

UPPER Good Practice	
<b>Code</b>	UNIMORE
<b>Name (title) of the good practice:</b>	Fighting prejudiced bullying with mental simulation
<b>Country/region</b>	
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policy Making</li> <li><input type="checkbox"/> Teachers Competence Development</li> <li><input type="checkbox"/> Self-Assessment</li> <li>■ <b><u>Concrete School Practice</u></b></li> <li>■ <b><u>Community Building</u></b></li> <li><input type="checkbox"/> Mainstreaming</li> </ul> <p><i>Short Description:</i> The activity targets the majority group of non-disabled preschool and elementary school children, and aims at improving their attitudes toward disabled children and fostering the willingness to stand on their side and fight bullying against them.</p>
<b>Full Description</b>	<p>The activity was led by UNIMORE. Partners were the schools involved, Cooperativa Nazareno (dealing with social integration of disadvantaged individuals, like disabled people, drug addict people), universities (Dunham University, University of Greenwich).</p> <p>Trained students from UNIMORE, enrolled in Educational courses, ran individual sessions (3 hours) and labs (1 hour) with children, where children had first to mentally simulate a positive encounter with a disabled child, and then had to imagined that this child was bullied and how they would react to it. The sessions included several games in order to maintain a high level of motivation and involvement among children, and in the labs they also included perspective-taking activities that would facilitate the mental simulation task. The intervention also included a control group, and an assessment of the effects produced.</p> <p>The intervention was based on several previous research; however, since it dealt with a new methodology, can be considered a pilot project.</p> <p>The intervention based on individuals sessions started in November 2016 and was concluded in December 2016. Labs were run in May 2017. At the end, UNIMORE researchers met children’s parents and discussed the activities and the benefits for children.</p> <p>Evaluation results are available upon request to UNIMORE researchers; more importantly, scientific articles are now being prepared on this activity, in order to disseminate this practice and make available to the wider public both the methodology and the evaluation of the effectiveness of activities. Basically, the intervention, conducted on over 300 children, produced positive effects: it reduced prejudice, and fostered willingness to fight</p>

	bullying of disabled children, both in terms of reacting to name-calling and social exclusion practices.
<b>Why is the case interesting?</b>	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li>1. <b><u>Transformative</u></b></li> <li>2. <b><u>Observable results</u></b></li> <li>3. <b><u>Methodologically structured</u></b></li> <li>4. <b><u>Potential for re-contextualisation</u></b></li> <li>5. <b><u>Beneficiaries consider it a GP</u></b></li> </ol> <p>The innovative value is in the high replicability of the practice, the fact that activities were theoretically-driven and evaluated, that they implied a collaboration between different types of institutions (university, school, no-profit organisation) and aimed at changing actual behaviour of children on an extremely relevant social topic.</p> <p>The characteristics include all the above points from 1 to 5.</p>
<b>Coordinating institution</b>	UNIMORE
<p><b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> <li>1. <b><u>Avoiding segregation (2)</u></b></li> <li>2. Leadership/governance</li> <li>3. <b><u>Information on diversity (1)</u></b></li> <li>4. Teacher education on diversity</li> <li>5. <b><u>Diversity in teaching workforce (1)</u></b></li> <li>6. Curriculum and pedagogies</li> <li>7. Multilingual education</li> <li>8. <b><u>Interactive, culturally relevant methods (1)</u></b></li> <li>9. <b><u>School-Society relationship (1)</u></b></li> <li>10. Socially responsible ICT</li> <li>11. <b><u>Involving NGOs and Youth organisat. (1)</u></b></li> <li>12. Incentives and reward for GP</li> <li>13. <b><u>Social integration (4)</u></b></li> <li>14. <b><u>Awareness of injustice (3)</u></b></li> <li>15. <b><u>Promotion of Peace Value (1)</u></b></li> <li>16. Other (please specify)</li> </ol>
<b>Accessibility of data and persons by UPPER Team</b>	<b>Easy</b> – Average –Difficult
<b>Impact</b>	Short, medium and long term if possible to observe Although the impact, based on previous research data, is expected to be <b>medium-long</b> (up to one-year), the assessment attested a short time impact, since data were collected one week after the end of the activities. A scientific article is being published, with reports of results.
<b>Brief description of the context in which the practice was applied</b>	The activities were conducted in preschools and primary schools of Emilia-Romagna, a Northern Italian region. Although many classes involved included disabled children, the actual level of interaction in class between non-disabled and disabled children was low, and children had generally been exposed to specific interventions targeting attitudes toward disabled peers.

<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b>	(1min to 5max)				
<b>Matrix</b>	1	2	3	4	5
<b>Partnership structure</b>					X
<b>Methodology</b>					X
<b>Content of training</b>					X
<b>Stakeholders involvement</b>					X
<b>Evaluation approach</b>					X
<b>Training to practitioners</b>					
<b>Other (please specify)</b>					
<b>Critical aspects in the application of the practice</b>	In order to be maximally effective, it requires a high number of individuals conducting it. Individuals conducting the practice need to be trained by experts.				
<b>Sustainability elements and recommended use in UPPER</b>	Easy to apply and not costly. Also, it requires a rather flexible and easy to make partnerships.				
<b>Contact persons</b>	Loris Vezzali (loris.vezzali@unimore.it)				
<b>Web link(s)</b>	<a href="http://www.rimilab.unimore.it">www.rimilab.unimore.it</a>				
<b>Filled by [name and partner institution]:</b>	Loris Vezzali, UNIMORE				

