



The cooperative game to prevent bullying

The game is a very important educational tool as it tends to create a positive physical and psychological feeling of wellbeing as it can also be a source of learning. The game may assume an important role concerning the maturing and structural personality. This is an inner need of all human beings in every culture. During childhood it is more than a need, it's the natural expression of an evolving stage.

The game is closely included in a wide educative project, where the cooperation and the resolution of nonviolent conflicts may be the cornerstones of the aims we wish to reach. This is a practical way to develop coherent human relations like the peace culture.

The game stimulates the values and the educative skills thus contributing to develop and environment of:

- Construction of positive social bonds. The game is able to change peoples' attitudes not only in the concept of the game itself but also within themselves favouring the starting of a multialogue fertile both to leisure and to improve learning skills.
- The empathy. The ability to change roles in order to understand his/her point of view, his/her worries, his/her expectations, his/her needs and his/her peculiar realities;
- The cooperation. Value and the capacity to solve tasks and problems in a team work.
- The communication. Improving the ability to state, intentionally our deep soul;
- The participation. In a selective and discrimination culture, the game, aims at the participation of all agents.
- Positive Self-esteem. Develop a positive opinion about themselves is a way to "evaluate" the importance of the other.
- Happiness. One of the most remarkable characteristics of a nonviolent education is a way to have happy children.

The individual, the family and the class are, quite often, a sort of mirror of the all society. We are looking forward to finding nonviolent creative solutions in these areas.

GAME 1: Promoting self esteem

DEFINITION:

It consists of mentioning positive characteristics of a person that is close to us. The quality should start by the same letter as his/her name.

GOALS:

- Learning the names of the group
- Favouring positive thinking
- Fomenting self esteem
- Provoking a positive team reaction

DEVELOPMENT:

A player introduces the person who is sitting in his/her left referring a positive quality that should start by the very same letter as his/her name.

EVALUATION:

Analyse the reaction of the team relating to the qualities.

Study the feeling of the group towards those reactions.

Debating the reasons.

Examine how difficult it is to sort out positive things.

GAME 2: Nevasca

DEFINITION:

It consists of guiding a participant closing his/her eyes through a set of physical obstacles.

GOALS:

- To develop confidence
- To stimulate the interaction
- To favour communication and cooperation

DEVELOPMENT:

The leader explains the game. Two children are lost in a snow storm and they are doing their best to reach their home. One of them got blind due to the heavy snow, the other should help her to get home safe and sound overcomes the several obstacles they are finding in their path.

EVALUATION:

Highlight the experienced feelings the difficulties to interact with the partner, guided or be guided.

The aggressive behaviour in our schools tends to be ignored or not properly highlighted. The adoption of preventive programmes such as the cooperative games in our schools have been showing to be effective measures to prevent the consumption of alcohol, drugs and violent in schools. Preventing bullying should worry the agents that intervene in the educative process as it allows the full and positive development of children and teenagers helping them to be happier and healthier in the community they belong to.



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