

### Activity for each country:

To create resources to meet the needs of those students in disadvantaged situations each country will follow the following outline to share ways of management of resources for students in disadvantaged situations. The goal is to share activities that each country usually do with students, then put them into practice and see the results. They should be uploaded in the resource bank that Iceland will create.

### Outline:

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School, country: **Publiczne Gimnazjum  
Nr 1 w Birczy/ Poland**

Level: 13-16

Subject: **DRAMA AGAINST  
BULLYING**

Title of the activity:

**Theatre, drama**



**Justification and description of the activity:** We provide drama in education which gives a unique and irreplaceable educational experience involving both feelings and emotions in a way that results in a more effective form of education. Through role-play, participants (our students) are given the chance to explore and discover both themselves and the wider world in a way that protects them from the consequences that would normally follow in the situations they recreate.

Today bullying has become a serious personal, social and academic problem, which affects a large number of pupils. During our Erasmus+ we use drama as an important tool to aid the effort to prevent and combat bullying in our school society. It has come to be realized more and more over recent years that school is the vital place for the furtherance of the psychosomatic health of students.

**Sequence of activities:** Our program is based on *cooperative, experiential learning* that gives participants the chance to develop their cognitive, psycho-emotional and social means to a scale that furthers cooperation, acceptance, awareness, trust between children and adults and an interest in others, basic qualities of behaviour which are absent from bullies. Dramatic education includes all of these elements which help to improve the climate in the classroom and to bring

about the more effective form of learning through experience.

**Products / instruments de evaluation: *The play : BLACK and White***

**Sessions:** The drama program included classroom drama sessions every week and follow-up activities at home.

**Grouping:** All students work in a one group (students involved in Erasmus+)

**Resources:** A play based on a movie *The Black Swan*

**Spaces / Contexts:** Art will be exposed in front of students, parents and local society.

**Recommendations of the authors for putting it into practice:**

Drama in education can modify pupils' behaviour and put a curb on aggression. The result of the program is very encouraging. Students can show a decrease in their relational aggression levels. In addition, participants developed effective communication skills and increased their knowledge of strategies used to cope with school bullying. However such an activity should be part of a well planned anti-bullying strategy addressed to students. **Drama as a tool could include exercises in groups and pairs, cooperative exercises which create a friendly climate in the classroom, dramatic plays, role play and improvisation.** Through participation in drama in education youngsters are able to study human nature in all of its manifestations. Therefore, drama in education as a basic component of an anti-bullying campaign has the capacity to confront ethical and social issues such as bullying in schools.

**Deadline for submitting this task:** the first week of March

**Deadline for sharing results of the task:** Poland, March