



# TABASCO

A Targeted Anti-Bully Approach in  
Schools by Campaigning and Organising

## Toolkit for Anti-Bullying Interventions



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## Introduction

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New technologies and social networks currently provide a new platform for actions that manifest themselves in cyberbullying behaviors that can have emotional consequences for the development and psychological balance of young people. Although not all actions take place during school time, this context is a privileged space for preventing and combating all forms of violence and should be seen as a space of safety and protection.

### **BULLYING**

A set of aggressive behaviours, which occurs between peers, intentionally and repeatedly, and can affect and cause harm – physical, verbal, social/relational, psychological and/or sexual – to children and young people, involved in a relationship of power imbalance between the aggressor and the victim.

### **CYBERBULLYING**

Virtual form of bullying. Behaviours of aggression, threat, intimidation or exclusion with the aim of causing pain, shame, fear or discomfort in the victim, through actions in a digital context, whether using the Internet or other channels.



Based on an inclusive school, and to address the complexity of individual and collective behaviours, intervention mechanisms in school context should be based on the principles of a holistic and systemic approach. Based on the assumption that cyberbullying behavior involves a complex web of relationships, this project was based on the “**whole school whole community, whole child**” approach (WSCC). O WSCC is a comprehensive approach that addresses the whole school, using resources and influences from across the community and serving to meet the needs of the whole community. The WSCC model puts the child at the center, representing the idea that children have to be the focus of decision-making; Thus, all policies, practices and programs should support a healthy, safe, engaged, supported and challenged child. In short:

- Involves teachers, students and all the school staff
- Promotes prosocial behaviour along with addressing bullying
- Takes a multifaceted strategies and didactic tools that works at different layers in the school and community systems
- Allows the selection of activities and components that fit the context and goals of each school and that can be adapted to the needs of each school and the target age of the students

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## TABASCO Project

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The TABASCO project had the participation of six partner entities of different nationalities, namely:

- STICHTING KATHOLIEKE UNIVERSITEIT BRABANT (Netherlands)
- EUROPEAN CENTER FOR QUALITY OOD (Bulgaria)
- FONDAZIONE HALLGARTEN-FRANCHETTI CENTRO STUDI VILLA MONTESCA (Italy)
- CENTRUM KSZTALCENIA USTAWICZNEGO W SOPOCIE (Poland)
- AGRUPAMENTO DE ESCOLAS JOSÉ ESTEVÃO (Portugal)
- SCOALA GIMNAZIALA MIHAI DRAGAN (Romania)

Every tools and news related to this project can be found on an online platform, which we will use throughout this document

<https://www.tabasco-erasmus.eu/crossmediaplatform/>

To use this platform you can consult the following video:

<https://www.tabasco-erasmus.eu/crossmediaplatform/video-instruction-for-students-teachers-parents-and-other->



The main **goals of the TABASCO Project** are:

- Showing teachers and school boards how to detect online abuse and how to support young victims;
- Raise awareness among parents and guardians of how to observe children and young people in their online behaviours and habits so that they can help their children and youngsters avoid cyberbullying, as well as the kind of support they can provide or go to if they are victims;
- Raise awareness among students and others in the educational community about the specific measures and tools developed by the TABASCO project that have proven effective in the fight against cyberbullying;
- Encourage young people to start and execute an anti-violence movement that will benefit the entire community.

The **methodology** we present provides **anti-bullying practices aimed at students aged 9 to 19 years**. These methods can be applied by teachers and pedagogues, regardless of the subject they teach.



## COMPENDIUM OF METHODS & GUIDE

A compendium of anti-bullying strategies of different types is available on the platform. In this document you will find useful tips, advices and resources for those who are taking initiatives against bullying, as well as several activities, described with step-by-step instructions on how to be applied.

You will also find cross-country references, as well as a national overview of each partner, both in terms of knowledge and prevention, and in terms of support and tackle, in relation to bullying/cyberbullying.

<https://www.tabasco-erasmus.eu/deliverables/>



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## Examples of Anti-Bullying Practices

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### T-shirt and Clothesline

The proposed activity is focused on raising awareness and sensitivity to bullying and cyberbullying, given the acuteness of the problem experienced by children and young people.

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In teamwork, students paint a t-shirt with a message against peer violence.

Duration: 45 minutes + 45 minutes

**Step 1** - Inventory individual awareness level, select message.

A t-shirt is distributed per team, on which it is necessary to create an anti-bullying or anti-peer violence message: create an outline. The task induces discussion about form (effectiveness of the message) and content (what is concern and priority to convey).

**Step 2** - Deliberation and decision about the created draft.

**Step 3** - get to work - Students, in their teams, paint the t-shirt.

**Step 4** - wearing the t-shirt - Community Awareness.

1<sup>st</sup> moment On a designated day, the T-shirts will be worn by one of the team members.

2<sup>nd</sup> moment Students get together to exchange experiences.

3<sup>rd</sup> moment Students put on the t-shirt

**Step 5** - Hanging the t-shirt on the clothesline.

The t-shirts will be hung in a common public space.

Students review themselves in the public display of what they have said and others will review themselves in these words, expressions or propositions.

This activity results in t-shirts with anti-bullying messages that promote greater awareness of the phenomenon of bullying, and reflect on the suffering of the victim.





## Interactive Story

In this interactive story, children and young adults get a chance to decide how the story continues to alter what happens.

The proposed activity is focused on (1) gaining knowledge about cyberbullying, (2) raising awareness, and (3) understanding that you can take different types of action to combat cyberbullying.

This is a method in which individuals decide how a bullying story continues, which gives them tools to combat cyberbullying in real life.

Duration: 10-30 minutes (depending on how often you choose different paths in the story)

**Step 1** – Explaining the activity and directing the students to the webpage.

Students are told that they will get a story about a person who is being bullied online, and that they can decide how the story continues, by choosing different moves at certain times at the story. They are also told that they can start the story several times, so they can make different choices and see how this impacts the storyline.

**Step 2** – Deciding the flow of the story on your own.

The students start the story and work on their own. The teacher walks around and helps when needed. Alternatively, the students work in pairs, so they have to discuss which action to choose and why.

**Step 3** – Sensitization of the group or class.

The students discuss in the whole group what they did and what they learned. They can now move on to discuss how to implement what they learned in their own group.

This activity results in interactive stories that (1) increase knowledge about bullying, both from the victim's and the aggressor's point of view, (2) promote a sense of choice and knowing that something can be done about bullying, and (3) increase knowledge about the consequences of their choices.

## Reflect on appropriate and inappropriate behaviour online

This activity makes it possible to distinguish between appropriate and inappropriate online behaviors, through the production of comics that can serve as an awareness of safe online practices.

Duration: 90 minutes

Ask students to prepare comics of potential safe and unsafe situations online (e.g. someone you have never met in person asks you for inappropriate photo). If students find it difficult to think of unsafe behavior online below are some suggestions you can use to inspire them:

- Posting mean or threatening texts/messages
- Causing embarrassment to others by posting pictures, creating a website, or revealing personal information
- Pretending to be someone by using their name
- Sharing home address online
- Sharing phone number with unknown people
- Using public wi-fi for sensitive operations (for example financial transactions)
- Keeping accounts constantly logged in even when not in use
- Leaving the settings of the profiles in social networks set to public
- Using public computers (e.g. at school, internet club, etc.) to log in to private accounts
- Sharing personal information online with someone you have never met in person
- Posting private photos unintentionally online

Provide links to websites for comics development like [Canva](#), [Pixton](#) and [Storyboard That](#). These programs let you drag and drop characters, backgrounds and speech bubbles onto a digital canvas.



## Box of Problems

This activity promotes greater reflection on the implications of bullying and allows students to know how to find solutions when problems arise.



Duration: 45 minutes

Students are divided into groups of 4-5 people. The teacher gives each group one example of a bullying situation or aggression between peers. Then each group of students must think about what the victim, the aggressor and/or the witness felt, and what are the possible consequences and implications of that situation. They must write it on a card and put all the cards in a box or a bag. Then the students pick up a random card and their task is to quickly find possible solutions to the problem. Students share their reflections on the ways of dealing with bullying situations.

At the end of this activity, it is collected a set of cards that were produced by students, with bullying situations and problem solving, and that reflect strategies to be applied in bullying situations.



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## Webquests about bullying

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available on TABASCO Platform

<https://www.tabasco-erasmus.eu/webquests/>

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- Bullying – Awareness of practices and consequences
- Bullying – What if I was the victim?
- Teen Dating Violence
- Protecting Online Identity and Reputation
- Resolving Conflicts in Online Communities
- Cyberbullying
- Sharenting
- Stalking
- Cyberbullying II
- Cyberbullying (how schools, teachers and parents should deal with it)
- Bullying (Stop bullying, talk about it)



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## Conclusion

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We hope that this document will be a useful tool for all stakeholders and educational professionals working on bullying and cyberbullying, both in promoting greater awareness and prevention of this problem, and in a perspective of supporting and tackling bullying situations, in the various ways in which it can occur.

The several resources and activities available on the platform should be used flexibly and can be used and adapted according to the needs and specificities of the groups and schools in which they are being implemented, as well as according to the objectives you want to be achieved.

Thus, this material should be used as a guide and an alternative tool to support anti-bullying practices. The comments and tips included here were written based on the experiences we had with these activities and may differ depending on your own experience and reality.



