoolmate. Thanks to the intervention of Rodolfo, Gianvittorio understands that his behavior is wrong and improving it he can be accepted by his schoolmates.

Children read, dramatized, drew the stories and sang related songs.









No one is the best, no one is perfect
everybody has at least one flaw
and if you believe you are the best in the world
you have to know you are "cocoricondo" (silly)



I cause the ethics of bully is just one he makes the cock but he is a chicken with wings but isn't able to fly so change your tone if you talk with me I want respect...don't think you are a king.



They also discussed about the topic "bullying", starting from a test:

Bullo, citrullo oppure amico vero e sincero?

Situazione A □ = 1 bambino

A)

B)

C)

D)

Profilo A: corri subito allo specchio, sei sicuro di essere perfetto?

Profilo B: sei un amico ma non stai facendo nulla di concreto.

Profilo C/D: sei davvero un amico.

Bully or true friend?

Situation A:

Today, for the first time, Paola went to school with the braces on her teeth. When Peter sees her, laughs and begins to call it "cage teeth". What do you do?

A: You laugh

B: you think that Peter should stop teasing Paola and should learn to mind his own business

C: You stop Peter and tell him to stop immediately

D: You think Peter is wrong, but you're afraid to intervene because he could tease you, too. Then you ask the teacher to do something

Profile A: run immediately to the mirror, are you sure to be perfect?


Profile B: you're a friend, but you're not doing anything concrete

Profile C/D: you're really a friend.

The children told their experiences by writing a composition about the following subject:
"In class, someone bullies, but there is also someone who is the victim, someone who does not care and some other who intervenes to help his schoolmates in distress. Tell about an episode in which you behaved like a bully, or you felt like a victim, or you just witnessed an injustice".

Tema
 Un giorno a scuola nel bagno delle femmine ho visto una ragazza con i capelli castani vestita con la tuta. L'ho riconosciuta si chiama Chiara e frequenta la quinta. Chiara si è messa a bere un bicchiere d'acqua e dopo ha aperto tutte le porte del bagno. Ho trovato una bambina di seconda. La bambina aveva una caramella e l'ha presa per mangiarla ma Chiara l'ha minacciata e le ha detto: «Dammi la caramella se no ti picchio». La bambina spaventata le ha dato la caramella e Chiara presa la caramella l'ha fatta cadere, poi si è andata spinta. La bambina si è alzata e io le

ho detto: «Ti sei fatta male?» Lei ha risposto ma se n'è andata piangendo. Così sono stata testimone di un atto di bullismo. Mi sono sentita molto male perché volevo intervenire ma non riuscivo perché avevo paura.



14 Dicembre 2015

~~Spesso~~ ^{SPESSE} in classe c'è chi fa il bullo, ma c'è anche chi fa la vittima, chi non fa nulla, e chi invece interviene per aiutare un compagno in difficoltà. Racconta un episodio in cui ti sei comportato come un bullo, ti sei sentito vittima, o semplicemente sei stato testimone di un sottile.

Il tema: atto di bullismo
Nel campo estivo dove vado io ci sono ragazzi di tutte le età dai cinque ~~anni~~ ai quattordici anni.

Io sono stata testimone di un atto di bullismo.

Tre ragazzi di terza media continuavano a scherzare e minacciare un bambino di sette

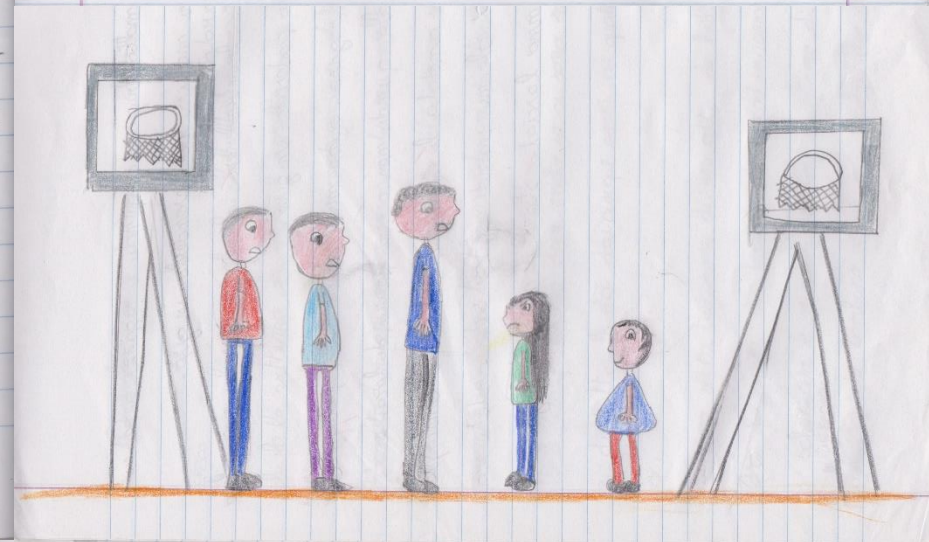
^{il nome EDUARDO} anni. Questo bambino è un po' paffutello ed è

~~era~~ molto bugiardo quindi i ragazzi avevano alcuni motivi per prenderlo in giro.

Eduardo ^{mi} ~~era~~ un po' simpatico e non volevo che lo prendessero in giro.

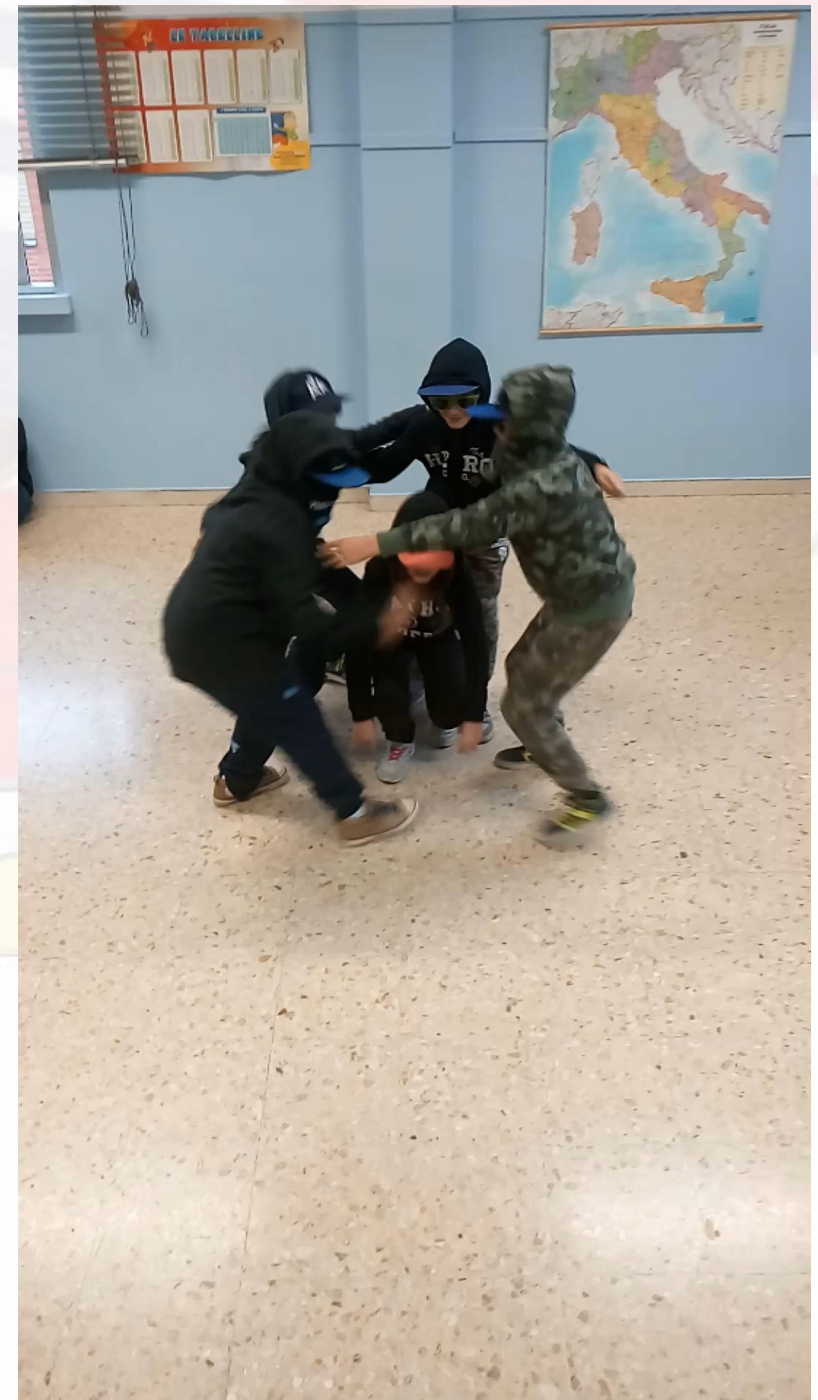
Quei ragazzi erano miei amici e tra questi ^{anche} c'era il mio fratello quindi non avevo paura di loro.

Sono andata lì e ho difeso il mio amico, loro dopo alcuni secondi se ne sono andati via e hanno lasciato stare il mio compagno.



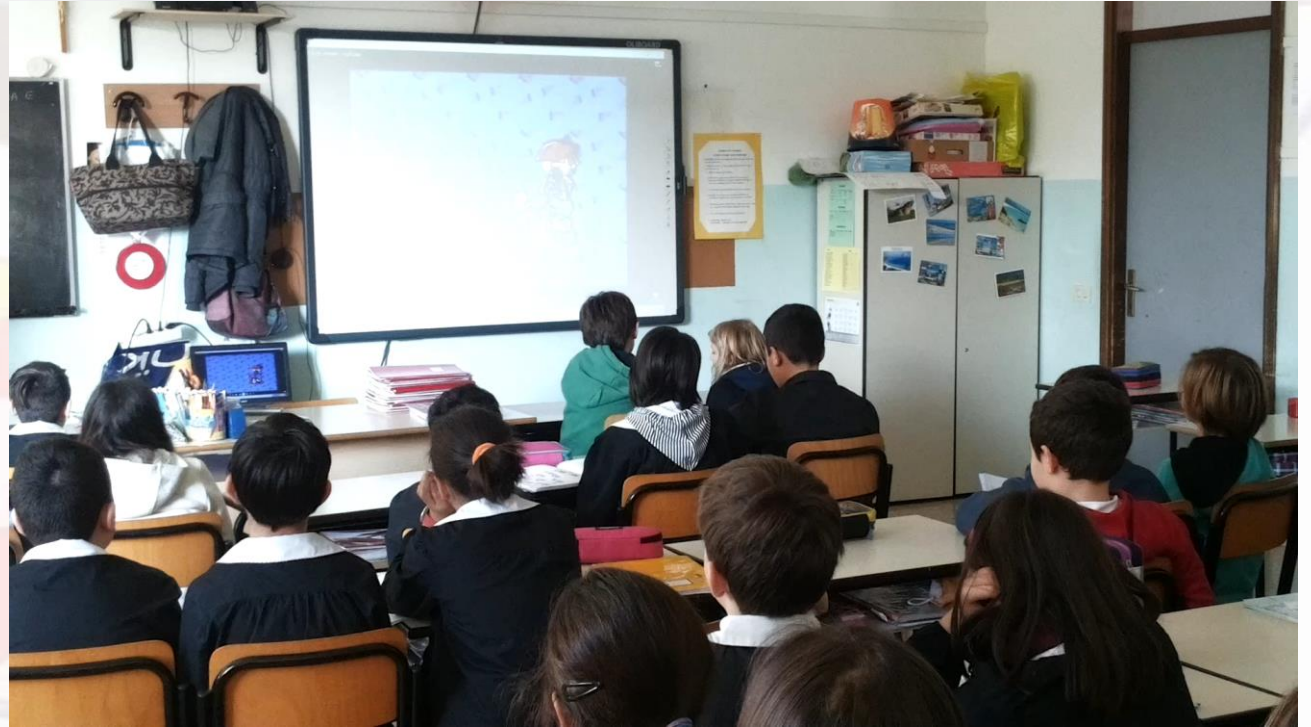
Then, pupils also invented rhymes about how to defeat bullies and they sang them like a rap.

*«If you believe I fear your thread
That when you come you smash my face
Be aware, don't even try
Because I can find friends
They will defend me «with their nails and their
teeth»
Because to help me makes them happy ...»*



Eventually pupils learned and sang the «*Bullo citrullo (silly bully) song*»

*« He believes himself perfect, but the bully is silly,
if he were in Florence he would be “grullo” too,
he would live in a more beautiful world,
if he used with the heart the brain too!
He believes himself perfect, but the bully is silly,
he is a chicken that believes to be a rooster,
defeat the bully you can now too,
join the choir and sing with us! »*



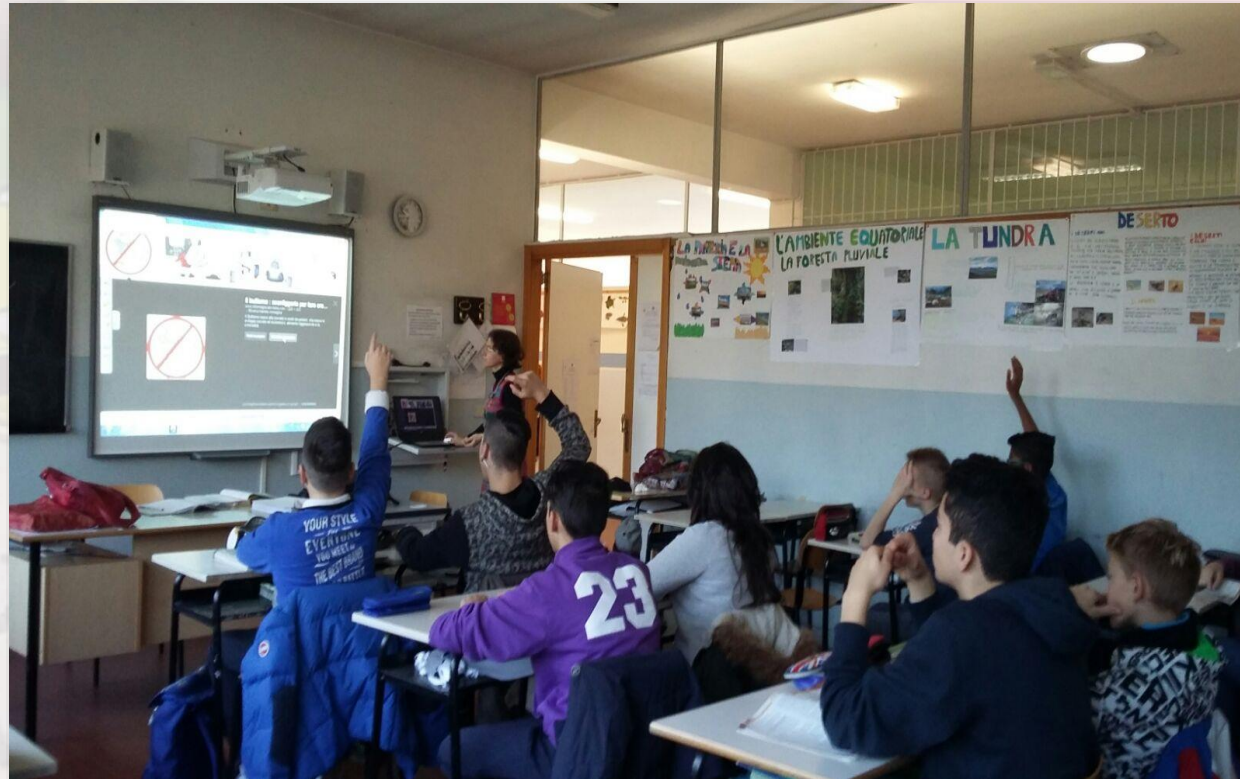
At the end of the work, the pupils came to these conclusions and wrote these

Rules anti-bully:

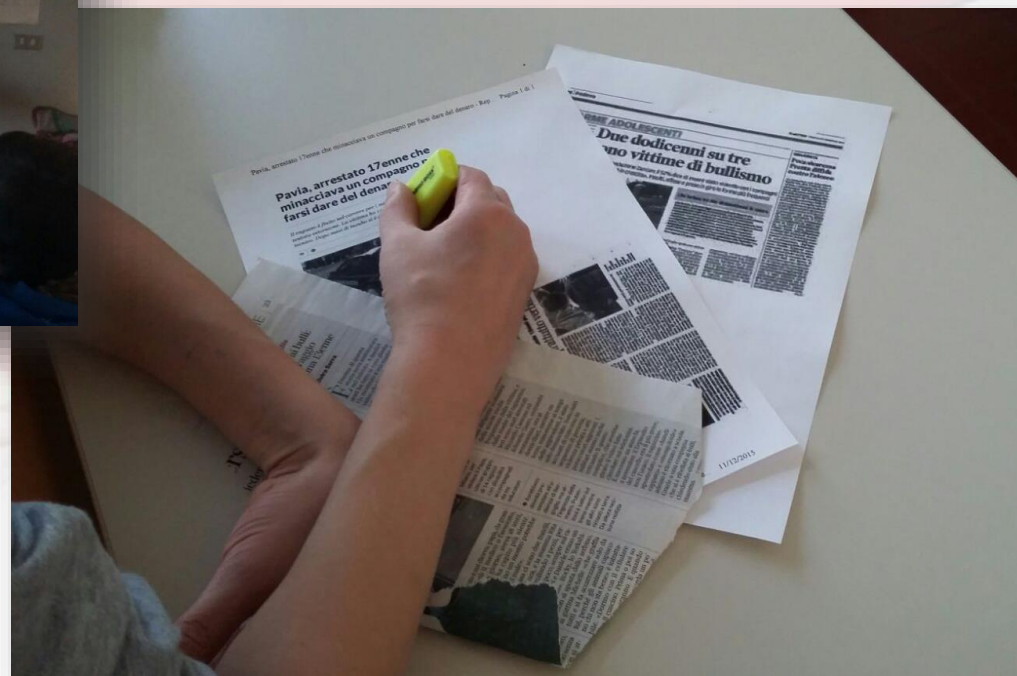
- 1) Don't react to provocations of a bully. Don't answer and go away to seek help from an adult.*
- 2) If you are victim or witness an act of bullying, ask help or inform an adult: this doesn't mean to spy, but to protect and help those in need!*
- 3) If you are the victim of a bully, try to always have a friend beside you help.*

SECONDARY SCHOOL

The activity was carried out by Italian and Religion teachers and by two third classes. During the first part the teachers proposed the kids a brain storming about the bullying word and they invited them to write their thinking on the blackboard.

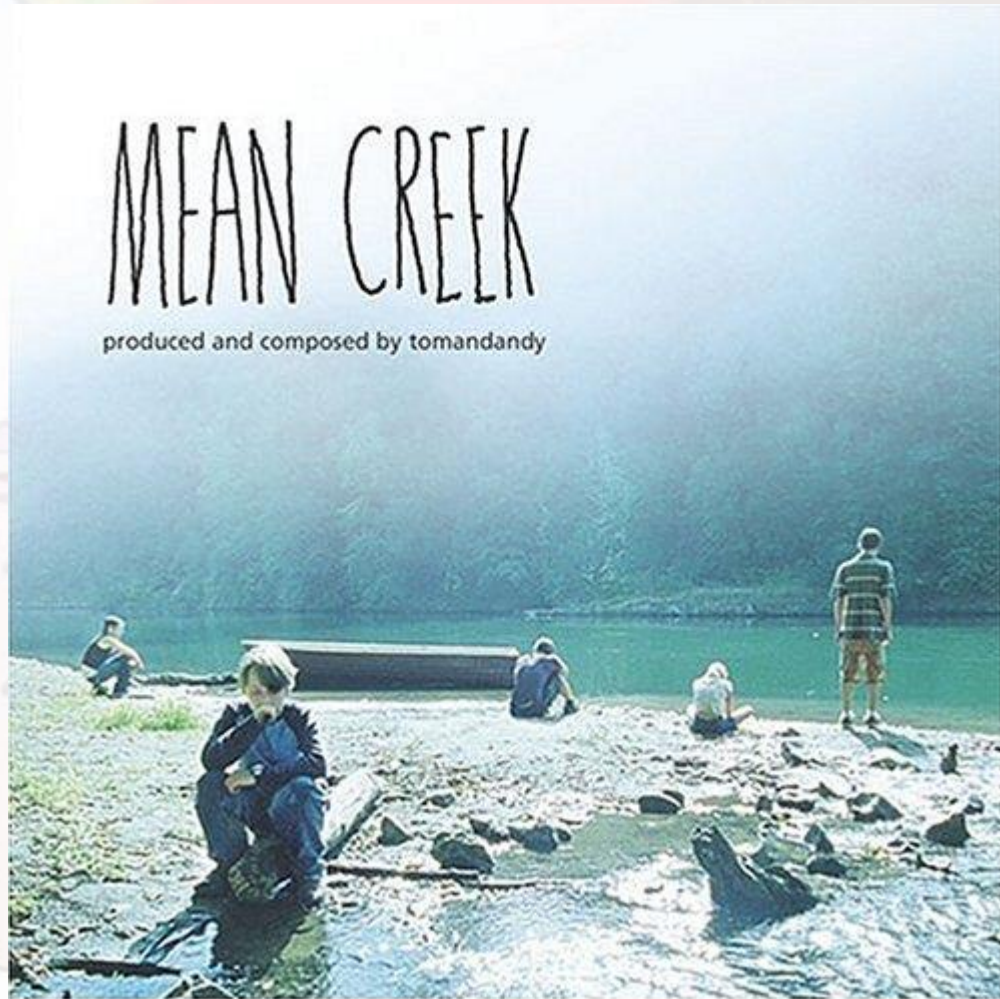


In this way several types of bullying victims revealed feelings and questions of the kids about this reality.



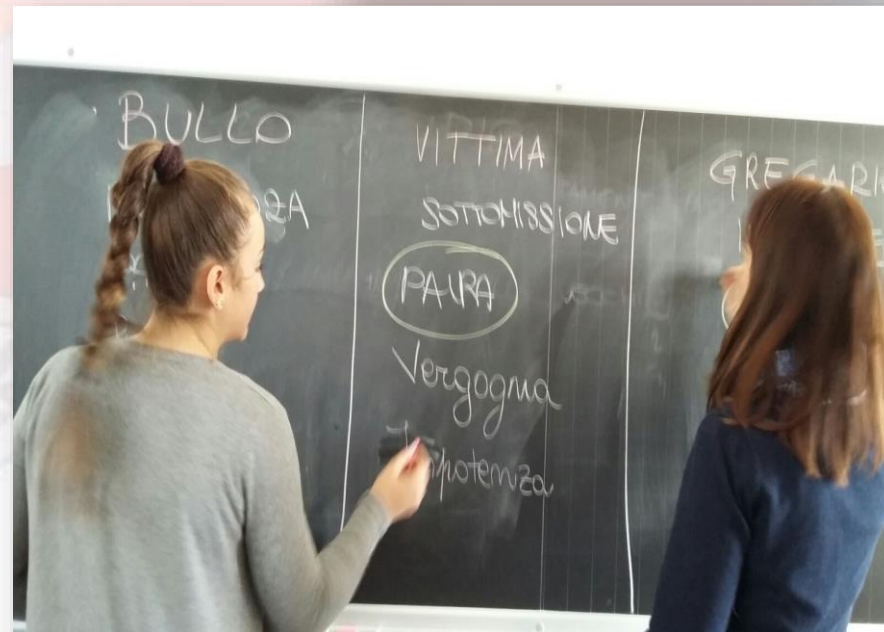
TOGETHER
BETTER
JOIN
US

During the following days the class watched the film "Mean Creek" and then the kids discussed and compiled in pairs a card of understanding and reflection. Pupils observed the attitudes of the characters during an act of bullying and their causes.



The film is about a group of teenagers and young adults who devise a plan to humiliate an overweight, troubled bully on a boating trip. When their plan goes too far, they have to deal with the unexpected consequences of their actions.

The class discussed how to deal with a situation of bullying, within themselves (self-esteem, awareness of their qualities...) and out of themselves (adult help). The kids presented their work to their parents during the open day of the school.



AHIMSA

Ahimsa is a voluntary association for the protection against all forms of violence and infringement of civil rights

PURPOSE: to welcome, listen and give first aid to the victims of violence and any kind of injury or victims of civil rights' violations.

ACTIVITY : listening to telephone conversations, giving direct appointments to support to the victims of violence with legal and psychological means, promoting awareness and prevention with conferences, seminars and insights for citizenship, in particular within schools and through collaborations with other associations in the area.



The project, for students in fifth and sixth grade, consists of:

- Meetings with students with lawyers, psychologists, etc...
- Meeting with parents to present the project



Our agency Ministry of Education has set up a website with useful material for teachers on the topic of bullying: <http://www.smontailbullo.it/webi/>



Smontailbullo



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CONTATTI



Benvenuti

Smonta il bullo si rinnova!

Il Portale si rivolge a studenti, docenti e genitori attraverso strumenti e informazioni utili a prevenire forme di disagio giovanile che possono determinare comportamenti violenti come bullismo, cyber bullismo, omofobia...

Erasmus+