Greece-Kalamata-"Maria Callas" Music School of Kalamata

October 2017: Our first meeting for the project: Getting to know the members of our team. Becoming acquainted with each other through games.

Game 1: The name game: It starts by first learning each other's name and later their interests. You throw a ball to a member of the team and he/she reveals his/her name and so on ...





Game 2: Learning about each other: Initially, the student who gets the ball says something about him/herself. Later in the game, a student throws the ball to someone and mentions what he/she has learnt about him/her



Game 3: The chair game or the 'Who has ...? game': In this game, a student standing in the centre of the circle of chairs asks a question like "Who loves travelling?'. Those who actually like travelling switch chairs. The one who does not find a chair asks another question. The game begins with innocent, simple questions and ends up with more serious questions, like: 'Who has been a victim of bullying?', 'Who has bullied another student?' and so on ...





STUDENT PRESENTATIONS: Our students presenting each other





October 2017: Our second meeting for the project-Dramatization:

Students work in four groups and each group is presented with a problem regarding bullying. They discuss the problem and think of solutions. Then they dramatise it.





Example of one Dramatization: A student is being bullied at school. Instead of dealing with the problem, she pretends to be sick so as not to go to school. Her mother takes her to the doctor who realises that there is nothing physically wrong with her. The doctor tells the mother that her daughter has been a victim of bullying. The mother sends the school principal a letter, informing her about the situation and suggesting the principal place a complaint letter box at school. Soon the letter box is full of letters and the bullies are named. The principal confronts the bullies who apologise and promise not to bully anyone again. They also promise to see the school counsellor to get extra help.

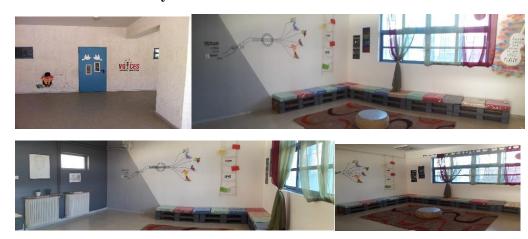


October-November 2017: Preparing the anti-violence room

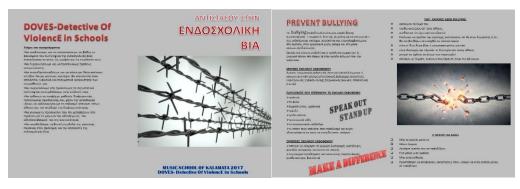




October 2017-January 2018: The anti-violence room



November 2017: Our flyers and brochures in English and Greek





November 2017: Training students to be good mediators: An example of a bad mediator who cares only about himself and doesn't actually listen to his friend's problem. The bad mediator undermines his friend's problem and focuses more on his own 'minor' problem.



November 2017: Training students to be good mediators: An example of **a good mediator** who really cares about his friend's problem. He actually listens to him and tries to help him.



December 2017: Training students to be good mediators: Talking about the **qualities of a good mediator**





December 2017: Training students to be good mediators: Examples of a bad listener who doesn't pay attention to the person talking to him/her.





January 2018: Training students how to be good mediators

Game: Giving quick advice: Students tell their fellow students about a problem they have and they have to offer them a quick, yet good solution.



March 2019-Training: Discussing cases related to bullying and presenting possible solutions



March 2019: GAME: Guiding our classmates when they are blindfolded. Learning how to give good and accurate advice.





April 2019: GAME: Talking about our feelings. Opening up to our classmates



May 2018: Peer Mediation: An example

Nick is a young boy who loves dancing. Some bullies make fun of him when they see him try out a new dance. He is really upset. Three friends try to talk to him. The first two do not act as proper mediators. The first friend is more interested in her own similar case of being bullied than in Nick's. The second friend yells at Nick for being foolish enough to dance at school. The last friends make him open up and they listen to him. Then they talk to the bullies and convince them that what they did was wrong. The bullies said that they were just having fun but when they realized they had really hurt Nick's feelings they apologise to him. At the end everyone tries out Nock's new dance.



THE ANTI-VIOLENCE SONG



SEPTEMBER 2018-TRAINING MEDIATORS: Presenting students with case studies and they try to find solutions. Acting as mediators







OCTOBER 2018-TRAINING MEDIATORS: Role-playing instances of bullying



GAME: Learning how to listen and guessing how other people feel



OCTOBER 2018-TRAINING MEDIATORS: The steps of proper mediation





THE ANGRY VICTIM





THE SHY VICTIM



$NOVEMBER\ 2018-TRAINING\ MEDIATORS-Role\ playing-Writing\ down\ a\ list\ of\ what\ all\ mediators\ promise\ to\ do$

(e.g. I will listen carefully to what others have to say; I won't judge others; I won't reveal their secret unless they want me to or unless it is dangerous, in which case I will tell the teachers responsible for the group of mediators)







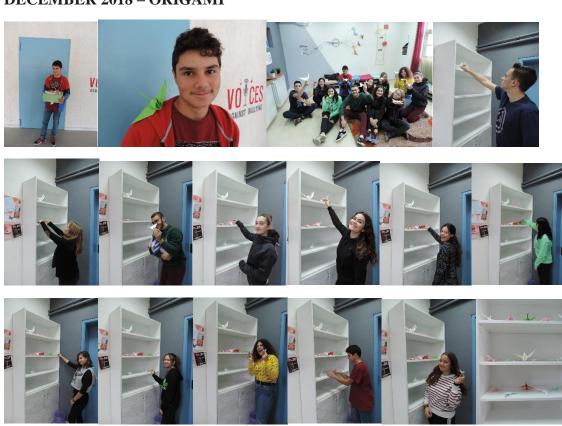
December 2018: Preparing our mediators' files



WATCHING THE ESTONIAN MEDIATION PLAY



DECEMBER 2018 – ORIGAMI



OUR COMPLAINT BOX



OUR SCHOOL MEDIATORS



JANUARY 2019: AWARDING OUR SCHOOL MEDIATORS THEIR CERTIFICATES (after answering a questionnaire about bulling and mediation)







JANUARY-MAY 2019: Our mediators worked with real cases related to problems their classmates had and they did a very good job!!!

Mediation actually works – More students want to become mediators and are being trained.



OUR TEAM/MEDIATORS



ACTIVITIES:

- Games
- Role-playing
- Discussion
- Talking about the steps of mediation
- Music and bullying
- Brochure/Flyers
- PowerPoint presentation related to school and domestic violence
- Research on violence
- Answering questionnaires
- Origami
- Preparing an antiviolence room
- Preparing the antiviolence song
- Preparing an antiviolence play