

## INTRODUCTION

“Pyramid of values” is an educational and prosocial robotics game developed within the “Robotics versus Bullying” project, co-financed by the Erasmus + Program of the European Commission, Sub-program “Support for Policy Re-form”, Action “Forward-looking cooperation projects “(612872-EPP-1-2019-1-IT-EPPKA3-PI-FORWARD). The partnership of the RoBy project is made up of 11 organizations from 9 European countries: public organizations, associations, research centers, universities, industries.

The Robotics versus Bullying (RoBy) Project promotes a holistic approach to learning through the use of robots, and peer cooperation as a tool to prevent bullying and promote social inclusion. This goal is achieved using robotics and digital tools. In addition, thanks to non-formal teaching and game-based activities, students aged 6 to 12 will improve their digital skills and modify their approaches to STEAM.

The educational robotics activities proposed by the RoBy project focus on the prevention of the bullying phenomenon. The robot is suggested as a tool to be used in groups, in order to improve social and communication skills in a creative, engaging, and non-judgmental environment. Working together, in a peer-collaboration, favors the development of a social environment in which bullying actions hardly find space, since the entire group of peers learn an attitude of care and protection towards all its members. The use of simple educational robots also proved useful in facilitating the inclusion of children with cognitive or behavioral difficulties and special educational needs in general.

For more information on the project and on the socio-psycho-pedagogical references on which RoBy’s educational model is based, you can visit the website [www.roboticsvsbullying.net](http://www.roboticsvsbullying.net)

## THE GAME - psycho-pedagogical references

Bullying can be seen in many situations at school and in group contexts and it is often difficult for an educator to get the people involved to bring out their experiences, or to find a way to deal with the subject using a language appropriate to the age of their students. The RoBy project partners developed the bullying prevention game as a tool for teachers to use in the classroom in order to develop pupils’ awareness of what bullying is and, experiencing its dynamics firsthand, engage the students in a series of behaviors as an antidote to these social dynamics.

*Bullying is an abusive behavior. No one should have to live with maintenance and there are things we can all do to help keep it down.*

*Using kind words and actions can have an impact on the emotional well-being of those around us, as well as on ourselves. If someone is upset or worried, showing them kindness and respect can help make it clear that there are people they need to talk to who can support their emotional well-being. Supporting others can also support our own emotional well-being.*

## GAME DESCRIPTION

*Age of students from 7 to 11 years. To truly understand the impact bullying can have on a person, we need to use empathy.*

*In the next activity, we will put ourselves in someone else's shoes and consider their views and thoughts.*

*You will need to think that you are the person in the vision.*

*If you are selected to be promoted to the "hot seat", we will ask how you feel and what you think. Color in the questions and guess to discover the terms of the Pyramid of Values.*

### Description of the robot

*Divide the students into small groups (3-5 students). They play on the given poster.*

*1) The robot is placed on the START field.*

*2) The player selects a color from the value pyramid and programs the robot to reach the illustration with a frame in the same color frame. (talk about what they see in the picture)*

*3) The next step is to reach the script with the same color frame (the script is read aloud).*

*4) The third step is to program the robot to come to the questions with the same colored frame and have the group of students try to answer them.*

*5) According to the color, the scenario and the answers, the group should give a small clarification of one of the moral values of the pyramid that it discovered.*

The game has been designed for the educational Clementoni talking robot "Sapientino SuperDOC" (it can also be used with the robots Sapientino DOC and MIND Designer). The choice of this tool is due to the fact that this product does not have a gender characterization and is well received both by males and females, especially for the age group between 4 and 8 (but also for older children at their first experiences with educational robotics). The colors are lively and cheerful, the colored lights, the music, and the friendly voice involve children and keep their attention focused on the activity. The SuperDOC robot is programmable with the arrows above its head in a simple and intuitive way.

Previous experiments have shown how this robot is very useful in facilitating the inclusion of pupils with special educational needs.

### Game content

*Using a nice word from this word bank, say something respectful, caring or supportive to the next person in the chain. (friends next to you)*

*Kind words bank, Prepared picture board, Scenario, questions, teaching sheet*

### Description of the board

*The robot is placed on the START field. The player selects a color from the value pyramid and programs the robot to reach the illustration with a frame in the same color frame. (talk about what they see in the picture). The next step is to reach the script with the same color frame (the script is read aloud). The third step is to program the robot to come to the questions with the same colored frame and have the group of students try to answer them. According to the color, the scenario and the answers, the group should give a small clarification of one of the moral values of the pyramid that it discovered.*

### Description of a game session

#### PREPARATION

*The students are divided into groups, a leader of the group is chosen, a person who will read the questions, one will give orders for the robot, one will give a conclusion at the end of the game. Kind words are printed beforehand, the game and the lesson sheet are prepared*

## **START**

*First, the game is explained. The leader in the group leads the group, the reader reads the script and the questions, the movements of the slaves are directed by one student, Finally they draw a conclusion and one student presents*

## **The Core of the Game**

*Students choose a color from the value pyramid and students who chose gray begin*

### **1. Image with gray frame**

*-Scenario (grey)*

*Mario and Tino have been playing together since kindergarten. They enjoy playing at home, at school and in the park. Recently, Tino started playing with a new group of friends. Mario asked if he could join, but the others made excuses and ran away from him, laughing at him.*

*- Questions (grey) Imagine you are Mario!*

*What types of emotions do you experience?*

*What could you say or do?*

*How should we treat our friends?*

### **2. Picture with red frame**

*-Scenario (red)*

*Philip sits next to Lina in class. Recently, Lina started stabbing Philip hard in the leg with a pencil. Phillip asks her to stop, but Lina tells Phillip to stop just complaining.*

*- Questions (red) Imagine you are Philip!*

*How are you feeling?*

*What impact could the incidents have on teaching?*

*What should we be like during the lesson?*

### **3. Picture with yellow frame**

*- Scenario (yellow)*

*Recently, a class had a trip to a museum in Skopje. The children got on the bus, they sang, they laughed. But Martina fell asleep. Later, when he logged into his social media profile, he saw a photo of him sleeping, with many unkind comments.*

*- Questions (yellow) Imagine you are Martina!*

*How are you feeling?*

*How might you react with your friends?*

*Should someone be held accountable for this incident? How should we behave on social networks?*

### **4. Picture with blue frame**

*- Scenario (blue)*

*Arzia takes the same route to school every day. Every day, she passes the same classrooms. A group of children who are one grade older in the same school one day called Arzia using bad names and laughed at the way she walked and imitated her.*

*- Questions (blue) Imagine you are Arzia!*

*How are you feeling?*

*What do you think you could do?*

*How disciplined were the students in following the rules in the school?*

*Do you have rules for behavior at school? What are those rules?*

## **CONCLUSION**

*According to the color, the correct and the answers, one group gives a small clarification of the moral values of the pyramid they discovered.*

*There is a discussion:*

*Bullying is an abusive behavior. No one should have to live with maintenance and there are things we can all do to help keep it down.*

*Using everything we have agreed and learned today, create a leaflet to give to others about the power of love and how it can be used to solve the problem of bullying.*

*Reflection*

*The following questions are discussed:*

*(1) What did we do today?,*

*(2) How did you feel while reading the texts you chose?*

*(3) When is it necessary to read the text when it is given by the teacher or when it is chosen?*

## **Variants**

*The game is also suitable for children with difficulties because they can say what is presented in the picture and draw a conclusion from the picture itself*

## **Keywords of this didactic proposal:**

**KINDNESS, EMPATHY, STORYTELLING, CREATIVE PROBLEM SOLVING, PROSOCIAL VALUES, BULLYING, RoBy**