

# Best Practices

## ITALY

In Italy, schools and communities are actively implementing innovative strategies to combat bullying and cyberbullying. This summary presents ten best practice cases from different regions, showcasing diverse approaches to promote positive development, raise awareness, and prevent these issues.

The ELISA Platform, part of a national training plan, equips schools and teachers with e-learning tools to effectively address cyberbullying. "Billy is not a Bully" offers a comprehensive training course for teachers and students, incorporating interventions like questionnaires and awareness videos.

Across different regions of Italy, several best practice cases have emerged to tackle bullying and cyberbullying. In the Province of Bolzano, Safer Internet Day raises awareness through promotion and prevention strategies. In Calabria, Progetto Ciak takes a multidisciplinary approach with training, case studies, and multimedia creation. Emilia-Romagna implements a Memorandum of Understanding to address school-specific needs, while "The Frog in the Net" in Reggio Emilia engages students through interactive storytelling. Friuli Venezia Giulia emphasizes rights protection, Safe Web raises awareness of online risks, and in Udine, well-being promotion and bullying prevention are prioritized. Liguria's project focuses on narration and reflection to prevent conflicts.

These cases reveal effective strategies for addressing bullying and cyberbullying in Italy. By combining training, awareness campaigns, partnerships, and innovative methods, schools and communities can proactively create safer environments for children and adolescents.

# 1. ELISA Platform

## Italian Ministry of Education

01 Comprehensive training on bullying and cyberbullying.

02 Three-level prevention model: Universal, Selective,

03 Online monitoring system aimed at all Italian schools.

### Contextualization

Following the entry into force of Law 71/2017 and the issuing of the Guidelines for the prevention and fight against cyberbullying (MIUR note protocol N. 5515 of 10-27-2017) the MI is committed to implementation of a national training plan for teachers to combat bullying and cyberbullying.

### General description

ELISA project was born: E-learning Teacher Training on Anti-Bullying Strategies. The ELISA platform provides schools and teachers with the tools to effectively intervene about cyberbullying and bullying through 1) E-Learning Training and 2) Monitoring.

### Participants

- Directorate General for Students of the Ministry of Education (MI) of Italy.
- Department of Education, Languages, Interculture, Literature and Psychology of the University of Florence.
- All Italian schools: Headmasters, teachers/teachers, anti-bullying, and emergency teams.

### Development of the activity

**1) E-LEARNING: Training courses on anti-bullying strategies aimed at referent teachers, members of the Anti-bullying and Emergency Team of Italian schools and school managers and their co-auditors / collaborators.**

The e-learning section offers a wide and updated training proposal. The contents of the training course aimed at reference teachers and members of the Antibullying and Emergency Team range from the definition and characteristics of bullying and cyberbullying, the extension of the phenomenon, both internationally and nationally, to actions to prevent and counteract these phenomena, with particular reference to the evidence-based approach and the three-level prevention model: Universal, Selective and Indicated.

The choir dedicated to school principals and their co-auditors/collaborators focuses attention on regulations, procedures, school policies on bullying and cyberbullying and the role of the school principal in preventing and combating the phenomenon, giving operational tools to work effectively with teachers' referents and the Anti-bullying Teams/Emergency Teams.

E-learning presentation video: <https://youtu.be/bVRPyvdSgi4>

## **2) MONITORING: Cyberbullying online monitoring system aimed at all Italian schools.**

The online monitoring system is aimed at all schools throughout the country. Individual schools, responding to an invitation from the MI, will be able to periodically access national online surveys to be completed by their students, teachers, and managers.

The objective is to evaluate the extension of the phenomena among Italian students, the perception of the phenomena of teachers and managers. Each individual school will receive a personalized report for their institution.

Online monitoring makes it possible to evaluate on a large scale, through anonymous questionnaires, the presence and trend of bullying and cyberbullying phenomena in Italian schools. For the national surveys, the sample, the age groups, and the population of the selected schools will be defined from time to time. The latter will be invited to participate directly via their institutional e-mail address. The monitoring system will offer individual schools a personalized report that will allow them to have a picture of the situation of their institution with respect to these phenomena and monitor their progress over time.

### Results

Monitoring done during the 2020-2021 and 2021-2022 school year.

For more information: **MIUR Elisa platform**

<https://www.piattaformaelisa.it/>

# 2. Billy is not a bully. Everything you want is on the other side of fear.

## Secondary school in the ABRUZZO Region

01 Increased awareness about bullying and cyberbullying among students, teachers, and the entire school community.

02 Multilevel intervention.

Collaboration with associations, the Postal Police, and the Psychology and Psychotherapy Service.

03

### Contextualization

Training course for teachers and students which began in the academic year 2016-2017, when the "Vitruvio" was selected by the USR Abruzzo as a Regional Pole School for the fight against bullying and cyberbullying. In the S. 2019, the students of the IV H, coordinated by Prof. D'Innocenzo, made the documentary film Solo...insieme! whose protagonist is Alex Proev who was bullied as a child. In the S. 2019, Intervention by the Psychology and Psychotherapy Service of Avezzano.

### General description

GOOD PREVENTION PRACTICE: Promotion and positive development and universal prevention.

Multilevel intervention: questionnaire, monitoring, teacher training, adequate methodologies, openness to the territory, social communication, final product (awareness-raising video), network action, authentic, sustainable, and generative task.

### Participants

REALIZED BY: School community of Scientific Lyceum "M. Vitruvius P." Avezzano (AQ), associations, Postal Police, Psychology and Psychotherapy Service of Avezzano.

RECIPIENTS: Non-teaching staff, male and female students, families, entire school community, territory

- Lower secondary school
- Secondary school

### Development of the activity

General objective = Prevention of the phenomenon of bullying. Specific objective = Raising awareness: to increase knowledge and awareness of the phenomenon and the problems related to it. Sharing and processing of representations, experiences, attitudes of young people around the theme of the phenomenon. Risk behavior detection. Indications for the management of inconveniences.

Methodology and Timing:

- 1st meeting: 3 hours - Introduction and theoretical discussion of the phenomenon of bullying - Vision of a film consistent with the theme with consequent Focus Group for the elaboration of connected emotional experiences.
- 2nd meeting: 1 hour – Summary/clarifications on the Focus Group and administration of the questionnaire "my life at school".

- 3rd meeting: 1 hour – Return of the results of the questionnaire, debate, and presentation of the territorial resources of the services involved of the problems that have arisen.

Local resources of the school equipped with multimedia support and suitable for the plenary viewing of a film; office paper material for printing the questionnaire.

The hours used are part of the budget of hours provided by the CIAO counter made available by SIPsiA.

### Results

– as 2019, call for tenders aimed at first and second grade secondary school students for the selection of a brand and/or logo about bullying and cyberbullying

– as 2019, administration of the questionnaire “My life at school” to students of first and second grade secondary schools in the Abruzzo region and related report - as 2019 Safer Internet Day 7 February 2019, online seminar with IC “Vivenza-Giovanni XXIII”, Liceo Classico “Torlonia”, IIS “Serpieri”.

– as 2019 Day of co-responsibility. Workshop, with the presence of various associations and organizations working in the area. This event aims to be an opportunity to reflect on the problems related to bullying and cyberbullying but also to overcome prejudices and the importance of legality and respect for the rules.

For more information: "**Marco Vitruvio Pollione**" State Scientific High School

<https://www.scientificoaz.edu.it/>

# 3. Safer Internet Day

## Primary and secondary schools in the Province of Bolzano

01 Long-standing event:  
The Safer Internet Day event has been running for 18 years.

02 Positive feedback from students who participated in the event.

03 Development of shared practices among schools in the Province of Bolzano to address bullying and cyberbullying.

### Contextualization

Project of promotion and positive development and universal prevention.

### General description

This already structured project is a good practice because it has the immediate ability to raise awareness for the fight against bullying and cyberbullying.

### Participants

REALIZED BY: Representatives for contrasting the phenomenon of bullying and cyberbullying, Teachers, Students, Interventions by external experts.

### RECIPIENTS

Direct recipients: Male and female students.

Indirect recipients: Teachers, Non-teaching staff, Male and female students, Families, Entire school community, Territory

- School of childhood
- Primary
- Lower secondary school
- Second grade secondary school

### Development of the activity

The aim is to help combat/raise awareness of online violence and promote digital citizenship in students and in the school context of the Province of Bolzano. The products created aim at the development of shared practices among the schools of the province for the contrast to the phenomenon of bullying and cyberbullying. During the Safer Internet Day online event conducted by GenerazioniConnesse, videos are presented that contain the products in various artistic forms (drawings, songs, short theatrical performances). The Judging Commission, made up of students and ex-students, rewards the best works considering the indicators of an evaluation grid.

### Results

The event has been running for 18 years and is still running.

EVALUATION OF EFFECTIVENESS: Feedback was requested from some of the students who form the Consulta, and the approval of the activity was very positive. The students involved in the implementation of the projects also showed great interest.

For more information: <https://www.generazioniconnesse.it/site/it/home-page/>

# 4. Progetto Ciak: a simulated process to avoid a real process.

## Region of Calabria

01

The project was carried out for 6 years.

02

Multiple indicators of effectiveness.

03

Collaboration and participation, involving teachers, students, families, non-teaching staff, and the entire school community.

### Contextualization

Involved a public/private partnership expression of the regional territory: Calabria Region, TM of Catanzaro, n.67 IS, n. indefinite number of pupils, Calabrian Center of Solidarity, Co.RE.Com, Juvenile Chambers, etc.

### General description

- It offered multidisciplinary actions: teacher training, pupil training, case studies, focus groups, peer working groups.
- For having achieved the realization of a multimedia product.
- For the professionals who have worked: professional judges, honorary juvenile judges, teachers, pedagogists, psychologists, sociologists, managers, directors.

### Participants

Teachers, male and female students, family, non-teaching staff, the entire school community and local area.

- school lower secondary
- school second grade secondary

### Development of the activity

- Strengthen the basic and life skills of the participating pupils.
- Strengthen the skills of teachers in terms of class diagnosis and ad hoc interventions.
- Stimulate and expand the participation of institutional and non-institutional realities present in the various territories.
- Implement the procedures within the Scholastic Institutes.
- Create sentinels in the peer group.
- Setting up spaces for listening and planning between peers and teachers.

### Results

The project was carried out for 5/6 years.

The effectiveness was measured through:

- Quantitative measurement of attendance and products (simulated crime) registered in court.
- No. Teachers/managers present at the training.
- No. of total students reached.
- No. Newspaper articles (prints and blogs) created.
- Number of good practices replicated.

For more information:

<https://www.istruzione.calabria.it/wp-content/uploads/2018/08/Progetto-CIAK.pdf>

<https://www.omniscigliano.edu.it/attachments/article/358/processo.pdf>

<https://www.itnauticopizzo.edu.it/gare-e-competizioni/750-concorsi-ciak-un-processo-simulato-per-evitare-un-vero-processo-quinta-EDITION.html>

<https://www.comprensivoacripadula.edu.it/attivita-alunni/2924-progetto-ciak-un-processo-simulato-per-evitare-un-vero-processo-vii-EDITION.html>

<https://www.itegalilei.edu.it/notizie/pubblicazioni/1431-progetto-ciak-un-processo-simulato-per-evitare-un-vero-processo.html>



# 5. Memorandum of understanding for the prevention and fight against bullying and juvenile delinquency

## Emilia-Romagna Region

01 Positive impact on schools.

02 Involvement of multiple institutional actors.

03 Long-term implementation.

### Contextualization

It is good practice for:

1. The involvement of several institutional actors.
2. The detection of the specific needs of schools on calibrated programs and interventions.
3. On-going monitoring by the Ferrara Territorial Area Office.
4. The questionnaire addressed to schools; And
5. The stock structural.

### General description

It focuses on addressing the specific needs of schools through calibrated programs and interventions, which are monitored by the Ferrara Territorial Area Office. The practice includes the use of questionnaires addressed to schools and the establishment of a stable working group to implement a Memorandum of Understanding for the prevention and fight against bullying and juvenile delinquency. Training interventions are conducted at primary, lower secondary, and second-grade secondary schools to strengthen collaboration and synergy among institutions responsible for youth protection and education.

### Participants

MADE BY: Several institutional actors: Prefecture of Ferrara, UAT Ferrara, Public Prosecutor's Office at the Court of Ferrara, Public Prosecutor's Office at the Juvenile Court of Bologna, Municipality of Ferrara, Police Headquarters of Ferrara, Provincial Command of the Carabinieri of Ferrara, Provincial Command of the Guard of Finance of Ferrara, Municipal Police Corps of the Este Lands, University of Ferrara, Local Health Authority of Ferrara, Bar Association of Ferrara

RECIPIENTS: Teachers, male and female students.

- Primary
- Lower secondary school
- Second grade secondary school

## Development of the activity

The Territorial Office of the Prefecture of Ferrara in cooperation with the local authorities involved have set up a "stable working group" to create and implement the "Memorandum of Understanding for the prevention and fight against bullying and juvenile delinquency" in a to carry out training interventions with educational institutions, which are monitored by the University of Ferrara.

In this context, various training interventions at the I and II level secondary school institutions were carried out to strengthen and expand the synergies of the institutions responsible for the protection and education of young people in the field of bullying and other oppression phenomena that can also lead to in criminal cases.

## Results

This good practice has been active for several school years. Continuity reveals a good effectiveness of the project. It would be up to the schools, but the request testifies to the interest and educational value.

For more information:

[http://www.prefettura.it/ferrara/download.php?f=Spages&s=download.php&id\\_sito=1182&file=L0ZJTEVTLOFsbGVnYXRpUGFnLzExODIvUHJvdG9jb2xsb19pbnRlc2FfcHJldmVuemlvc2V9sb3R0YV9mZW5vbWVuaV9idWxsaXNtb19lX2RldmlhbnphX2dpb3ZhbmlsZS5kb2M=&&coming=Y29udGVudXRpL1Byb3RvY29sbGlZf9pbnRlc2EtMTExMDguaHRt](http://www.prefettura.it/ferrara/download.php?f=Spages&s=download.php&id_sito=1182&file=L0ZJTEVTLOFsbGVnYXRpUGFnLzExODIvUHJvdG9jb2xsb19pbnRlc2FfcHJldmVuemlvc2V9sb3R0YV9mZW5vbWVuaV9idWxsaXNtb19lX2RldmlhbnphX2dpb3ZhbmlsZS5kb2M=&&coming=Y29udGVudXRpL1Byb3RvY29sbGlZf9pbnRlc2EtMTExMDguaHRt)

# 6. “The frog in the net”. A fairy tale reinterpreted.

G. Galilei school of Reggio Emilia

- 01 Enhanced understanding of moral lessons.
- 02 Development of creative and organizational skills.
- 03 Evaluation of satisfaction as a measure of effectiveness.

## Contextualization

"The frog in the net: a fairy tale reinterpreted" is a unique best practice that uses KAMISHIBAI, a Japanese reading technique, to rework a fairy tale. Students engage in investigating vices and virtues depicted by animal characters through graphic tables and written pages. By exploring these characters, like the profiteering wolf and cunning fox, students learn to recognize and avoid wrong attitudes. The activity is fun, interactive, and fosters creativity, organization, and reflection.

## General description

"The frog in the net: a fairy tale reinterpreted" creatively engages lower secondary school students in exploring moral lessons using KAMISHIBAI. Through interactive narration with graphic tables, students develop originality, inventiveness, organization, and reflection. Teachers play a crucial role, and the practice is evaluated based on satisfaction. Implemented for one school year.

## Participants

CREATED BY: Teachers

RECIPIENTS:

- Students and students
- Lower secondary school

## Development of the activity

The narration takes place through graphic tables and written pages, everyone has a role: the narrator, the artist, the actor who develop a previously defined theme. Originality, inventiveness, ability to organize and reflect are the qualities that develop in the preparation of the representation.

## Results

EVALUATION OF EFFECTIVENESS: The final satisfaction with the realization of the project is the best verification of effectiveness.

TIMETABLE: One school year.

For more information: The school is the G. Galilei of Reggio Emilia, the author of the project is prof. Giorgio Cangiano, school contact person for the promotion and coordination of activities aimed at combating bullying and cyberbullying.

# 7. Memorandum of Understanding

## FRIULI VENEZIA GIULIA Region

- 01 Diversified professional involvement in the protocol.
- 02 Wide participation and consensus.
- 03 Strengthened preventive action and well-being of minors.

### Contextualization

Memorandum of understanding between the regional guarantor of personal rights, the regional commission for equal opportunities, Corecom FVG, the regional anti-mafia observatory, the Ombudsman, the regional school office for Friuli-Venezia Giulia and the Friuli-Venezia Giulia postal and communications police department, concerning: “Coordination of activities for the protection of the rights of children and adolescents. Prevention and fight against bullying, cyberbullying and violated childhood”.

### General description

This is WHY this is a GOOD PRACTICE:

- Diversification of the professionals involved.
- Wide participation and consensus that the courses and projects carried out within the Protocol have obtained over the years from educational institutions, children, and their families.
- Strong preventive action against youth discomfort and all forms of violence persecuted by the Protocol.
- Important action to promote the welfare of minors and respect for the person pursued by the Protocol.
- Considerable support for the creation of a network of interventions at the regional level.

### Participants

MADE BY:

Regional guarantor of human rights

Regional commission for equal opportunities of Friuli-Venezia Giulia

Regional Communications Committee of Friuli-Venezia Giulia

Friuli-Venezia Giulia Regional School Office

Postal and Communications Police Department

Regional anti-mafia observatory

Ombudsman

RECIPIENTS: Teachers, male and female students, families, and the local area.

- primary school
- school lower secondary
- school second grade secondary

## Development of the activity

Between the regional guarantor of personal rights, the regional commission for equal opportunities, Corecom FVG, the regional anti-mafia observatory, the ombudsman, the regional school office for Friuli-Venezia Giulia and the postal and communications police department Friuli-Venezia Giulia carried out the Memorandum of Understanding: “Coordination of activities for the protection of the rights of children and adolescents. Prevention and fight against bullying, cyberbullying and violated childhood”.

This protocol focuses on:

- Strengthen the knowledge and techniques useful for preventing the phenomenon of bullying, cyberbullying, domestic and gender-based violence.
- Offer school operators a solid knowledge of the reference regulatory framework.
- Promote the development of responsible, conscious, and aware behaviour in the school and out-of-school context.
- Consolidate the project throughout the region.

## Results

This protocol is performed since December 2019.

For more information:

<https://www.consiglio.regione.fvg.it/cms/pagine/garante-diritti-persona/Attivita/Protocolli-di-intesa.html>

[https://www.consiglio.regione.fvg.it/cms/export/sites/consiglio/pagine/commissione-pari-opportunita/.allegati\\_crpo/Protocollo\\_dintesa\\_bullismo\\_2020-2022.pdf](https://www.consiglio.regione.fvg.it/cms/export/sites/consiglio/pagine/commissione-pari-opportunita/.allegati_crpo/Protocollo_dintesa_bullismo_2020-2022.pdf)

# 8. Safe Web: the risks of online navigation and the correct use of social networks.

## FRIULI VENEZIA GIULIA Region

01 Networking to prevent harmful behaviours online and raise awareness of risks and consequences.

02 Involvement of Postal and Communications Police, Schools, and Aggregation Centres.

03 Meetings organized to address bullying and cyberbullying, aiming to prevent crimes and offensive behaviour.

### Contextualization

This practice prevents harmful behaviours through networking and timely interventions. Meetings raise awareness about the risks of disrespect in real and virtual life. It involves collaboration between the Postal and Communications Police, schools, and youth centres to prevent offensive behaviour and promote respect.

### General description

This collaborative practice addresses harmful behaviours through partnerships between the Postal and Communications Police, schools, and youth centres. Meetings address reported incidents to raise awareness and educate participants about the risks and consequences of disrespect offline and online. Effectiveness is evaluated, and there is high demand for interventions. It fosters respect, creating a safer and inclusive environment for teachers, students, and families.

### Participants

REALIZED BY: Postal and Communications Police in network with the schools and the other Aggregation Centres of the boys and young people of the territory.

RECIPIENTS: Teachers, male and female students, and families.

- Primary School
- lower secondary school

### Development of the activity

Starting from the reporting of some specific episode by the Bodies operating in the area, meetings are organized with the class/school or community centre concerned, aimed at dealing with issues related to bullying and cyberbullying (Law 71/2017), to prevent the commission of crimes and in any case the escalation of offensive and denigrating behaviour.

### Results

EVALUATION OF EFFECTIVENESS: Copious request for interventions.

# 9. Promotion of well-being, prevention, and contrast to the phenomena of bullying and cyberbullying.

## Sub-network of the Territorial Area n. 8 of the Municipality of Udine, FVG Region

01 Focus on the effectiveness of interventions based on identified needs.

02 Emphasis on sharing internal protocols and regulations.

03 Adoption of a systematic approach to objectives and actions as required by law.

### Contextualization

Best Practice 9 in FRIULI VENEZIA GIULIA targets well-being and anti-bullying efforts in Territorial Area No. 8 of Udine. It engages professionals, shares protocols, and follows legal guidelines. Participants include school managers, teachers, regional contacts, privacy and minors' rights guarantors, police, university representatives, psychologists, pedagogists, and anti-bullying associations.

### General description

This best practice establishes a sub-network in Udine to promote well-being and prevent bullying. It involves collaboration among professionals, including school executives, teachers, police, psychologists, and anti-bullying associations. Activities include sharing protocols, ensuring effectiveness, and maintaining a systematic approach. Training, awareness sessions, and workgroups were conducted. The sub-network formalized activities, targeting I and II Cycle Schools.

### Participants

#### MADE BY:

- Senior school executives
- Teachers
- USR FVG provincial and regional contacts
- Regional Guarantor for Privacy and Guarantor for the Rights of Minors
- Police Postal
- Education Sciences of the University of Udine
- Regional Order of Psychologists and Pedagogists
- Associations that deal with the prevention and fight against bullying and cyber bullying
- Legal experts

#### RECIPIENTS:

- School managers
- teaching staff
- the entire school community and the local area
- All school orders.

#### Development of the activity

- Comparison and sharing activities on the regulations and educational agreements of the citizens' Comprehensive Institutes.
- Moments of discussion on legal and procedural aspects with various actors and realities both at provincial and regional level
- Preparation of a framework document on the correct procedures relating to the management of interviews and the collection of documentation on cases (subsequently approved by the Academic Boards).
- Preparation of a Manifesto on the rules and best practices for Distance Learning in the use of digital platforms.
- Sharing of a format for measuring the well-being of pupils and teachers during the DAD.
- Active discussion with expert pedagogues and psychologists
- Proposal for all the Subnet Institutes to join the AVATAR Project and the Smartphone License project.
- Proposal for the administration of a questionnaire addressed to the parents of the affiliated Institutes for the detection of habits in the use of digital technology (parents-children).

#### Results

During the 2017-18 and 2018-19 school years, general training meetings were proposed for cyber bullying representatives, awareness meetings aimed at parents to build school-family alliances and prevent forms of bullying and cyber bullying, and groups were set up of work of teachers, who dealt with the dissemination of good practices and the drafting/updating of internal discipline documents in the individual schools. Starting from these experiences and initiatives, the group of cyberbullying representatives of Area 8 of the Municipality of Udine, in agreement with the Managers, proposed the establishment of a citizen working table aimed at preventing and combating bullying and cyberbullying, which was activated, informally, during the 2019/2020 school year.

In the current school year, the Table was formalized in a Sub-network of Territorial Area no. 8 of the Municipality of Udine, called "Promotion of well-being, prevention and contrast to the phenomena of bullying and cyberbullying ", Sector A (I Cycle Schools, Sector B includes the II Cycle Schools).



For more information:

- articles 3-33-34 of the Italian Constitution.
- MIUR Directive No. 16 of 5 February 2007 containing "General guidelines and actions at national level for the prevention and fight against bullying".
- MPI Directive no. 30 of 15 March 2007 containing "Guidelines and indications regarding the use of 'mobile phones' and other electronic devices during teaching activities, imposition of disciplinary sanctions, duty of vigilance and co-responsibility of parents and teachers".
- MPI Directive no. 104 of 30 November 2007 containing "Guidelines and interpretative and applicative clarifications regarding the current legislation protecting privacy with particular reference to the use of mobile phones or other electronic devices in school communities for the purpose of acquiring and/or divulging images, video or voice recordings".
- MIUR directive n.1455/06.
- Presidential Decree 249/98 and Presidential Decree 235/2007 on the "Statute of female and male students" and "Co-responsibility agreement".
- Guidelines for actions to prevent and combat bullying and cyberbullying, MIUR April 2015.
- Articles 581-582-595-610-612-635 (and other cases) of the Criminal Code.
- Articles 2043-2046-2047-2048-2051 of the Civil Code.
- Articles 331-332-333 of the Criminal Procedure Code.
- Law n.71/2017 "Provisions for the protection of minors for the prevention and contrast of the phenomenon of cyberbullying".
- Guidelines for the prevention and contrast of cyberbullying, October 2017.
- Guidelines for the prevention and contrast of bullying and cyberbullying, 18 February 2021.

# 10. Methodology of Narration and Reflection

## LIGURIA Region

01

Involvement of students in dialogic actions to strengthen relationships and prevent conflicts.

02

Can be implemented at the individual school level or expanded to involve teachers, students, and families.

03

Creating a dialogical environment, fostering group ties, and preventing conflicts and relational discomfort.

### Contextualization

This project focuses on engaging students in dialogic actions to enhance relationships and prevent or resolve conflicts. It can be implemented at the individual school level or expanded to a wider scope, involving teachers, students, and families. The project targets primary and lower secondary school students.

### General description

This project engages students in dialogic actions to strengthen relationships and prevent conflicts. It includes training meetings for teachers and subsequent meetings with teachers, students, and families. Objectives encompass creating a dialogical environment, fostering group cohesion, and addressing relational discomfort. Participants learn to facilitate dialogue, express challenges, and promote a positive school climate. Effectiveness is evaluated through questionnaires and periodic assessments. The project spans an academic year and can extend for sustained impact.

### Participants

**REALIZED BY:** Project that can be carried out in individual schools but which also lends itself to development on a wider level, articulating the phases and involving teachers, students and families.

**RECIPIENTS:** Teachers, male and female students, families of primary and lower secondary school.

### Development of the activity

**Objectives:** to strengthen one's relationships, creating group ties and a dialogical environment, to stem and above all prevent conflicts and relational malaise, the root of prevarication actions.

**Actions:** using adequate and sometimes long times, even during one or more school cycles, the project provides for training meetings for teachers and then, in cascade, group meetings with other teachers and then students and families. In these training actions the participants, starting from narrations prepared by the conductors, learn to build paths of dialogue that favour the externalization of relational criticalities and their re-composition, promoting a positive school climate capable of preventing antisociality. Students wrote down their thoughts and discussed them with the others.

## Results

EVALUATION OF EFFECTIVENESS: Evaluation questionnaire; periodic evaluation by the staff.

TIMES: With due scheduling, the project develops throughout the year. And it can develop for several years.

### For more information:

- Randazzo G., The methodology of narration and reflection. A good practice squared, Erga Edizioni, Genoa 2020
- Nuzzo B., Russo M., Vacatello MT, Time breaks the bank, Erga Edizioni, Genoa 2013
- Peccenini R., Randazzo G., Russo M., Vacatello MT, Bullying at School between image and reality - Changing language to overcome prejudice, Erga Edizioni 2009
- Randazzo G., Russo M., Vacatello MT, MNR, Pathways to school well-being, Erga Edizioni, Genoa 2009
- <http://www.sicurascuola.com>
- <https://www.ilmultiplicatore.it>
- [http://www.sicurascuola.com/wp-content/uploads/2007/06/CV-RETE-SICURASCUOLA\\_2021.pdf](http://www.sicurascuola.com/wp-content/uploads/2007/06/CV-RETE-SICURASCUOLA_2021.pdf)